



**Northcentral Technical College**

**Equal Opportunity/Affirmative  
Action**

**Five-Year Compliance  
Plan  
2005-2010**

The Northcentral Technical College District does not discriminate on the basis of race, color, national origin, sex, disability or other applicable legislated categories, in its services, employment programs, and/or its educational programs and activities, including but not limited to admissions, treatment, and access. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Amy Lang  
Equal Opportunity Officer  
Northcentral Technical College  
1000 W. Campus Drive Wausau, WI 54401-1899  
715/675-3331 ext. 4064  
TTY: 715-675-6341

Tsev Qhiantawv (NTC) tsis cais pab pawg neeg, neeg nqaij tawv txawv, neeg txawv tebchaws, pojniam/txivneej, neeg puascev lossis lwmyam uas zoo thooj li txoj cai lijchoj tej nqe kevcai tswjfw m ntawm txoj kev ua haujlwm pab neeg, kev ntiav neeg ua haujlwm, thiab/lossis kev kawmntawv thiab kev ua yeebyam nrog rau txhua yam tabsis tsis txwv txoj cai tso neeg kawmntawv, kev tsuamxam neeg, thiab kev mus sibcuag. Tus neeg nram qab no tau raug tsa los ua haujlwm ntsuamxyuas kev covnyom ntsigtxog txoj cai txwv tsis pub ntxubncaug:

Tshej Npestesnpaus  
Tsavxwm Saib Kev Ncajnnees  
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## Equal Opportunity / Affirmative Action Goals

2005-2010

1. Balance individual occupational program enrollment percentages for students by race, gender and special population availability.
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/or other special population students and take steps to assure non-discrimination 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 utilization/availability percentages for racial, gender and disabled categories.
  - \* 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 each and every person by appreciating the uniqueness that they bring to the college district.
  - \* Implement faculty and staff in-service programs, professional development activities, mentoring and student orientation programs to promote multi-cultural, gender and special population awareness and sensitivity.
  - \* Integrate the history, culture, accomplishments and contributions of minorities, women and special populations into curricula at each WTCS district.
  - \* Insure that cultural competency is practiced at every campus.

## Section I

### Equal Opportunity / Affirmative Action Policy Statements

#### Affirmative Action Policy

##### ***Policy 223***

The Northcentral Technical College District seeks to reach and maintain employment and enrollment levels for employees and students, which is at parity. In order to accomplish this goal, Affirmative Action is required for women, racial/ethnic groups, and persons with disabilities throughout the District in job categories and educational programs.

##### *Employment:*

Affirmative action will be implemented in all employment practices including, but not limited to: recruitment, hiring, transfers, promotions, training, layoffs, terminations, retention, certification, testing, and committee appointments.

##### *Education:*

The NTC District is committed to eliminating existing discrimination or the effects of past discrimination. No person shall be excluded from participation in, be denied the benefits of, or be subjected to, discrimination under any education program or activity.

##### *Vendors:*

The District certifies that vendors and suppliers of services do not discriminate and that the policy of the District will be to encourage purchase of services and/or products from women, minority, and disabled business owners.

##### *Responsibility:*

The President is responsible for developing and implementing the Affirmative Action Plan and monitoring compliance. Responsibilities include developing a written Affirmative Action Plan, monitoring internal and external communication procedures, collecting and analyzing employment and enrollment 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 (WTCS) Equal Opportunity Officer.

##### *Authority and Implementation:*

Authority to design and implement the Affirmative Action Program is delegated by the District President to the District Equal Opportunity Officer. Middle Leadership and staff are responsible for implementation of the Affirmative Action Program. Managerial/supervisory and staff performance systems or standards shall include an Affirmative Action component.

Compliance:

Actions taken under this policy will comply with Titles VI and VII or the Civil Rights Act of 1964 as amended, Section 504 of the Rehabilitation Act, The Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the Carl D. Perkins Vocational Education Act, the Civil Rights Restoration Act of 1987, 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 Vocational Programs (34 CFR, Part 100, Appendix B)

Contact Person:

Any questions concerning Affirmative Action should be directed to Amy Lang, District Equal Opportunity Officer, 1000 W. Campus Drive, Wausau, WI 54401; telephone 715/675-3331, ext. 4064. This person also serves as the District's Title IX, Sex Equity, Section 504, and Americans with Disabilities Act Coordinator. Copies of the District Policy and related procedures for resolving complaints may be obtained from the District's Equal Opportunity Officer.

