

Northcentral Technical College

5 Year Affirmative Action Plan – Annual Update 19/20

It is recommended that Districts review their 5 Year Affirmative Action Plan and any past annual updates. Provide the following information as an annual update to your five-year Affirmative Action Plan and submit it to the Wisconsin Technical College District Office by **October 1** each year.

EMPLOYEE FOCUSED ACTIVITIES

Section 1 – Goals/Initiatives Activities

Indicate the Goals/Initiatives on the 5 year plan and the efforts made to achieve those Goals/Initiatives in the past year. Provide all Goals/Initiatives even if there has been no activity on them. Specify if the Goal/Initiative is new or has changed from the 5 year plan. **Highlight the items that you would like in the Annual Update Summary that will be distributed to the other colleges.**

Goal/Initiatives	Activities
Collaborate with local groups/organizations (CWSHRM, Wausau Chamber of Commerce, etc.) to incorporate ideas which may better attract individuals to the central Wisconsin area.	<ul style="list-style-type: none"> • Worked with our Marketing department and updated our careers landing page to include a direct link to “Central Wisconsin at a Glance” through our Chamber of Commerce https://www.greaterwausau.org/
<p>Research and develop a survey tool for staff to self-identify a disability for reporting purposes on compliance reports.</p> <p>Conduct a survey to staff regarding self-identification of a disability. (Activity for FY 20/21 – Completed early)</p>	<ul style="list-style-type: none"> • NTC developing a self-reporting process to collect employee data related to disability and veteran status. Although highly encouraged, the process was voluntary to employees’ disclosure. • Information was collected through a confidential electronic process in Peoplesoft to be used for future reporting purposes.
Human Resources and Professional Development will review NTC’s New Supervisor Training, and will integrate training content regarding implicit bias and interviewing strategies and questions. Human Resources will develop content related to enhancements in interviewing process.	<ul style="list-style-type: none"> • The College has LinkedIn Learning which provides various training choices for implicit bias, training for new supervisors and diversity inclusion in the interview process. • Human Resources developed five diversity-related applicant interview questions. One to two questions are included in each interview process.
Identify diversity training opportunities for staff	<ul style="list-style-type: none"> • Researched College-wide training options for all staff for upcoming In-Service to be held in September 2020. • See Section 2 below for additional diversity training provided to employees.

Section 2 – Diversity/Equity Activities for Culture

Provide a narrative regarding diversity/equity activities to improve campus culture/climate for either staff or students or both.

Employee Development and Training throughout the year:

- All new employees take Veteran-focused training, Title IX training and Sexual Harassment training as part of New Employee Orientation.
- Library Services offers curated library resources and materials for equity and inclusion topics for staff and students.
- NTC purchased “Ouch! That Stereotype Hurts” for staff professional development
- Faculty Training:
 - Adolescent Health Symposium
 - Better Buildings, Better Business WI Conference
 - National At-Risk Association Education Network (NAREN) Conference
 - Focus 2019 Conference
 - Common Ground Conference
 - Mental Health and Substance Abuse Recovery Training
 - Distance Teaching and Learning Conference
 - Wisconsin Teachers of English to Speakers of Other Languages (WITESOL) Conference
 - ON COURSE – College 101
- Other Employee Training:
 - 60 Forward Equity in the Classroom
 - WTCS Conference on Race and Ethnicity (WISCORE)
 - Equity and Social Justice Institute
 - Ruffalo Noel Levitz conference

Section 3 – Policy Changes

If new policies have been created or updated related to AA/EEO, provide the policy or policies. If there has been no revision, please indicate that.

Implemented new Title IX policy and procedures; more training to follow.

Section 4 – Evaluation and Monitoring

Prepare a short summary of your monitoring and evaluation activities for the district.

Submitting the annual AAP update is a way to monitor our progress and remain on track with our goals and activities based goal and initiatives in the 2019-2024 Affirmative Action Plan.

In June, an AAP summary of activities is presented to the NTC Board of Trustees for review.

Section 5 – Data Analysis

Report workforce analysis or underutilization data if there has been a change in the last year (an example would be an increase or decrease in workforce demographics that result in a numerical change that affects compliance). Indicate the reason for the improvement or declines in the protected category numbers.

No significant changes to report.

