



**NICOLET COLLEGE**

**Equal Opportunity / Affirmative Action  
Five-Year Plan  
July 1, 2019 – June 30, 2024**

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President**

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**June 2019**

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## Introduction

In compliance with Chapter 38, Wis. Stats., and the Wisconsin Fair Employment Law (Sec. 111.31-111.395, Wis. Stats.), Nicolet Area Technical College maintains fair and impartial relations with employees, applicants for employment, and students without regard to race, color, creed, national origin, religion, sex, disability, age, arrest record, conviction record, political affiliation, marital status, sexual orientation, gender identity, ancestry, membership in the national guard, state defense force, or any reserve component of the military forces of the United States and of this state, or the use or non-use of lawful products off the employer's premises during non-working hours.

Nicolet Area Technical College seeks continuous compliance with the following laws: Title VI and VII of the 1964 Civil Rights Act as amended, Age Discrimination in Employment Act of 1975, the Americans with Disabilities Act of 1990, Equal Pay Act of 1963 as amended, Title IX of the 1972 Education Amendments, Section 504 of the 1973 Rehabilitation Act, Wisconsin Fair Employment Law, the 1976 Vocational Education Amendments, and the Office of Civil Rights Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Career and Technical Education Programs (34 CFR, Part 100, Appendix B).

In developing and implementing this plan, the College has undertaken an analysis of its policies and practices with a view toward enhancing equal employment opportunity without regard to sex, race, national origin, religion, color, sexual orientation, marital status, age, disability, or special disabled veteran, Vietnam era or other covered veteran status. This plan is adopted in reliance on the Equal Employment Opportunity Commission's Affirmative Action Guidelines. This Affirmative Action Plan does not create any rights for any person or entity, and is not developed nor intended to be used as a vehicle to sanction the unlawful discriminatory treatment of any group or individual.

President's Signature: \_\_\_\_\_



Date: \_\_\_\_\_

19 June '19

## Section I

### Equal Opportunity / Affirmative Action Policy

#### Affirmative Action

As required in Chapter 38, Wis. Stats., and the Wisconsin Fair Employment Law (Sec. 111.31-111.395, Wis. Stats.), Nicolet Area Technical College maintains fair and impartial relations with employees, applicants for employment, and students without regard to race, color, creed, national origin, religion, sex, disability, age, arrest record, conviction record, political affiliation, marital status, sexual orientation, ancestry, membership in the national guard, state defense force, or any reserve component of the military forces of the United States and of this state, or the use or non-use of lawful products off the employer's premises during non-working hours.

Nicolet Area Technical College seeks continuous compliance with the following laws: Title VI and VII of the 1964 Civil Rights Act as amended, Age Discrimination in Employment Act of 1975, the Americans with Disabilities Act of 1990, Equal Pay Act of 1963 as amended, Title IX of the 1972 Education Amendments, Section 504 of the 1973 Rehabilitation Act, Wisconsin Fair Employment Law, the 1976 Vocational Education Amendments, and the Office of Civil Rights Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Career and Technical Education Programs (34 CFR, Part 100, Appendix B).

Discrimination by supervisors, co-workers, or students on the above mentioned personal attributes is an illegal practice and is prohibited. Appropriate sanctions and preventive measures will be used to eliminate discrimination.

The principles and concepts of Affirmative Action will be integrated into all employment practices including, but not limited to, recruiting, hiring, transfers, promotions, training, compensation, benefits, layoff, terminations, retention, certification, testing and committee appointments. Affirmative Action will be utilized to achieve a work force with an appropriate balance of ethnic/racial minorities, women, and the disabled.

Nicolet Area Technical College will ask for nondiscrimination assurance from contractors and suppliers of services and their assurance that they maintain reputable Affirmative Action practices.

Nicolet Area Technical College will maintain physical accessibility for disabled persons, and will provide other reasonable accommodations in response to requests. Religious observances and practices will receive reasonable accommodations.

An Affirmative Action complaint procedure is used to process charges of discrimination on the basis of race, color, creed, national origin, religion, sex, disability, age, arrest record, conviction record, political affiliation, marital status, sexual orientation, ancestry, membership in the national guard, state defense force, or any reserve component of the military forces of the United States and of this state, or the use or non-use of lawful products off the employer's premises during non-working hours. The procedure is administered by the District EEO Officer and can be found on the College website in Board Policy 4.07 Discrimination Complaint Resolution.

Nicolet Area Technical College appoints an Affirmative Action/EEO Officer whose responsibilities include developing and implementing the Affirmative Action Plan, and monitoring compliance. Responsibilities of the Officer include: developing a written Affirmative Action Plan, monitoring internal and external communication procedures, collecting and analyzing employment and student data, identifying problem areas, setting goals and timetables, developing and implementing programs to eliminate discriminatory practices, designing and implementing an internal monitoring system, and submitting compliance plans and reports to the Wisconsin Technical College System Board Affirmative Action/EEO Officer.

The Director of Human Resources will establish an AA/EEO Advisory Committee for the purpose of active participation in the implementation of programs under the Affirmative Action Plan and outreach efforts for students and employees. This committee membership will be reviewed annually and updated. The Director of Human Resources will convene a meeting of the AA/EEO Advisory Committee as necessary to achieve this goal.

Nicolet Area Technical College reaffirms its policy of administering all educational programs and related supporting services and benefits in a manner which does not discriminate on the basis of a student's or prospective student's race, color, creed, national origin, religion, sex, disability, age, arrest record, conviction record, political affiliation, marital status, sexual orientation, ancestry, membership in the national guard, state defense force, or any reserve component of the military forces of the United States and of this state, or the use or non-use of lawful products off the employer's premises during non-working hours. Organizational structures and procedures have been established to assure equal treatment and equal access to the facilities and educational benefits of the institution to all students.

Any questions concerning Affirmative Action or Equal Opportunity should be directed to the EEO Officer, Nicolet Area Technical College, PO Box 518, Rhinelander, WI 54501. Telephone (715) 365-4449; direct TTY/TDD calls to (715) 365-4448 through 711 relay or 1-800-947-3529.

### **Discrimination Complaint Resolution**

Nicolet Area Technical College maintains fair and impartial relations with employees, applicants for employment, and students without regard to race, color, creed, national origin, religion, sex, disability, age, arrest record, conviction record, political affiliation, marital status, sexual orientation or any other protected status. Discrimination by supervisors, co-workers, or students on the basis of race, sex, national origin, disability or any other protected status is prohibited by the Board of Trustees. Affirmative Action efforts will be required for individuals with protected statuses, and persons with disabilities in educational programs and in job categories. Appropriate sanctions and preventive measures will be used to eliminate discrimination.