Revised: 4/1/04

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Robert C. Ernst, President  
Northcentral Technical College

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Date

## Equal Opportunity Education and Employment Policy

### **Policy 233**

No person may be denied admission to, participation in, employment at, the benefits of, or be discriminated against in any service, program, course, or facility of the Northcentral Technical College District because of the person's political affiliation, age, race, creed, religion, color, handicap (disability), marital status, parental status, sex, national origin, ancestry, sexual orientation, pregnancy, arrest record, conviction record, service in the armed forces, genetic testing, or use or non-use of lawful products off the District premises during non-working or non-class hours.

All District services will be provided in a non-discriminatory manner and in a climate which is conducive to, and supportive of, cultural and ethnic diversity.

The President has established procedures which:

1. Encourage a complainant to file a complaint with the President (or his designee) as soon as possible after, but no later than 300 days after the alleged violation.
2. Provide periods within which the complainant and the President must act for each procedural step leading to the issuance of a final decision and for appeal of the final decision to the District Board.
3. Provide criteria for determining whether discrimination has occurred.
4. Provide remedies and sanctions for violation of this policy.

#### Accommodations for Disabled:

Reasonable accommodations and physical accessibility will be provided for students, employees and visitors.

#### Religious Accommodations:

In response to a student's, or an employee's request, reasonable accommodations will be provided for religious observances and practices. Please refer to Policy 234 regarding religious accommodations for students.

#### Harassment:

Employees, students, and visitors of the Northcentral Technical College District shall be allowed to function in an atmosphere which is free from harassment on the basis of political affiliation, age, race, creed, religion, color, handicap (disability), marital status, parental status, sex, national origin, ancestry, sexual orientation, pregnancy, arrest record, conviction record, service in the armed forces, genetic testing, or use or non-use of lawful products off the college premises during non-working or non-class hours.

Harassment, based upon the above mentioned personal attributes, is an unlawful practice and is prohibited. In this context, harassment is defined as verbal and/or physical conduct, which prevents or impairs an individual's fair and unbiased access to employment or educational opportunities and benefits.

The NTC District will not tolerate the harassment, including sexual harassment, of any employee, student or visitor by supervisory personnel, staff members, students or visitors. Individuals who engage in harassment are subject to disciplinary action by the District up to and including expulsion or termination of employment. Visitors who engage in harassment may be removed from the facility.

Sexual Harassment:

Sexual harassment, discrimination on the basis of sex, is defined as unwelcome sexual advances, requests for sexual favors, and other verbal and/or physical conduct of a sexual nature and constitutes harassment when the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or enrollment; or
2. Submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting the individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive environment.

Retaliation

The District prohibits and will not tolerate any harassment or retaliation against a person who files a report or against any person identified as a witness or otherwise involved in the report. The District will take immediate disciplinary action against any person engaging in this behavior.

Compliance:

Actions taken under this policy will comply with Titles VI and VII of the Civil Rights Act of 1964 as amended, Title IX of the Educational Amendments Act of 1972, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the Carl D. Perkins Vocational Education Act, the Equal Pay Act of 1973, the Age Discrimination Acts of 1967 and 1975, the Civil Rights Restoration Act of 1987, the Wisconsin Fair Employment law, and other appropriate laws and executive orders and/or administrative directives and codes including 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 Vocational Programs (34 CFR, Part 100, Appendix B).

Reporting Violations:

Any person who believes that he/she has been discriminated against and/or harassed in violation of this policy, or has any questions concerning accommodations or discrimination is urged to contact:

Amy Lang, Equal Opportunity Officer  
Northcentral Technical College  
1000 W. Campus Drive, Wausau, WI 54401  
Telephone: 715/675-3331, ext. 4064

This person also serves as the District's Title IX, Sex Equity, Section 504, and Americans with Disabilities Act Coordinator. The Equal Opportunity Officer reports to the People Services Team Leader, College President, and/or District Board as appropriate, when dealing with discrimination and/or harassment complaints.

Copies of the District Policy and Administrative Procedure for filing/resolving complaints are posted on appropriate bulletin boards and may be obtained from the District's Equal Opportunity Officer.

Designated Contact Persons:

In an effort to make reporting complaints as accessible as possible, Attachment A lists alternative people who are designated to handle discrimination and/or harassment complaints. In the event that the Equal Opportunity Officer is not available, or that you may feel more comfortable speaking to another person, any of these people may be contacted.

