



NICOLET COLLEGE

Equal Opportunity / Affirmative Action

**Five-Year Plan
July 1, 2024 – June 30, 2029**

June 2024

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WTCS Equal Opportunity / Affirmative Action Goals

July 1, 2024 – June 30, 2029

1. Balance individual occupational program enrollment percentages for students by race, sex and disability percentages in the general population.
2. Assure non-discrimination in career planning, counseling and placement services for students.
 - * Analyze and report demographic, program enrollment and completion and job referral and placement data for minorities, women and disabled students and take steps to assure nondiscrimination in referral and placement services.
3. Analyze and address employment of faculty and staff within each district in the Wisconsin Technical College System to match availability percentages for race, sex, and disability categories in the working population.
 - * Implement a plan for recruiting and hiring minorities, women and disabled faculty and staff in all employment categories where there is under representation.
4. Create an educational and work environment that reflects, appreciates, and celebrates the diverse society and community in which we live and one that creates a climate for the success of every person by appreciating the uniqueness that they bring to the technical college district.
 - * Implement faculty and staff in-service programs, professional development activities, mentoring and student orientation programs to promote cultural, sex and disability awareness and sensitivity.
 - * Integrate the history, culture, accomplishments and contributions of minorities, women, and the disabled into curricula at each WTCS district.
 - * Ensure that cultural competency is practiced at every campus.

Section I

Equal Opportunity / Affirmative Action Policy Statement

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, 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).

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, 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. 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 Human Resources Director & Title IX Coordinator 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 Human Resources Director & Title IX Coordinator 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, 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. Organizational structures and procedures have been established to assure equal treatment and equal access to the facilities and educational benefits of the institution for 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. Email: JVancamp@nicoletcollege.edu Telephone (715) 365-4550; 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, 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 at 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 & Title IX Coordinator

Nicolet Area Technical College
P.O. Box 518 Rhinelander, WI 54501 Phone: (715) 365-4550
Direct TTY/TDD calls to (715) 365-4448 through 711 relay or 1-800-947-3529
Fax: (715) 365-4460
Email: JVancamp@nicoletcollege.edu

If the discrimination complaint involves the Human Resources Director & Title IX Coordinator or their team, the written complaint should be sent to the Vice President of Academic 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 Human Resource Director & Title IX Coordinator 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 Human Resources Director & Title IX Coordinator 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 Vice President of Academic Affairs 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 Vice President of Academic Affairs:

The Vice President of Academic Affairs 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 Vice President of Administration. The decision of the Vice President of Academic Affairs 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.

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 and annual updates will be published and distributed to the following persons or offices as described below.

Person or Office	Timetable	Distribution Method
District Board of Trustees	First meeting following Publication	Electronically and hard copy via Board packet
College President	Upon Publication	Hard copy and email pdf
Administrators/Managers	Upon Publication	Hard copy and email pdf
College Library	Upon Publication	Two hard copies for shelves
College Website	Upon Publication	Save pdf to college website
WTCSB – Office of Management Services	Upon Publication	Email 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. They may also be requested by contacting Human Resources.
- ❖ The nondiscrimination public notice is published annually in the official district newspaper.
- ❖ Continuous nondiscrimination notification statements are included in recruitment and program materials.
- ❖ The nondiscrimination statement is on each job posting, 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 Day and in communications. Class syllabi also link to these policies on the College web site and through our student Learning Management System.
- ❖ The EO/AA policy and complaint procedures are reviewed in new employee orientation sessions. Employees are required to annually review all policies and acknowledge their understanding of all Board and Administrative policies and procedures.
- ❖ Management personnel will receive training regarding the EO/AA policies and complaint procedure(s).

Section III

Self-Analysis of Work Force

Self-Analysis of District Workforce

Refer to the Compliance Indicator V Staff Accounting System Report, appended to this document, for the District Workforce Analysis. This data was used to analyze our workforce to discern compliance and/or underutilization. Employment goals and initiatives were established using this data, results of previous affirmative action efforts, turnover, exit interviews and other employment activities.