Nicolet Area Technical College seeks continuous compliance with the following EEO/AA laws and executive orders: Title VI and VII of the Civil Rights Act of 1964 as amended, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act, the Americans With Disabilities Act of 1990 as amended, the Civil Rights Act of 1991, the Carl D. Perkins Vocational and Technical Education Act, the Equal Pay Act of 1963 as amended, the Age Discrimination Acts of 1967, 1975, and 2010, the Civil Rights Restoration Act of 1987, the Wisconsin Fair Employment Law, other appropriate laws and executive orders and/or administrative directives and codes including the Office for Civil Rights Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, national Origin, Sex, and Handicap in Career Technical Education Programs (34 CFR, Part 100, Appendix B).

Equal opportunity as required in Chapter 38 of the Wisconsin Statutes and the Wisconsin Fair Employment Law under Sec. 111.31-111.395 Wis. Stats. is for all persons regardless of political affiliation, age, race, creed, color, disability, marital status, sex, national origin, ancestry, sexual orientation, gender identity, arrest or conviction record, service in the armed forces, genetic testing, and the use or non-use of lawful products off the employer's premises during non-working hours.

Discrimination is defined as disparate treatment in any service, program, course or facility of Nicolet Area Technical College based on any protected status. Employees and students of Nicolet Area Technical College wishing to file a complaint alleging any act of discrimination in violation of equal employment or education laws or policies shall do so directly with the Director of Human Resources (EEO/Affirmative Action Officer). For employment purposes, this policy covers all personnel transactions in job classification, placement, assignment, training, promotion, termination, salary, conditions of work, leave and other employment policies.

Students are covered by this policy in all educational programs and activities, recruitment, admissions, financial aid, counseling, access to course offerings, instruction, athletics, facilities, and student employment.

Complaints involving alleged rape, acquaintance rape, sexual assault, sexual harassment, domestic violence, dating violence or stalking may be handled per AP 3.07 Title IX and Violence Against Women Act/Clery Compliance.

**Discrimination Complaint Procedure:**

1. Discrimination complaints must be filed in writing and include the following information:
2. Name
3. Contact information (address, phone, email)
4. Date of the alleged incident
5. Persons involved in alleged discrimination
6. Description of the alleged incident
7. Witnesses to the alleged discrimination
8. Relief sought
9. Written discrimination complaints should be sent to: Director of Human Resources

Nicolet Area Technical College  
P.O. Box 518 Rhinelander, WI 54501 Phone: (715) 365-4449  
Direct TTY/TDD calls to (715) 365-4448 through 711 relay or 1-800-947-3529  
Fax: (715) 365-4460  
Email: [hr@nicoletcollege.edu](mailto:hr@nicoletcollege.edu)

If the discrimination complaint involves a member of the Human Resources Office, the written complaint should be sent to the Executive Vice President of Academic and Student Affairs or designee.

Retaliation against anyone filing a discrimination complaint under this policy is prohibited. While the most effective and timely remedies are available through this College process, the filing of a complaint under this policy does not preclude a person's right to seek remedies through avenues outside the institution.

The College encourages reporting of any discrimination complaint within 30 days to facilitate a prompt and thorough investigation of the facts and circumstances involved. Under Wisconsin Law, any staff member or student who believes he/she has been discriminated against or who alleges discrimination has occurred in violation of this policy may also file a complaint with the Equal Rights Division of the Wisconsin Department of Workforce Development within 300 days of the alleged violation.

**Notification:**

Within five (5) working days after a discrimination complaint is filed, the Director of Human Resources will notify the President and the respondent that a complaint of discrimination has been filed, and of his/her intent to investigate the complaint.

**Investigation & Decision:**

1. Within ten (10) days of receiving a discrimination complaint, the Director of Human Resources will investigate the allegations and issue a written notice of his/her findings to the parties involved.
2. If the complainant is not satisfied with the decision, he/she may appeal the decision to the Executive Vice President or designee within ten (10) days of that determination. The appeal must be in writing and specify in detail what findings, recommendations, or other aspects of the determination are being appealed.

**Appeal to the Executive Vice President:**

The Executive Vice President or designee will meet with the relevant parties and will issue a decision within ten (10) days of receiving the appeal. Copies of the decision will be sent to the parties involved and the Director of Human Resources. The decision of the Executive Vice President or designee is final, and there shall be no further appeal of the matter internally.

**Consequences of Discrimination:**

Employees who discriminate against students or other employees will be subject to appropriate disciplinary action up to and including termination pursuant to relevant policies. Students who discriminate against other students will be subject to disciplinary action pursuant to student disciplinary processes.

## **Recruiting**

Recruitment materials contain a statement of the College's status as an Affirmative Action/Equal Employment Opportunity employer. Applicants are informed in job postings that the College is an Equal Employment Opportunity employer. The College's online employment application process notes our commitment to equal opportunity principles.

## **Promotions**

Promotions occur when an internal candidate applies for and is selected for an open position. Since the College's screening and hiring process complies with all affirmative action and equal opportunity laws and regulations, and is subject to the College's own Affirmative Action policies and procedures, internal candidates are assured equal opportunity in this process.

## **Professional Development**

The College supports employee development through internal training programs such as new employee orientation, supervisor development, faculty development, and job-related skill development. Training and development opportunities are offered without regard to race, gender, or disability and are available to all employees to whom a given training topic applies.

## **Non-Harassment Policy**

The College enforces a non-harassment policy which applies to all staff, faculty, students, and vendors. Any student or employee who feels that he/she has been the victim of illegal harassment has the opportunity to seek relief within the College system.

The AA/EEO Officer will conduct prompt, thorough, and impartial investigations of all harassment complaints and harassment incident reports, and corrective action will be taken where indicated. Supervisors are informed of their critical role in preventing harassment, and their obligation to report observations or complaints of harassment to Human Resources, or a member of ELT.

## **Protection from Discrimination**

Any employee or student who feels that he/she is being discriminated against on the basis of protected class membership has the opportunity to seek relief within the College system. The AA/EEO Officer will investigate complaints and assist in correcting any discriminatory practices at the College. All administrators and representative of the College are charged with the responsibility to take appropriate action to ensure compliance.