STUDENT-FOCUSED ACTIVITIES

Section 1 – Goals/Initiatives Activities

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Goal: Increase enrollment rates of minority students, Native American students, and students with disabilities	
Activity/Steps	Annual Update
<p>Focused recruitment of minority students and international students.</p>	<p>NTC has recruited international students through exchange programs, and through high schools. The pandemic has resulted in exchanges being canceled and students sent home in Spring 2020, and no new exchanges are available in the 2020-2021 academic year.</p> <p>NTC’s Academy Specialist has been engaging with the Hmong American Center and with Colby/Abbotsford high schools to recruit students. NTC had tables at Hmong Wausau Festival, at Stockbridge-Munsee community open house, and at the Central WI Indigenous Peoples Day Pow Wow. NTC also had a presence at the Ho Chunk Suicide Youth Prevention event. NTC staff attended the National Council for Workforce Education Conference to learn best recruitment strategies for diverse populations.</p>
<p>Recruit and support transition of diverse students from the Alternative high school and GED programs to NTC.</p>	<p>Focused recruitment and transition services were provided for Alternative HS students. Students are encouraged to participate in the Pride Academy and the Academy Specialist visits the Alternative High School monthly to support career exploration opportunities and connect students to college resources. NTC staff provided information sessions on a college overview, paying for college, housing and mental health. Staff also met one-on-one with students who were close to completing their HSED at the Alternative High School. Alternative HS students were also invited and attended our K12 events (campus visit days, career exploration days, etc).</p>
<p>Continue recruitment and student support efforts through NTC Promise programs.</p>	<p>NTC continues to collaborate with K-12 partners to recruit students coming right out of high school to the Promise program. In late Fall 2019, NTC hired a dedicated Student Success/Promise advisor to recruit students into our new Adult Promise program as well. Strong collaboration with our WIOA partners will support unemployed/underemployed adults to access</p>

	post-secondary education opportunities through this program.
Provide co-curricular opportunities for students promoting diversity and inclusion	Student Life sponsored a session on choosing Halloween costumes that are not culturally insensitive, and a session entitled "Thanksgiving Mourning" discussing the need for cultural sensitivity around this holiday. NTC Director of Advising also visited the Alternative High School to present this lesson. The Diversity Committee in collaboration with student clubs presented several film screenings and discussions. The Disability Services staff hosted a passive education event in October where students could learn and answer questions about various disabilities and be entered in a drawing to win an Apple watch. Students in the School of Health participated in an activity on privilege and in Safe Space training during their Inter Professional Education day. Diverse students were invited to join an affinity group. Following the death of George Floyd, the Diversity Committee hosted three open discussions for both students and staff/faculty.
Build relationships with businesses and community groups to promote an awareness of diversity and to evaluate the needs of the community.	NTC's staff participate in the Wisconsin Indian Education Association (WIEA). NTC partners with several community organizations serving veterans to host a military resource fair. Staff from Disability services serve on several county Transition Committees, attending meetings and transition fairs sponsored by the groups. A partnership with Independent Living/Youth in Foster supports students' awareness of NTC and college opportunities.
Encourage community partners to participate in events at NTC that develop an inclusive culture.	A diversity panel session with community representation was held at Faculty Initiative Days in Fall 2019. NTC has engaged with district Special Education staff to foster an understanding of what NTC has to offer for students with disabilities and to gather feedback about additional programming. NTC also hosted monthly Marathon County Committee on Transition meetings. A Transition Event was planned to be hosted by NTC in April but was canceled due to the pandemic.
Collaborate with other school partners, including WTCS colleges and local school districts, on ways to incorporate best practices of meeting student needs.	NTC hosts School-to-Career Partnership meetings and administrator meetings with K-12 school district staff, and also participates in a variety of WTCS teams to share best practices.

<p>Have a presence at community events representing diversity, e.g. the Hmong New Year, tribal events – Pow Wow, etc.</p>	<p>NTC had tables at Hmong Wausau Festival, at Stockbridge-Munsee community open house, and at Central WI Indigenous Peoples Day Pow Wow. NTC also had a presence at the Ho Chunk Suicide Youth Prevention event. Other events planned in Spring (Wisconsin Indian Education Association Education conference is one example) were canceled due to the pandemic</p>
<p>Provide opportunities for staff members to learn more about diversity and a culture of inclusion through “think tank” events or other training opportunities.</p>	<p>A Diversity & Equity Toolkit course has been created in Canvas. This course will have diversity trainings: two modules were developed in 2019-2020: Microaggressions, and Implicit Bias. Presentations to various NTC staff/faculty occurred in late Spring.</p> <p>A diversity panel session with community representation was held at Faculty Initiative Days in Fall 2019.</p> <p>Disability staff also met with faculty during Faculty Initiative Days and as needed to provide information and support for student accommodations.</p> <p>Following the death of George Floyd, the Diversity Committee hosted three open discussions for both students and staff/faculty.</p> <p>Film Screenings open to both staff/faculty and students: “Suicide: The Ripple Effect” “Teeth: The Story of Beauty, Inequality, and the Struggle for Oral Health in America” “A Matter of Place” on housing discrimination</p> <p>Training:</p> <p>Five NTC staff participated in the Wisconsin Conference on Race and Ethnicity</p> <p>Several NTC staff were trained to present “Understanding and Engaging Under Resourced College Students”.</p> <p>HR staff participated in a webinar: “Recruit and Retain Diverse Faculty and Staff During COVID-19”</p> <p>The ACE team created a local equity report in Spring 2020 and has been presented to various NTC staff/faculty groups.</p> <p>New Faculty Orientation sessions include information on disabilities and accommodations.</p>