Section IV

Employment Program Affirmative Action Initiatives

NARRATIVE:

As referenced in the Staff Accounting System Compliance Indicator V report STF533, the negative numbers in the following discussion indicate the percent difference between employees and the district workforce. 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.

Nicolet College operates in a low-population, rural area and is the smallest of the 16 technical colleges, only employing ~150 employees. The fact that the district demographics are not diverse combined with the small employee sample size within the College makes setting diversity goals within employee categories challenging. Due to these circumstances, the goals will be set across all college employee categories. The College employs individuals identifying as having a disability at a rate of 6.67% less than our district workforce. The College is also underrepresented compared with the district population for employing ethnic minorities at a rate of 3.36% less than the district workforce. The goal of the College is to increase the overall employment rate for individuals with disabilities, as well as ethnic minorities. Activities and steps, persons responsible for implementation, and timetables have been identified by Human Resources and are illustrated in the following three program objective areas:

Program Objective 1: Implement targeted recruitment plans based on ethnic minorities and disabilities.

Initiative A: Increase ethnic minority recruitment.

Activity/Steps	Persons responsible for Implementation	Timetable
Work with College staff and community experts to identify and use new minority recruitment strategies and resources.	Human Resources, Equal Opportunity Officer and Committee, Instructional Deans and Directors	2024-2029
Invite clients of community agencies serving minorities and individuals with disabilities to attend College-sponsored job fairs.	Human Resources, Equal Opportunity Officer, Instructional Deans and Directors, Accommodations Specialist	2024-2029
Implement successful minority recruitment strategies to create a diverse applicant pool.	Human Resources, Equal Opportunity Officer, Instructional Deans and Directors	2024-2029

Initiative B: Expand within-district outreach and recruitment contacts with ethnic minorities and disability advocate organizations.

Activity/Steps	Persons Responsible for Implementation	Timetable
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Develop a comprehensive listing of disability advocate organizations.	Human Resources, Equal Opportunity Officer and Committee, Manager of Open and Inclusive Academics, Accommodations Specialist	2024-2029
Partner with community agencies such as Div. 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, Accommodations Specialist, Assessment and Transitions Counselor, Veterans Liaison and Counselor	2024-2029
Research and implement at least one outreach activity with disability advocate organizations and one outreach activity with ethnic minority advocate organizations.	Human Resources, Equal Opportunity Officer and Committee, Accommodations Specialist	2024-2029

Methods of Evaluation:

The number of ethnic minority and individuals with disabilities in the Nicolet College workforce will be evaluated annually by the Equal Opportunity Officer and Human Resources. Increased diversity of ethnic minority and individuals with disabilities will be a general indicator of success. Program objectives will be reviewed and evaluated by the Equal Opportunity Officer and Human Resources annually through the AA/EO Five Year Plan Annual Updates. (Data is annually supplied by the WTCS System Office).

Program Objective 2: Improve College data by re-surveying employees.

Activity/Steps	Persons responsible for Implementation	Timetable
Re-survey and communicate AAP with college employees. In communication, educate employees on topic.	Human Resources, Equal Opportunity Officer	2024-2029

Program Objective 3: Implement programs and services that promote a positive, equitable, inclusive, and diverse climate.

Activity/Steps	Persons Responsible for Implementation	Timetable
Determine services or events that will attract minority and individuals with disabilities to demonstrate our appreciation for diversity.	Human Resources, Administrators, Accommodations Specialist	2024-2029
Leverage programs and events to model inclusivity and attract a diverse population to our institution.	Human Resources, Equal Opportunity Officer and Committee, Deans, Manager of Open and Inclusive Academics, Marketing and Community Relations, College Community	2024-2029
Complete and implement a 5-year Equity, Inclusion and Diversity Strategic Plan.	Human Resources Staff, Equal Opportunity Officer and Committee, Manager of Open	2024-2029

	and Inclusive Academics, College Community	
Diversity, Equity and Inclusion Advance Team to continually refine and develop College culture.	Diversity, Equity and Inclusion, Advance Team Members, Strategic Leadership Team, Human Resources Team	2024-2029
Events that improve Diversity, Equity and Inclusion across the college and district.	Human Resources Team, Strategic Leadership Team, Diversity, Equity and Inclusion Advance Team	2024-2029