## Section II

### Dissemination of EO / AA Information

While the development and adoption of an equal opportunity/affirmative action plan is essential for progress toward attaining a balanced student body and work force, equally important is a comprehensive information dissemination process. The Five-Year Equal Opportunity / Affirmative Action Plan will be published and distributed to the following persons or offices as described below.

Person or Office	Timetable	Distribution Method
District Board of Trustees	Upon Publication	Electronically and hard copy via Board packet
College President	Upon Publication	Hard copy and email pdf
Administrators/Managers	Upon Publication	E-mail pdf
College Library	Upon Publication	Two hard copies
College Website	Upon Publication	College website
WTCSB – Office of Management Services	Upon Publication	E-mail pdf

- ❖ Students and staff can access the district's policies and complaint procedures on the College web site. Policies and procedures are also included in various materials such as the College Catalog and other publications. These documents may also be requested by contacting Human Resources.
- ❖ The nondiscrimination public notice is published annually in the official district newspaper.
- ❖ Nondiscrimination notification statements are included in recruitment and program materials.
- ❖ The nondiscrimination statement is on the employment page and postings on the web site, including communication alternatives such as TTY or State Relay numbers.
- ❖ Students are directed to the website to review the EO/AA policy, complaint procedures, and other related policies at new Student orientation and in communications. Class syllabi also link to these policies on the College web site and through Blackboard.
- ❖ New employees are provided with the EO/AA policy and complaint procedures during the onboarding process. Employees are encouraged to annually review all policies and are required to acknowledge in writing their understanding of all Board and Administrative policies and procedures.
- ❖ Hiring committees are prepared in conducting a fair and legal hiring process.

## **Section III**

### **Self-Analysis of Work Force**

Refer to the Affirmative Compliance Reports (pp. 20-27), appended in this document, for the District Workforce Analysis. This data was used to analyze our workforce in an attempt to discern compliance and/or underutilization. Employment goals and initiatives were established using this data, along with a review of the results of previous affirmative action efforts.

## Section IV

### Employment Program Affirmative Action Initiatives

The table below is a comparison of the 2013-2014 Staff Accounting System Compliance Indicators data to the 2017-2018 Affirmative Action Compliance Report data (Appendix 1, pp. 20-27). The table shows the percentage change by employee groups for minorities and disabled employees as compared to the 2013-2014 data.

Racial/Ethnic		2013-14	2017-18	Comparison	Change
<b>Minorities*</b>	Faculty	- 6.79%	4.49%	11.28%	Increase
	Administrative	10.75%	0.97%	- 9.78%	Decrease
	Professional Nonfaculty	4.78%	13.17%	8.39%	Increase
	Technical/Paraprofessional	- 7.83%	- 7.46%	0.37%	
	Clerical/Secretarial	3.72%	- 3.66%	- 7.38%	Decrease
<b>Disabilities*</b>					
	Faculty	1.54%	0.00%	- 1.54 %	
	Administrative	- 4.58%	- 3.99%	0.59%	
	Professional Nonfaculty	- 3.17%	-10.96%	- 7.79%	Decrease
	Technical/Paraprofessional	- 6.24%	- 8.47%	- 2.23%	
	Clerical/Secretarial	- 1.96%	- 5.15%	- 3.19%	
*Employees anonymously and voluntarily self-disclose in a survey.					

While the College meets or exceeds compliance expectations in some areas, this plan focuses on the areas where a population may be out of compliance. The goal of the College has been to increase the employment rates for faculty minorities, as well as to increase employment of minorities and individuals with disabilities overall. In developing this plan, a representative group of employees and Human Resources identified activities, steps, and persons responsible for implementation as illustrated in the following three program objective areas:

**Program Objective 1: Implement targeted recruitment plans based on race, sex, disability, and veteran status.**

Activity/Steps	Persons responsible for Implementation
Work with College employees and community experts to identify and use new minority recruitment strategies and resources.	Human Resources, Equal Opportunity Officer and Committee, Instructional Deans and Directors, Tribal Outreach Coordinator
Invite clients of community agencies serving minorities, disabled individuals, and veterans to attend community job fairs.	Human Resources, Equal Opportunity Officer, Instructional Deans and Directors, Accommodation Specialists, Tribal Outreach Coordinator, Student Engagement/Career Development Coach, Business Solutions Coordinator
Maintain and share information about community service organizations with employees to support diverse populations.	Human Resources, Equal Opportunity Officer and Committee, Tribal Outreach Coordinator,

	Accommodations Specialists, Assessment and Transitions Counselor, Success Coach
Partner with community agencies such as Wisconsin Division of Vocational Rehabilitation, Vocational Rehabilitation for Native Americans, Workforce Development Agencies, and Veterans Services to do targeted recruiting.	Human Resources, Equal Opportunity Officer and Committee, Tribal Outreach Coordinator, Accommodation Specialists, Assessment and Transitions Counselor, Veterans Liaison

**Methods of Evaluation:**

The number of minorities, women, and employees with disabilities, both generally in the Nicolet College workforce and in specific categories of employment, will be evaluated annually by the Equal Opportunity Officer and Human Resources. Increased minority (race, sex, disability) staff will be a general indicator of success. The Equal Opportunity Officer and Human Resources will review and evaluate the program objective. Progress on this objective will be reported on the Annual Updates to the AA/EEO Five Year Plan.

**Program Objective 2: Engage all employees in professional development that creates an inclusive community.**

Activity/Steps	Persons responsible for Implementation
Provide diversity, equity, and inclusion training as part of a supervisory leadership development program.	Human Resources, Staff Development
Provide opportunities for employees to participate in study abroad experiences.	Study Abroad Coordinator, Supervisors, College Leadership
Encourage engagement of employees in both self-directed and group learning activities to enhance diversity, equity, and inclusion.	Human Resources, Staff Development, Supervisors, College Leadership

**Methods of Evaluation:**

The College will offer professional development training and related learning opportunities. Progress on this objective will be reported on the Annual Updates to the AA/EEO Five Year Plan.

**Program Objective 3: Be recognized in the community as a leader for diversity, equity, and inclusion.**

Activity/Steps	Persons Responsible for Implementation
Organize multicultural community-wide events and activities.	Student Club Advisors, Marketing, ArtStart, self-identified employees
Create an awareness campaign to showcase Nicolet's diversity, equity, and inclusion efforts.	Human Resources, Equal Opportunity Officer and Committee, Deans, Tribal Outreach Coordinator, Diversity, Equity, and Inclusion (DEI) committee, Marketing, College Community

**Methods of Evaluation:**

The College will track participation rates for the above programs and events. The AA/EEO Officer, Human Resources, and the Diversity, Equity, and Inclusion committee review and evaluate this program objective. Progress on this objective will be reported on the Annual Updates to the AA/EEO Five Year Plan.