	<p>Library Research Guides & Pinterest Boards* - https://www.ntc.edu/library/resources/research-guides</p> <ul style="list-style-type: none"> • Disabilities • Domestic Violence • Military Veterans • Generational Considerations • African American History Month • LGBTQ • Hispanic/Latino Students • Native American • African History Month • Bias • Culturally Responsive Healthcare • Culturally Responsive Teaching • Depression • Microaggressions • Social Justice • Suicide Prevention • Hmong • Religious Diversity • Hate Crimes • Non-Traditional Occupations/Gender Equity • Privilege and Equity
<p>Participate in Wisconsin Indian Education Association (WIEA) annual conferences and other education fairs.</p>	<p>The NTC Diversity Committee determines plans and develops activities. NTC participates in the Wisconsin Indian Education Association, and NTC staff attended the Stockbridge-Munsee community open house and the Ho-Chunk Dept of Education Youth & Family College Expo to recruit and share information with students.</p>
<p>Extend special invitations to high schools with Native American student populations (Bowler, Wittenberg, White Lake, and Menominee Indian school district) for Campus Events/Visit Days.</p>	<p>Dedicated Career Coaches for these high schools offer programming and share events.</p>
<p>Maintain or expand dual credit and contracted courses in district high schools with Native American student populations</p>	<p>Dual Credit courses are offered at Menominee, White Lake, Bowler, and Wittenberg high schools.</p>
<p>To create cultural competence and a positive campus environment for diverse student populations, provide resources and activities that faculty can incorporate into their curriculum to accompany campus or community events, including:</p>	<p>A Diversity & Equity Toolkit course created in Canvas. This course will have diversity trainings: two modules were developed in 2019-2020: Microaggressions, and Implicit Bias. Presentations to various NTC staff/faculty occurred in late Spring.</p>

<ul style="list-style-type: none"> ○ Student Life Activities ○ Think Tanks ○ Community Events ○ Speaker Series ○ Collaborate with other Campuses 	<p>A diversity panel session with community representation was held at Faculty Initiative Days in Fall 2019.</p> <p>Disability staff also met with faculty during Faculty Initiative Days and as needed to provide information and support for student accommodations.</p> <p>Following the death of George Floyd, the Diversity Committee hosted three open discussions for both students and staff/faculty.</p> <p>Film Screenings open to both staff/faculty and students: “Suicide: The Ripple Effect” “Teeth: The Story of Beauty, Inequality, and the Struggle for Oral Health in America” “A Matter of Place” on housing discrimination</p> <p>Topical Research Guides provide resources for faculty to incorporate into their curriculum as well.</p> <p>Opportunities to engage in community events are shared through the Diversity Committee’s Facebook page “Mosaic of Diversity” and on the general bulletin board.</p>
<p>Collaborate with high school counselors and staff to promote NTC and assist Native American students through the admissions process. Develop relationships with high school teachers and staff, present in classrooms and meet individually with students.</p>	<p>School Counselors attend School-to-Career partnership meeting(s). The Youth Apprenticeship Coordinator and Career Coaches continue to build relationships with the teachers, counselors and staff.</p>
<p>NTC representation and participation in district Transition and the Community (TAC) Meetings.</p>	<p>Disability Services staff participate in Transition meetings throughout the district, including Marathon, Price, Langlade, and Taylor counties.</p>
<p>Attend school-to-career partnership meetings and high school transition fairs.</p>	<p>The Accommodation Services Coordinator attended school-to-career partnership meetings at NTC, and Disability Services staff also attended transition fairs explaining transitions, NTC services and programs, and handled questions from high school students considering NTC. A number of schools brought in groups for a brief orientation and a tour of Disability Services during Fall 2019 and early Spring 2020. In-person events were cancelled in Spring 2020 due to the pandemic.</p>