Methods of Evaluation:

The College will track participation rates for the above programs and events. Increased participation will be a general indicator of success. This program will be reviewed and evaluated through the AA/EO Five Year Plan Annual Updates. (Data annually supplied by the WTCS System Office).

Section V

Student Program Affirmative Action Initiatives

Enrollment

NARRATIVE:

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 enrollment rate of English language learners (ELL) is approximately 36% less than those who are identified as English language learners compared to the district population (English language learners represent 1.33% of the population). Anecdotally the College has seen an increasing need for these services. The primary goal for the college is to increase the enrollment rate for English language learners. The College will also focus on increasing Dual Credit enrollments for persons with disabilities and American Indian categories as well as the English language learners. Activities and steps, persons responsible for implementation, and timetables 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 objective areas:

Program Objective 1: Increase enrollment rates for English language learners.

Activity/Steps	Persons Responsible for Implementation	Timetable
Research new district locations for ELL offerings.	Dean of Academic Support, Director of Strategic Enrollment, Strategic Leadership Team	2024-2029
Expand ELL course offerings aligned with growing district needs.	Dean of Academic Support, Academic Success Faculty, Director of Strategic Enrollment, Strategic Leadership Team	2024-2029
Develop an ELL marketing and communications strategy.	Dean of Academic Support, Director of Strategic Enrollment, College Marketing Team, Strategic Leadership Team	2024-2029

Research the district need for ELL services and course offerings.	Dean of Academic Support, Director of Strategic Enrollment, Strategic Leadership Team, Director of Business Intelligence	2024-2029
Research the district High School needs for ELL services and course offerings.	Dean of Academic Support, Director of Strategic Enrollment, Strategic Leadership Team, Director of Business Intelligence, Dual Credit Coordinator	2024-2029

Method of Evaluation:

An increase in the number of ELL students will be a general indicator of success. Each program objective will be reviewed and evaluated by the Equal Opportunity Officer, persons responsible for implementation, and other staff as appropriate annually through the AA/EO Five Year Plan Annual Updates. (Data is annually supplied by the WTCS System Office).

Program Objective 2: Increase Dual Credit enrollment for students with disabilities.

Activity/Steps	Persons Responsible for Implementation	Timetable
Explore possibility of collaboration between College and district High Schools	Accommodations Specialist, Dual Credit Coordinator, Director of Strategic Enrollment	2024-2029
Evaluate reporting, communications and services unique to high school students.	Accommodations Specialist, Dual Credit Coordinator, Director of Strategic Enrollment, Admissions Team, Information Technology	2024-2029
Update Disability Support Services communications and workflows.	Accommodations Specialist, Dual Credit Coordinator, Director of Strategic Enrollment, Admissions Team	2024-2029
Improve marketing of dual credit opportunities to include and reflect students with disabilities.	Accommodations Specialist, Dual Credit Coordinator, Director of Strategic Enrollment, Admissions Team, Marketing Team	2024-2029
Expand knowledge of services for students with disabilities.	Human Resources, Accommodations Specialist, Career Coaches, Dual Credit Coordinator, Admissions Reps and other Nicolet Staff	2024-2029

Methods of Evaluation:

Increased enrollment of students with disabilities in Dual Credit courses will be a general indicator of success. This program objective will be evaluated by the Equal Opportunity Officer, persons responsible for implementation, and other staff as appropriate annually through the AA/EO Five Year Plan Annual Updates. (Data is annually supplied by the WTCS System Office).