## Section V

### Student Program Affirmative Action Initiatives

#### Enrollment

The following student initiatives are based on data found in these Client Reporting System reports:

- CLI660A Compliance Indicator I – Program Areas (Race and Ethnicity)
- CLI660B Compliance Indicator I – Program Areas (Female, Disabled, Minority)
- CLI670 Compliance Indicator II – Sex
- CLI680 Compliance Indicator III – Disabled
- CLI690 Compliance Indicator IV – LEP (Limited English Proficiency)

The table below is a comparison of the 2013-14 Client Reporting System Compliance Indicators enrollment rates to the 2017-2018 Client Reporting System Compliance Indicators enrollment rates across all programs (p. 28). The table shows the percentage change by Native American Alaskan Native students as compared to the 2013-2014 data. The numbers represent the percent difference between enrolled students and the district population.

The enrollment rate (across all programs) of Native American Alaskan Native students increased compared with the 2013-2014 data.

<b>Enrollment</b>	<b>2013-14</b>	<b>2017-18</b>	<b>Comparison</b>	<b>Change</b>
Native American Alaskan Native	- 8.05%	3.62%	11.67%	Increase

While the College meets or exceeds compliance expectations in several areas, this plan will focus on the areas where a population may be out of compliance. The primary goal of the College is to increase the enrollment rate for Native American students. However, the College will also focus on outreach activities to attract other racial minorities, students with disabilities, veterans and military students. A representative group of employees who are engaged with students in the respective categories identified activities, steps, and persons responsible for implementation as illustrated in the following three program objective areas:

**Program Objective 1: Increase enrollment, retention, and completion rates for minority students.**

<b>Activity/Steps</b>	<b>Persons Responsible for Implementation</b>
Increase recruitment related activities for racial minority students.	Tribal Outreach Coordinator, Student Engagement and Career Development Coach, Faculty, College community, Veterans Liaison, Admissions Representatives, Advisors and

	Success Coach, Academic Advisor/ Accommodation Specialists
Increase internal education: obtain funding for events, speakers, and/or library series.	Marketing and Communications, Manager of Library Services, Student Engagement and Career Development Coach, Tribal Outreach Coordinator, Director of Institutional Effectiveness and Staff Development
Purposeful inclusion in internal and external media of Native American students, tribal partners, and outreach locations.	Marketing and Communications, Tribal Outreach Coordinator, College Leadership
Promote a welcoming and inclusive environment with reflection of the racial and cultural heritage of our students.	ELT, Facilities, Deans, Faculty, Tribal Outreach Coordinator, Marketing and Communications
Include information in student orientations, advising, and portal about the resources for minority students.	Academic Advisor/Accommodation Specialists, Advisors and Success Coach, Student Engagement and Career Development Coach, Admissions Representatives, Dual Credit Coordinator, Director of Student Success, Academic Success, Veterans Liaison
Provide a broad overview of the cultural aspects of our district and students at New Employee Orientation.	Human Resources, College Leadership
Create Diversity, Equity and Inclusion committee to direct activities that promote continued learning.	Human Resources, Staff

**Method of Evaluation:**

An increase in the number of minority students will be a general indicator of success. The Equal Opportunity Officer, persons responsible for implementation, the Diversity, Equity, and Inclusion committee, and other staff as appropriate will review and evaluate this objective. Progress on this objective will be reported on the Annual Updates to the AA/EO Five Year Plan.

**Program Objective 2: Increase enrollment for students with disabilities.**

Activity/Steps	Persons Responsible for Implementation
Accommodation Specialists participate regularly in CARE team to promote and develop services for students with disabilities.	CARE team, Academic Advisor/Accommodation Specialists
Help students in JumpStart transition to post-secondary enrollment.	Economic & Community Development, Admissions Representatives, Advisors and Success Coach, Academic Advisor/Accommodation Specialists

Build connections with Special Education Directors at district schools to assist students when transitioning to college.	Academic Advisor/Accommodation Specialists, Admissions Representatives
Develop marketing materials to promote services for students with disabilities. Include photos of diverse student population in college marketing materials.	Marketing and Communications, Academic Advisor/Accommodation Specialists, Academic Advisors, Success Coach
Partner with community agencies that serve students with disabilities.	Campus-wide
Include information about services for students with disabilities in New Employee Orientation	Human Resources- as developed by the DEI committee

**Methods of Evaluation:**

Increased enrollment of students with disabilities will be a general indicator of success. The Equal Opportunity Officer; persons responsible for implementation; the Diversity, Equity, and Inclusion Committee; and other employees as appropriate will review and evaluate this objective. Progress on this objective will be reported on the Annual Updates to the AA/EEO Five Year Plan.

**Program Objective 3: Implement recruitment strategies for veterans and their families.**

Activity/Steps	Persons Responsible for Implementation
Increase internal education on serving veterans.	Veterans Liaison, Economic and Community Development, Director of Institutional Effectiveness & Staff Development
Create marketing materials to attract veterans and military students. Increase visibility of veterans across campus.	Marketing and Communications, Veterans Liaison, Admissions Representatives
Hold awareness activities on campus on veteran holidays.	Student Engagement and Career Development Coach, Veterans Liaison
Build connections with CSOs and veterans organizations to increase awareness of Nicolet College.	Veterans Liaison, Admissions Representatives, Human Resources

**Methods of Evaluation:**

Increased veterans and military students will be a general indicator of success. The AA//EEO Officer; persons responsible for implementation; the Diversity, Equity, and Inclusion Committee; and other employees as appropriate will review and evaluate this objective. Progress on this objective will be reported on the Annual Updates to the AA/EEO Five Year Plan.

## Completion (Graduation) Rates

The primary focus continues to be on increasing course completion rates for Native American Alaskan Native. When comparing total enrolled to total graduates, the overall course completion rate for Native American Alaskan Native shows an increase of 4.69% compared with the 2013-2014 data.