Develop and implement summer camp or other engagement activities for students with disabilities	Career Exploration/Summer Camp opportunities were planned to engage students. A summer bridge program for students with disabilities was being planned, but was delayed due to the pandemic.
Collaborate with high school counselors and staff to promote NTC and assist students with disabilities through the admissions process.	The Accommodation Services Coordinator collaborates with high school staff and counselors, presenting at schools throughout the year and events held at NTC.
Grow partnerships with community organizations serving individuals with disabilities (e.g. STEP, SOAR, DVR)	NTC is partnering with Wausau School District to offer a Career Education Program: the program would bring a group of students to campus each day in Spring 2021 for career pathway activities and college connections. Students would spend 3 weeks in 5 different areas with the possibility to earn PS credit and possibly complete the Explore Your Path course. NTC continued the Medford SOAR partnership, with students taking a 1-credit Foundations of Customer Care course. A planned occupational class in Culinary in Spring was postponed and we hope to instead offer it sometime this year. We also talked with staff at Antigo School district about developing a similar program for their students. NTC hosted approximately 80 district Special Education teachers and administrators to learn about what NTC has to offer and to take tours of program areas. Another event was held to gather feedback from teachers and administrators to gather feedback about additional programming that NTC could offer.
Provide orientation for new students to disability services and support transitioning students through the first year.	Orientation for new students to disability services is being conducted individually, and intensive support and case management is provided.

Develop new Foundations of Hospitality Certificate for students with intellectual disabilities	This certificate was developed with students taking a 1-credit Foundations of Customer Care course, with a planned Occupational class in Culinary in Spring. They will receive credit for the Employability Skills course through ABE. The in-person culinary course was postponed and we hope to instead offer it sometime this year. We also talked with staff at Antigo School district about developing a similar program for their students.
Goal: Increase enrollment and completion of female students in Technical and Trades/Industrial Programs	
Plan and implement targeted recruitment event for prospective students.	NTC hosted a high school career fair/Youth Apprenticeship Day to over 300 students from 13 schools to interact with 35 employers. Career

	<p>exploration events were hosted for various groups at the Wausau campus as well as regional campuses. NTC also hosted the Heavy Metal Tour and Get Smart events to highlight Manufacturing and other Technical/Industrial programs.</p>
<p>Plan and implement STEM conference in collaboration with Michigan Tech University.</p>	<p>This event is delayed due to the pandemic.</p>
<p>Plan and facilitate NTO current student events for females in Technical and Trades programs to provide feedback to NTC staff and faculty, opportunities to meet and learn from females employed in the field, and engage in fellowship.</p>	<p>Targeted job fairs in Technical and Trades programs, as well as job-related workshops and mock-interviews provide opportunities for females to meet others employed in the field.</p>
<p>Provide individual meetings and class presentations, promoting NTC programs to NTO students in K-12 district high schools.</p>	<p>Promotion efforts and recruitment activities conducted by the Marketing Department, Career Coaches, K-12 and NTO teams continue. Marketing featured student stories on the NTC website.</p>
<p>Goal: Increase retention and completion rates for minority students, students with disabilities, and economically disadvantaged students</p>	
<p>Focused case management of minority students and students with disabilities through proactive communication and follow-up on early alert referrals from faculty.</p>	<p>Minority students and new students with disabilities received intensive advising/case management. Case management included the creation of Student Education Plans (SEP), support of financial planning through utilizing GradReady, and program advising. Advising mainly occurs one-on-one based on student need or referral on either a walk-in basis or by appointment. Some students will seek advising once or twice a semester, with others stopping in monthly or even weekly. The Director of Advising and Student Success and program advisors make referrals to campus resources (ARC for academic support; College Success courses, emergency financial assistance, scholarship assistance, student engagement activities, etc.), group advising (discussing topics applicable to multiple FYE students), and early alert referrals through Starfish software tool. Students are required to complete New Student Orientation, which includes an intake survey to assist in connecting new students to resources early. Mandatory advising was implemented in the majority of programs during the 2019-2020 academic year.</p>
<p>Specialized case management for students who are academically at-risk</p>	<p>The Academic Transitions Specialist meets students who are academically at-risk and provides a College Prep Orientation that includes career exploration, learning styles, connection to WIOA programs, and creating a personal education plan which may include enrollment into Enhanced General Education courses.</p>

	Case management is provided to these students as well as to students who are attempting a General Education course for the third time.
Mandatory New Student Orientation to support awareness of college technology, processes, and resources.	This is implemented and continues to be updated and evaluated.
Adopt Open Educational Resources and Cengage digital text options to reduce financial burden for students	The college is making progress on this goal, estimating NTC will save students approximately \$1 million dollars by the end of the 2020-2021 academic year.