Program Objective 3: Increase Dual Credit enrollment for American Indians

Activity/Steps	Persons Responsible for Implementation	Timetable
Explore possibility of collaboration between College and district High Schools	Indigenous Enrollment Specialist, Dual Credit Coordinator, Director of Strategic Enrollment, Indigenous Advisory Council	2024-2029
Evaluate enrollment trends and potential course offerings.	Indigenous Enrollment Specialist, Dual Credit Coordinator, Director of Strategic Enrollment, Admissions Team, Indigenous Advisory Council	2024-2029
Market College IWOK program.	Indigenous Enrollment Specialist, Dual Credit Coordinator, Director of Strategic Enrollment, Indigenous Studies & Tribal Business Management Instructor, Admissions Team, Marketing Team, Dean of University Transfer, Liberal Arts & Science, Indigenous Advisory Council	2024-2029
Improve marketing of dual credit opportunities to include and reflect indigenous students.	Indigenous Enrollment Specialist, Dual Credit Coordinator, Director of Strategic Enrollment, Admissions Team, Marketing Team, Indigenous Advisory Council	2024-2029

Methods of Evaluation:

Increased American Indian students in Dual Credit courses will be a general indicator of success. This program objective will be reviewed and evaluated by the Equal Opportunity Officer, persons responsible for implementation, and other staff as appropriate annually through the AA/EO Five Year Plan Annual Updates. (Data is annually supplied by the WTCS System Office).

Completion Rates

NARRATIVE:

The primary focus will be on increasing course completion rates for American Indian students. Currently, students identifying as American Indian experience a 15% lower graduation rate at the four-year time mark than do student not identifying as American Indian. In addition, program objectives will focus on male graduation rates and English language learner program data. Activities and steps, persons responsible for implementation, and timetables 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 objective areas:

Program Objective 1: Increase program completion rates for American Indian and other minorities.

Activity/Steps	Persons Responsible for Implementation	Timetable
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Assist American Indian 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.	Success Coaches, Admissions Representatives Financial Aid Manager, Manager of Open and Inclusive Academics, Indigenous Advisory Council	2024-2029
Provide professional development and internal education opportunities on diversity and inclusion.	Deans, Human Resources, Enrollment Team, Strategic Leadership Team, All Staff, Indigenous Advisory Council, Diversity, Equity and Inclusion Advance Team	2024-2029
Research to identify trends for low completion rates.	Director of Business Intelligence, Strategic Enrollment Team, Academic Deans	2024-2029

Methods of Evaluation:

A general indicator of success will be increases in completion rates for Native Americans and other racial minority students. The Equal Opportunity Officer, persons responsible for implementation, and other staff as appropriate will review and evaluate course completion rates annually through the AA/EO Five Year Plan Annual Updates. (Data annually supplied by the WTCS System Office).

Program Objective 2: Increase male graduation rates.

Activity/Steps	Persons Responsible for Implementation	Timetable
Research to identify trends for low completion rates.	Director of Business Intelligence, Strategic Enrollment Team, Academic Deans	2024-2029
Develop plan based on research.	Strategic Enrollment Team, Academic Deans, Strategic Leadership Team, Academic Services Team, Director of Business Intelligence	2024-2029

Method of Evaluation:

An increase in completion rates of male students will be an indicator of success. The Equal Opportunity Officer, persons responsible for implementation, and other staff as appropriate will review and evaluate course completion rates annually through the AA/EO Five Year Plan Annual Updates. (Data annually supplied by the WTCS System Office).