<b>Graduate</b>	<b>2013-14</b>	<b>2017-18</b>	<b>Comparison</b>	<b>Change</b>
Native American Alaskan Native	- 3.43%	1.26%	4.69%	Increase

In addition, program objectives will focus on other racial minorities, students with disabilities, veterans, and current military students. Activities and steps, persons responsible for implementation have been identified by a representative group of employees who are engaged with students in the respective categories and are illustrated in the following three program objective areas:

**Program Objective 1: Increase course completion rates for Native Americans and other minorities.**

<b>Activity/Steps</b>	<b>Persons Responsible for Implementation</b>
<p>Assist Native American Students in understanding the Federal Financial Aid process at Nicolet (how it differs from the Tribal Aid Financial Aid process, and how to access benefits).</p> <p>Assist other racial minorities in understanding Federal Financial Aid requirements and process.</p>	<p>Academic Advisors, Admissions Representatives, Financial Aid, Tribal Outreach Coordinator</p>
<p>Provide professional development and internal education opportunities on diversity and inclusion at In-Services/ Conference Day.</p> <p>Expand knowledge of services via In-service, New Employee Orientation, and Adjunct Summit.</p>	<p>Instructional Deans, Director of Enrollment, Director of Student Success, Tribal Outreach Coordinator, Faculty Innovation Council Chair</p> <p>Human Resources, Director of Institutional Effectiveness &amp; Staff Development, Academic Advisor/Accommodations Specialists, Admissions Representatives, Academic Success Staff, Assessment and Transitions Counselor, Veterans Liaison, other Nicolet employees</p>
<p>Access research to improve accuracy in identifying students at risk of non-persistence.</p>	<p>Director of Student Success, Instructional Deans, Student Engagement and Career Development Coach, Assessment and Transitions Counselor, Executive Vice President of Academic and Student Affairs</p>



**Methods of Evaluation:**

A general indicator of success will be increases in completion rates for Native Americans and other racial minority students. The AA/EEO Officer, persons responsible for implementation, the DEI Committee and other employees as appropriate will review and evaluate course completion rates. Progress on this objective will be reported on the Annual Updates to the AA/EO Five Year Plan.

**Program Objective 2: Increase retention for students with disabilities.**

Activity/Steps	Persons Responsible for Implementation
Expand knowledge of services for students with disabilities via In-service, New Employee Orientation, Faculty conferences, and Adjunct Summits.	Human Resources, Director of Institutional Effectiveness & Staff Development, Academic Advisor/Accommodations Specialists, Admissions Representatives, Assessment and Transitions Counselor, Veterans Liaison, Student Engagement and Career Development Coach, other Nicolet employees
Locate Academic Success Instructors and resources where increased interaction with students is facilitated by establishing accessibility outside the classroom and embedded in classes.	Administration, Facilities

**Method of Evaluation:**

An increase in completion rates of students with disabilities will be the indicators of success. The AA/EEO Officer, persons responsible for implementation, the Diversity, Equity, and Inclusion Committee, and other employees as appropriate will review and evaluate course completion rates. Progress on this objective will be reported on the Annual Updates to the AA/EO Five Year Plan.

Graduate	2013-14	2017-18	Comparison	Change
Students with Disabilities	- 0.43%	2.91%	3.34%	Increase

**Program Objective 3: Implement student veterans and current military student retention strategies.**

Activity/Steps	Persons Responsible for Implementation
Implement at least one new retention strategy to increase our Military Student and Student Veteran population.	Veterans Liaison , Academic Advisors, Student Engagement and Career Development Coach
Recognize veterans at graduation ceremonies and annually on Veterans Day.	Veterans Liaison, Student Engagement and Career Development Coach
Attend Veterans Summits, conferences, or workshops to expand understanding of veterans' needs and obtain resources for support and retention strategies.	Veterans Liaison, Student Engagement and Career Development Coach, Human Resources

Veterans Liaison will make personal one-on-one contact with every identified Student Veteran/Military Student.	Veterans Liaison, Academic Advisors, Student Engagement and Career Development Coach
Research and identify programs and activities that focus on persistence and retention for Student Veterans and Military Students.	Veterans Liaison, Student Engagement and Career Development Coach

**Methods of Evaluation:**

Of the 64 student veterans and current military students enrolled in 2013-2014, 46.7% (30 students) completed their program within 5 years. An increase in completion rates of student veterans and current military students will be the indicators of success. The AA/EEO Officer, persons responsible for implementation, the DEI Committee, and other employees as appropriate will review and evaluate course completion rates. Progress on this objective will be reported on the Annual Updates to the AA/EO Five Year Plan.

<b>Graduate*</b>	<b>2013-14</b>	<b>2017-18</b>	<b>Comparison</b>	<b>Change</b>
Veterans/Current Military	46.7%	Data Unavailable	-----	
*State Student Success Dashboard- Tableau				

## EEOC Report Categories

- 1 = ADMINISTRATIVE. Include persons whose assignments require primary (and major) responsibility for management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department or subdivision, etc. It is assumed that assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment, and to direct the work of others. Report in this category all officers holding such titles as Director or Administrator or the equivalent. Report in this category Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, and executive officers of academic departments (chairpersons, heads or equivalents) if their principal activity is administrative. Also include supervisors of professional employees.
- 2 = FACULTY. Include all persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or Community service as a principal activity (or activities), and now hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any one of these academic ranks. Report in this category Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instructional. Do not include student teaching or research assistants.
- 3 = PROFESSIONAL NON-FACULTY. Include persons whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background. Included would be all staff members with assignments requiring specialized professional training who should not be reported under Executive (1) and who should not be classified under any of the four "nonprofessional" categories of activities.
- 4 = CLERICAL / SECRETARIAL. Include persons whose assignments typically are associated with clerical activities, or are specifically of a secretarial nature. Include personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmers) and/or information and other paperwork required in an office, such as bookkeepers, stenographers, clerk typists, office machine operators, statistical clerks, payroll clerks, etc. Also include sales clerks such as those employed full-time in the bookstore, and library clerks who are not recognized as librarians.
- 5 = TECHNICAL / PARAPROFESSIONAL. Include persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many two-year technical institutes, junior colleges or through equivalent on-the-job training. Include computer programmers and operators, drafters, engineering aides, junior engineers, mathematical aides, licensed practical or vocational nurses, dietitians, photographers, radio operators, scientific assistants, technical illustrators, technicians (medical, dental, electronic, physical sciences), and similar occupations not properly classifiable in other occupational-activity categories but which are institutionally defined as technical assignments. Include persons who perform some of the duties of a professional or technician in a supportive role, which usually require less formal training and/or experience normally required for professional or technical status.