Goal/Initiatives	Activities
Offer student success, job-seeking and social skill workshops to our diverse student population.	317 at-risk students in the final semester of their program participated in job placement services including six job and transfer fairs. Seven classroom presentations were also delivered to Criminal Justice, Vet Science, Dental Assistant, Surgical Technology, Wood Science, and Electrical Power Distribution students. Topics included creating effective resumes and cover letters, and interviewing skills. Additionally, two Lunch and Learn sessions were held with students (Vet Science 12/2; Nursing 2/14). Much of the third triennial period services were conducted remotely, due to the college being closed as a result of the pandemic. Mock interviews were conducted virtually. Career Services Staff continued to review students' resumes and cover letters and students were still able to connect with employers. Staff hosted seven virtual presentations regarding cover letters, resumes, and soft skills.
Promise Programs provide Foundation financial support and wrap-around case management to students.	NTC continues to collaborate with K-12 partners to support students coming right out of high school to the Promise program. In late Fall 2019, NTC hired a dedicated Student Success/Promise advisor to recruit students into our new Adult Promise program as well. The Promise Advisor works closely with the Foundation to provide financial support and followed up regularly with Promise students. She uses the Starfish Early Alert system to check in with students' progress.
Part-time student initiative: Mandatory onboarding advising for students in identified programs with high part-time student populations	Mandatory advising was implemented first in all Virtual College programs and programs with high part-time populations, and was expanded in Spring 2020 to include over 100 associate degree and technical diploma programs.

<p>Part-time student initiative: Create part-time program plans, publish on college website, and load into students' advisement and planner to support students' understanding of course sequencing and provide a roadmap for completion</p>	<p>Part-time plans were created in programs with high part-time populations. Plans were included on the web and in the electronic application, and were input into Peoplesoft advisement. The plans can now be auto loaded into Peoplesoft planner to support creation of a plan for completion.</p>
<p>Part-time student initiative: Many programs will offer 8-week courses, which data has indicated supports higher completion rates</p>	<p>NTC implemented 8 week courses in most of our programs. Overall 8 Week Course Completion rate, Fall 2019 = 90% and Spring 2020=89%.</p>
<p>Part-time student initiative: Faculty Mentoring to support student success</p>	<p>Several programs have implemented formal faculty advising processes. All programs have implemented student connect time during which faculty actively reach out to and provide mentoring and guidance related to academic planning, career exploration, program milestones, networking and goal-setting.</p>
<p>Develop a College 101 course designed to provide students with just-in-time information to learn how to be a successful student, employee, and life-long learner.</p>	<p>The College 101 course has been designed and is planned to be implemented for programs with a Spring 2021 start.</p>
<p>Provide Enhanced General Education courses with concurrent ABE support for Written Communication and College Math postsecondary courses. This reduces time and financial burden and data shows greatly enhances success for students who do not meet program admission requirements through multiple measures</p>	<p>Enhanced General Education Courses have been offered since Spring 2018, and data gathered showed that students who completed them had better course completion rates in their core technical courses. We adjusted our process in 2019-2020 to include mandatory advising and included these courses for students who do not meet previous admission requirements via our multiple measures.</p>
<p>Gather feedback from diverse student populations through scheduled "Diversity Dialogues," and through results of the student engagement or satisfaction surveys.</p>	<p>The Community College Survey of Student Engagement was originally planned to deploy in Spring 2020, but was delayed due to the pandemic.</p>
<p>Identify and proactively connect with students who have completed 75% of required program credits for advising and through Final Mile Orientation</p>	<p>Through a query, students who have completed 75% of their required program credits are identified. In 2019-2020, 290 students received services including outlining the student's completion plan and enrollment in required courses, completion of a 2nd Year Orientation, creation of an exit plan, referral to Placement and Transfer Services if applicable, and review of degree requirements. Discussions on Credit for Prior Learning, reverse transfer, and traditional credit transfer as options to complete program requirements is ongoing.</p>

<p>Focused case management of students with disabilities through proactive communication and follow-up on early alert referrals from faculty</p>	<p>173 at-risk students with disabilities in 2019-2020 received specialized case management and support services including disability services, note taking, assistive technology, interpreting services, and alternative test taking services. Much of the third triennial period services were conducted remotely as a result of the college closing during the pandemic. This impacted how courses were delivered, meaning that coursework and assessments were completed online and therefore students no longer needed alternate test taking services, assistive technology for the classroom, and interpreting services. In addition, in previous terms we might have had additional students request accommodations after the start of classes. It is likely that the pandemic impacted this as well.</p>
<p>Individualized academic coaching and/or tutoring.</p>	<p>As students are identified by the Accommodations Services Coordinator, they are referred to the Academic Resource Center for individualized coaching and/or tutoring services.</p>