Compliance Indicator Reports Appendix

*****Will be removed from public distribution due to low cell sizes**

Affirmative Action Compliance Report FY 2021-2022 All Staff

Affirmative Action Student Enrollment Report 2021-2022



AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 7/27/2022

Fiscal Year: 2021-22
 District: Nicolet Area Technical College

ALL STAFF																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	156	88	56.41%	1	0.64%	9	5.77%	2	1.28%	2	1.28%	2	1.28%	0	0.00%	0	0.00%	3	1.92%	0	0.00%
Work Force (2)	29,784	14,110	47.37%	2,127	7.14%	1,851	6.21%	730	2.45%	87	0.29%	89	0.30%	488	1.64%	38	0.13%	419	1.41%	N/A	N/A
% Difference (3)			9.04%		-6.50%		-0.45%		-1.17%		0.99%		0.98%		-1.64%		-0.13%		0.52%		
Quotient (4)			1.19		0.09		0.93		0.52		4.39		4.29		0.00		0.00		1.37		
Female Difference (5)	14.10																				
Racial Difference (6)	0.70																				

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

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

**** HISPANIC 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)

Enrollment Access Compared with District Population

Category	Total	Females	Persons with Disabilities	English Language Learner	American Indian	Asian American	Black	Hispanic	Multi-Racial	Pacific Islander, Native Hawaiian
NATC Enrollments	2,119	54.93% 1,164	9.48% 201	0.85% 18	7.46% 158	1.32% 28	1.09% 23	4.67% 99	4.01% 85	0.38% 8
NATC Program Students	1,229	63.38% 779	10.42% 128	0.33% 4	5.94% 73	0.65% 8	0.90% 11	3.99% 49	3.34% 41	0.24% 3
NATC Dual Credit Students	512	37.89% 194*	0.2% 1	0.00% 0	1.37% 7	2.34% 12	0.39% 2	4.69% 24	4.69% 24	0.20% 1
District Population	29,784	47.37% 14,110	7.14% 2,127	1.33% 396	2.45% 730	0.29% 87	0.30% 89	1.64% 488	1.41% 419	0.13% 38
Equity Gap			****	****	****					

*42.77% of dual credit students have an unknown gender in FY22

NATC enrollments are shown for specific student groups:

- Enrolled in FTE-generating postsecondary courses and adult education/ELL courses
- Program-enrolled students
- Students enrolled in dual credit courses

District Population (18-64 years old) Values from 5-year ACS

Evidence of Disproportionate Enrollment Across Programs

Focused on programs with 30 or more enrollments in FY22. ELL program students are significantly underrepresented overall, and thus there is not an additional 'by-program' analysis.

Gender

Enrollments by gender follow nontraditional occupation patterns. Women are significantly underrepresented (less than 25%) in:

- Law Enforcement Recruit
- Welding
- Heavy Equipment Operator Apprentice (ABC)

Race/Ethnicity

Native American students make up 5.94% of NATC program students, but are underrepresented (less than 3%) in:

- Practical Nursing
- Liberal Arts - AS
- Heavy Equipment Operator Apprentice (ABC)

Students with Disabilities

Students with disabilities make up 10.42% of NATC program students, but are underrepresented (less than 8%) in:

- Business Management
- EMT
- Leadership Essentials
- Law Enforcement Recruit
- Heavy Equipment Operator Apprentice (ABC)

Access from Adult Ed/ELL to Postsecondary Programs

Of the 18 ELL students enrolled in courses at NATC, only 22% are also enrolled in a postsecondary program. Of the 794 students with an academic disadvantage enrolled in courses at NATC, 52.5% are also enrolled in a postsecondary program.

Equity Gaps in Program Completion

4-year graduation rate for all students who started their program in FY2019 is 42% (have until FY22 to graduate).

- Students with disabilities and students without disabilities have the same 4-year graduation rate of 42%
- Native American students have a 4-year graduation rate of 27%, while White students have a rate of 43% and Hispanic students have a rate of 53%. Multiracial students have a rate of 33%.
- Female graduation rate is 44%, while male graduation rate is 37%
- Not enough data for ELL program completion.

Below is a summary of programs in which there are significant equity gaps in 4-year graduation rates for particular student populations. A significant equity gap is defined as at least a 10-percentage point difference in graduation rates (e.g., difference between students with and without disabilities). Only programs with 30 or more first-year program students in FY2019 are included with at least 10 students in the different populations.

Equity Gaps by Gender

Male students have lower completion rates:

- Business Management