- 6 = **SKILLED CRAFTS.** Include persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job training and experience or through apprenticeship or other formal training programs. Include mechanics and repairers, electricians, stationary engineers, skilled machinists, carpenters, compositors and typesetters.
- 7 = **SERVICE / MAINTENANCE.** Include persons whose assignments require limited degrees of previously acquired skills and knowledge, and in which workers perform duties which result in or contribute to the comfort, convenience and hygiene of personnel and the student body or which contribute to the upkeep and care of buildings, facilities or grounds of the institutional property. Include chauffeurs, laundry and dry cleaning operatives, cafeteria and restaurant workers, truck drivers, bus drivers, garage laborers, custodial personnel, gardeners and groundskeepers, refuse collectors, construction laborers, and security personnel.

## **Compliance Indicator Reports Appendix**

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- Affirmative Action Compliance Report – ADMINISTRATIVE – p. 21
  - Affirmative Action Compliance Report – FACULTY – p.22
- Affirmative Action Compliance Report – PROFESSIONAL NONFACULTY – p. 23
- Affirmative Action Compliance Report – CLERICAL/SECRETARIAL – p. 24
- Affirmative Action Compliance Report – TECHNICAL/PARAPROFESSIONAL – p. 25
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- CLI660A Compliance Indicator I – ALL PROGRAMS ENROLLEE COMPARISON (RACE, ETHNICITY) – p. 28
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  - CLI680 Compliance Indicator III – DISABLED, ENROLLEE COMPARISON/GRADUATE COMPARISON – p. 31
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**AFFIRMATIVE ACTION COMPLIANCE REPORT**

Date Completed: 7/13/2018

Fiscal Year: 2017-18  
 District: Nicolet Area Technical College

Factors For Consideration	ALL STAFF																					
	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	172	60.47%	0	0.00%	11	6.40%	1	0.58%	2	1.16%	2	1.16%	2	1.16%	0	0.00%	4	2.33%	0	0.00%	0	0.00%
Work Force (2)	29,888	48.52%	2,251	7.53%	1,521	5.09%	569	1.90%	225	0.75%	38	0.13%	308	1.03%	41	0.14%	340	1.14%	N/A	N/A	N/A	N/A
% Difference (3)		11.94%		-7.53%		1.31%		-1.32%		0.41%		1.04%		0.13%		-0.14%		1.19%				
Quotient (4)		1.25		0.00		1.26		0.31		1.54		9.15		1.12		0.00		2.04				
Female Difference (5)	20.54																					
Racial Difference (6)	2.25																					

\*\* DISABILITY ALL-STAFF POPULATION MAY BE OUT OF COMPLIANCE \*\*

\*\* AMERICAN INDIAN ALL-STAFF POPULATION MAY BE OUT OF COMPLIANCE \*\*

- (1) Full-Time Staff Count Or Employee Count
- (2) District 16-64 Work Force value from 5-year ACS
- (3) = (Staff Count Or Employee Count % - District Work Force %)
- (4) = (Staff Count Or Employee Count % / District Work Force %)
- (5) = (Total District Employees \* Female Percent of District Work Force - Female Count of District Employees)
- (6) = (Total District Employees \* Race/Ethnic Percent of District Work Force - Race/Ethnic Count of District Employees)



**AFFIRMATIVE ACTION COMPLIANCE REPORT**

Date Completed: 7/13/2018

Fiscal Year: 2017-18  
 District: Nicolet Area Technical College

Factors For Consideration	ADMINISTRATIVE																				
	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Employees (1)	28	17	60.71%	0	0.00%	2	7.14%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	7.14%	0	0.00%
Work Force (2)	3,157	1,263	40.01%	126	3.99%	195	6.18%	39	1.24%	31	0.98%	0	0.00%	20	0.63%	0	0.00%	105	3.33%	N/A	N/A
% Difference (3)			20.71%		-3.99%		0.97%		-1.24%		-0.98%		0.00%		-0.63%		0.00%		3.33%		N/A
Quotient (4)			1.52		0.00		1.16		0.00		0.00		0.00		0.00		0.00		3.82%		2.15
Female Difference (5)	5.80																				
Racial Difference (6)	0.27																				

\*\* DISABILITY ADMINISTRATIVE POPULATION MAY BE OUT OF COMPLIANCE \*\*

\*\* AMERICAN INDIAN ADMINISTRATIVE POPULATION MAY BE OUT OF COMPLIANCE \*\*

- (1) Full-Time Staff Count Or Employee Count
- (2) District 16-64 Work Force value from 5-year ACS
- (3) =(Staff Count Or Employee Count % - District Work Force %)
- (4) =(Staff Count Or Employee Count % / District Work Force %)
- (5) =(Total District Employees \* Female Percent of District Work Force - Female Count of District Employees)
- (6) =(Total District Employees \* Race/Ethnic Percent of District Work Force - Race/Ethnic Count of District Employees)



AFFIRMATIVE ACTION COMPLIANCE REPORT

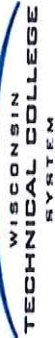
Date Completed: 7/13/2018

Fiscal Year: 2017-18  
 District: Nicolet Area Technical College

Factors For Consideration	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	62	51.61%	0	0.00%	4	6.45%	0	0.00%	1	1.61%	1	1.61%	2	3.23%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	102	51.96%	0	0.00%	2	1.96%	0	0.00%	2	1.96%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	N/A
% Difference (3)		-0.35%		0.00%		4.49%		0.00%		-0.35%		1.61%		3.23%		0.00%		0.00%		0.00%
Quotient (4)		0.99		0.00		3.29		0.00		0.82		0.00		0.00		0.00		0.00		0.00
Female Difference (5)		0.22																		
Racial Difference (6)		2.78																		

- (1) Full-Time Staff Count Or Employee Count
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- (3) =(Staff Count Or Employee Count % - District Work Force %)
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- (5) =(Total District Employees \* Female Percent of District Work Force - Female Count of District Employees)
- (6) =(Total District Employees \* Race/Ethnic Percent of District Work Force - Race/Ethnic Count of District Employees)





AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 7/13/2018

Fiscal Year: 2017-18  
 District: Nicolet Area Technical College

Factors For Consideration	Total		Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	29	62.07%	18	62.07%	0	0.00%	5	17.24%	1	3.45%	1	3.45%	1	3.45%	0	0.00%	0	0.00%	2	6.90%	0	0.00%
Work Force (2)	712	64.75%	461	64.75%	78	10.96%	23	4.07%	22	3.09%	0	0.00%	0	0.00%	7	0.98%	0	0.00%	0	0.00%	N/A	N/A
% Difference (3)		-2.68%		-2.68%		-10.96%		13.17%		0.36%		3.45%		3.45%		-0.98%		0.00%		6.90%		
Quotient (4)		0.96		0.96		0.00		4.23		1.12		0.00		0.00		0.00		0.00		0.00		
Female Difference (5)		0.78		0.78																		
Racial Difference (6)		3.82		3.82																		

\*\* FEMALE PROFESSIONAL NONFACULTY POPULATION MAY BE OUT OF COMPLIANCE \*\*  
 \*\* DISABILITY PROFESSIONAL NONFACULTY POPULATION MAY BE OUT OF COMPLIANCE \*\*

- (1) Full-Time Staff Count Or Employee Count
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- (4) =(Staff Count Or Employee Count % / District Work Force %)
- (5) =(Total District Employees \* Female Percent of District Work Force - Female Count of District Employees)
- (6) =(Total District Employees \* Race/Ethnic Percent of District Work Force - Race/Ethnic Count of District Employees)

**AFFIRMATIVE ACTION COMPLIANCE REPORT**

Date Completed: 7/13/2018

Fiscal Year: 2017-18  
 District: Nicolet Area Technical College

Factors For Consideration	CLERICAL/SECRETARIAL																					
	Total		Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	35	94.29%	33	94.29%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	1,940	96.65%	1,875	96.65%	100	5.15%	71	3.66%	52	2.68%	6	0.31%	3	0.15%	6	0.31%	0	0.00%	4	0.21%	N/A	N/A
% Difference (3)		-2.36%		-2.36%		-5.15%		-3.66%		-2.68%		-0.31%		-0.15%		-0.31%		0.00%		0.21%		
Quotient (4)		0.98		0.98		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		
Female Difference (5)																						
Racial Difference (6)																						

\*\* FEMALE CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE \*\*

\*\* DISABILITY CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE \*\*

\*\* RACE/ETHNIC CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE \*\*

\*\* AMERICAN INDIAN CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE \*\*

- (1) Full-Time Staff Count Or Employee Count
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- (6) = (Total District Employees \* Race/Ethnic Percent of District Work Force - Race/Ethnic Count of District Employees)

Fiscal Year: 2017-18  
 District: Nicolet Area Technical College

Factors For Consideration	TECHNICAL/PARAPROFESSIONAL																			
	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	11		4	36.36%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	295		91	30.85%	25	8.47%	22	7.46%	22	7.46%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
% Difference (3)				5.52%		-8.47%		-7.46%		-7.46%		0.00%		0.00%		0.00%		0.00%		0.00%
Quotient (4)				1.18		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00
Female Difference (5)				0.61																
Racial Difference (6)				0.82																

\*\* DISABILITY TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE \*\*  
 \*\* RACE/ETHNIC TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE \*\*  
 \*\* AMERICAN INDIAN TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE \*\*

- (1) Full-Time Staff Count Or Employee Count
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- (6) =(Total District Employees \* Race/Ethnic Percent of District Work Force - Race/Ethnic Count of District Employees)



**AFFIRMATIVE ACTION COMPLIANCE REPORT**

Date Completed: 7/13/2018

Fiscal Year: 2017-18  
 District: Nicolet Area Technical College

Factors For Consideration	Total		Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	3	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	662	55.29%	366	55.29%	61	9.21%	59	8.91%	16	2.42%	15	2.27%	0	0.00%	28	4.23%	0	0.00%	0	0.00%	0	0.00%
% Difference (3)				-55.29%		-9.21%		-8.91%		-2.42%		-2.27%		0.00%		-4.23%		0.00%		0.00%		N/A
Quotient (4)				0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00
Female Difference (5)				1.66																		
Racial Difference (6)				0.27																		

\*\* FEMALE SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE \*\*  
 \*\* DISABILITY SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE \*\*  
 \*\* RACE/ETHNIC SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE \*\*  
 \*\* AMERICAN INDIAN SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE \*\*  
 \*\* ASIAN AMERICAN SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE \*\*  
 \*\* HISPANIC SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE \*\*

- (1) Full-Time Staff Count Or Employee Count
- (2) District 16-64 Work Force value from 5-year ACS
- (3) =(Staff Count Or Employee Count % - District Work Force %)
- (4) =(Staff Count Or Employee Count % / District Work Force %)
- (5) =(Total District Employees \* Female Percent of District Work Force - Female Count of District Employees)
- (6) =(Total District Employees \* Race/Ethnic Percent of District Work Force - Race/Ethnic Count of District Employees)

Fiscal Year: 2017-18  
 District: Nicolet Area Technical College

Factors For Consideration	Total		Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown Race	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	4	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	3,340	46.44%	1,551	46.44%	310	9.28%	172	5.15%	90	2.69%	21	0.63%	0	0.00%	59	1.59%	0	0.00%	7	0.21%	N/A	N/A
% Difference (3)		-46.44%		-46.44%		-9.28%		-5.15%		-2.69%		-0.63%		0.00%		-1.59%		0.00%		-0.21%		N/A
Quotient (4)		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00
Female Difference (5)		1.86		1.86		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00
Racial Difference (6)		0.21		0.21		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00

\*\* FEMALE SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE \*\*  
 \*\* DISABILITY SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE \*\*  
 \*\* RACE/ETHNIC SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE \*\*  
 \*\* AMERICAN INDIAN SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE \*\*

\*\* HISPANIC SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE \*\*

- (1) Full-Time Staff Count Or Employee Count
- (2) District 16-64 Work Force value from 5-year ACS
- (3) =(Staff Count Or Employee Count % - District Work Force %)
- (4) =(Staff Count Or Employee Count % / District Work Force %)
- (5) =(Total District Employees \* Female Percent of District Work Force - Female Count of District Employees)
- (6) =(Total District Employees \* Race/Ethnic Percent of District Work Force - Race/Ethnic Count of District Employees)



Client Reporting System  
 CLI660A Compliance Indicator I - Program Areas

Run On: 3/27/2019 2:18:47 PM

Fiscal Year: 2018  
 District: Nicolet Area Technical College

ALL PROGRAMS																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	1,449	80	5.52 %	15	1.04 %	6	0.41 %	31	2.14 %	1,275	87.99 %	1	0.07 %	41	2.83 %	0	0.00 %
District POP (2)	29,888	569	1.90 %	225	0.75 %	38	0.13 %	309	1.03 %	28,367	94.91 %	41	0.14 %	340	1.14 %		
% Difference (3)			3.62 %		0.28 %		0.29 %		1.11 %		-6.92 %		-0.07 %		1.69 %		
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	398	27	6.78 %	3	0.75 %	0	0.00 %	11	2.76 %	347	87.19 %	0	0.00 %	10	2.51 %	0	0.00 %
Total Enrollment (1)	1,449	80	5.52 %	15	1.04 %	6	0.41 %	31	2.14 %	1,275	87.99 %	1	0.07 %	41	2.83 %	0	0.00 %
% Difference (5)			1.26 %		-0.28 %		-0.41 %		0.62 %		-0.81 %		-0.07 %		-0.32 %		0.00 %

(1) : Student Program Or Course Enrollment Count  
 (2) : District Population (18-64 years old) Value from 5-year ACS  
 (3) : ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )  
 (4) : Student Graduate Count  
 (5) : ( Student Graduate Count% - Student Program Or Course Enrollment Count% )  
 Percent=Count/Total



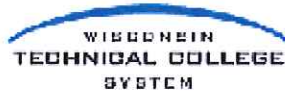
**Client Reporting System**  
**CLI660B Compliance Indicator I - Program Areas**

Run On: 3/27/2019 2:20:04 PM

Fiscal Year: 2018  
 District: Nicolet Area Technical College

ALL PROGRAMS							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	1,449	898	61.97 %	169	11.66 %	174	12.01%
District POP (2)	29,888	14,502	48.52 %	2,251	7.53 %	1,522	5.09%
% Difference (3)			13.45 %		4.13 %		6.92%
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	398	284	71.36 %	58	14.57 %	51	12.81%
Total Enrollment (1)	1,449	898	61.97 %	169	11.66 %	174	12.01%
% Difference (5)			9.38 %		2.91 %		0.81%

- (1) : Student Program Or Course Enrollment Count
- (2) : District Population (18-64 years old) Value from 5-year ACS
- (3) : ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )
- (4) : Student Graduate Count
- (5) : ( Student Graduate Count% - Student Program Or Course Enrollment Count% )



**Client Reporting System  
CLI670 Compliance Indicator II - Sex**

Run On: 3/27/2019 2:22:00 PM

Fiscal Year: 2018  
District: Nicolet Area Technical College

ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Male		Unknown Sex	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	1,449	898	61.97 %	551	38.03 %	0	0.00 %
District POP (2)	29,888	14,502	48.52 %	15,386	51.48 %	0	0.00 %
% Difference (3)			13.45 %		-13.45 %		
Quotient (4)			1.28		0.74		
Difference = 194.93							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Male		Unknown Sex	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (5)	398	284	71.36 %	114	28.64 %	0	0.00 %
Total Enrollment (1)	1,449	898	61.97 %	551	38.03 %	0	0.00 %
% Difference (6)			9.38 %		-9.38 %		
Quotient (7)			1.15		0.75		
Difference = 37.34							

- (1) : Student Program Or Course Enrollment Count
- (2) : District Population (18-64 years old) Value from 5-year ACS
- (3) : ( Student Program Or Course Enrollment Count% - District Population Value from Census Records% )
- (4) : ( Student Program Or Course Enrollment Count% / District Population Value from Census Records% )
- (5) : Student Graduate Count
- (6) : ( Student Graduate Count% - Student Program Or Course Enrollment Count% )
- (7) : ( Student Graduate Count% / Student Program Or Course Enrollment Count% )





**Client Reporting System  
CLI680 Compliance Indicator III - Disabled**

Run On: 3/27/2019 2:23:24 PM

Fiscal Year: 2018  
District: Nicolet Area Technical College

<b>ENROLLEE COMPARISON</b>			
<b>Factors For Consideration</b>	<b>Total Population</b>	<b>Disabled</b>	
		<b>Count</b>	<b>Percent</b>
Total Enrollment (1)	1,449	169	11.66 %
Working Age Population (2)	29,888	2,251	7.53 %
% Difference (3)			4.13 %
Quotient (4)			1.55
Difference = 59.87			
<b>GRADUATE COMPARISON</b>			
<b>Factors For Consideration</b>	<b>Total Population</b>	<b>Disabled</b>	
		<b>Count</b>	<b>Percent</b>
Total Graduates (5)	398	58	14.57 %
Total Enrollment (1)	1,449	169	11.66 %
% Difference (6)			2.91 %
Quotient (7)			1.25
Difference = 11.58			

- (1) : Student Program Or Course Enrollment Count
  - (2) : District Population (18-64 years old) Value from 5-year ACS
  - (3) : ( Student Program Or Course Enrollment Count% - Workage Population Value from Census Records% )
  - (4) : ( Student Program Or Course Enrollment Count% / Workage Population Value from Census Records% )
  - (5) : Student Graduate Count
  - (6) : ( Student Graduate Count% - Student Program Or Course Enrollment Count% )
  - (7) : ( Student Graduate Count% / Student Program Or Course Enrollment Count% )
- Percent-Num/Total



**Client Reporting System  
CLI690 Compliance Indicator IV - LEP**

Run On: 5/1/2019 3:02:08 PM

Fiscal Year: 2018  
District: Nicolet Area Technical College

ENROLLEE COMPARISON			
Factors For Consideration	Total Population	LEP	
		Count	Percent
Total Enrollment (1)	1,449	1	0.07 %
Adult POP (2)	29,888	308	1.03 %
% Difference (3)			-0.96 %
Quotient (4)			0.07
Difference = 13.93			
GRADUATE COMPARISON			
Factors For Consideration	Total Population	LEP	
		Count	Percent
Total Graduates (5)	398	0	0.00 %
Total Enrollment (1)	1,449	1	0.07 %
% Difference (6)			-0.07 %
Quotient (7)			0.00
Difference = 0.27			

- (1) : Student Program Or Course Enrollment Count
  - (2) : District Population (18-64 years old) Value Speaking English Well, Not Well, and Not Well At All from 5-year ACS
  - (3) : ( Student Program Or Course Enrollment Count% - Adult Population Value from Census Records% )
  - (4) : ( Student Program Or Course Enrollment Count% / Adult Population Value from Census Records% )
  - (5) : Student Graduate Count
  - (6) : ( Student Graduate Count% - Student Program Or Course Enrollment Count% )
  - (7) : ( Student Graduate Count% / Student Program Or Course Enrollment Count% )
- Percent-Num/Total