Revised June 22, 2004, April 1, 2004, August 23, 1999  
Replaces Policy 4110, 5010, 225

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Robert C. Ernst, President  
Northcentral Technical College

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Date

**Attachment A**

<b>Designated Contact Persons</b>		
<b>Location</b>	<b>Contact Person</b>	<b>Phone Number: 715-675-3331 Ext. ****</b>
All Locations	Amy Lang Equal Opportunity Officer	Ext. 4064
Alternative High School	Laurie Sager – Borowicz	Ext. 4185
East Campus (Antigo)	Larry Kind Regional Director	Ext. 6005
ESL and Goal Outreach	Jan Ohlemacher, Dean	Ext. 4212
Health Related Clinical Sites	Julian Easter, Dean	Ext. 1334
Instructional Support Services/Center for Students with Disabilities	Carolyn Michalski Team Leader	Ext. 4285
Main Campus (Wausau)	Amy Lang Equal Opportunity Officer	Ext. 4064
North Campus (Phillips)	Bob Martin Regional Director	Ext. 7505 or 715/339-4555
Southeast Campus (Wittenberg)	Larry Kind Regional Director	Ext. 6005 or 715/623-7601
Southwest Campus (Spencer)	Steven Bitzer Regional Director	Ext. 7808 or 715/659-5120
West Campus (Medford)	Steven Bitzer Regional Director	Ext. 7005 or 715/748-3603

\*\*\*Wisconsin Relay for Deaf and Hard of Hearing Persons:  
V/TRS 1-800-947-3529

## Section II

### Dissemination of EEO / AA Information

While the development and adoption of an equal opportunity/affirmative action plan is essential for progress toward a balanced student body and work force, equally important is a comprehensive information dissemination process.

Northcentral Technical College makes distinct efforts to communicate the Equal Opportunity / Affirmative Action Five Year Compliance Plan, the Affirmative Action Annual Reports, and the AA/EEO related College policies and procedures to internal and external publics. The following steps are taken to insure that all employees, students, applicants for employment, and others are aware that Northcentral Technical College is an Equal Opportunity/Affirmative Action Employer and Educator:

- A. The 2005-2010 Equal Opportunity/Affirmative Action Five Year Compliance Plan, as well as future Affirmative Action Annual Reports, will be distributed to the following persons or offices when published:
  1. District Board Members
  2. College President
  3. All Middle Leadership Staff (administrators, managers, and professionals)
  4. Equity Committee Members
  5. Diversity Committee Members
  6. All College Bargaining Unit Presidents
  7. Student Governing Board President
  8. Wisconsin Technical College System Equal Opportunity Officer
  9. Other interested persons may request a copy of these documents from the College's Equal Opportunity Officer.
  
- B. The Affirmative Action Policy Statement, and the Equal Opportunity Education and Employment Policy will be:
  1. Annually distributed to all district employees.
  2. Annually reviewed by the District Board and the Administrative Staff.
  3. Posted in appropriate locations, e.g. employee lounges, student/staff bulletin boards, People Services Office, and Student Services Office.
  4. Included in new employee orientation packages.

5. Accessible to employees via the College's intranet.
- C. To insure that employees, students, job applicants, visitors, and other are familiar with the College's AA/EEO policies and procedures, the following steps will continue to be taken:
1. A nondiscrimination statement listing how to contact the District Affirmative Action Officer is included in all brochures, catalogs, student handbooks, timetables, and other student materials.
  2. AA/EEO related information is publicized in district newsletters, newspapers, bulletins and other communication materials.
  3. Public notices are published at least annually in the official district newspaper, or published in "Opportunity Update" (a course offering brochure mailed to all district residents semi-annually), and published on the College's web site.
  4. AA/EEO related policies and complaint procedures are reviewed at student orientation sessions and in classes.
  5. The nondiscrimination statement, including information on how to contact the District Equal Opportunity Officer is included in the college catalog in both English and Hmong languages.
  6. The nondiscrimination statement is included in all employee manuals.
  7. The Equity Committee reviews AA/EEO related issues and distributes appropriate information to all employees.
  8. AA/EEO policies and other related materials are included with all job application materials given to job applicants.
  9. The Statement "NTC is an equal opportunity/access/employer and educator" is included on all employment advertisements, and all job posting materials.
  10. All employment selection committee members must participate in an affirmative action orientation prior to reviewing applications.

## Section III

### - Self Evaluation -

#### I. Title VI, Civil Rights Act of 1964

1. Regulation 80.6(d) - Requires all recipients to make available to participants, beneficiaries, and other interested persons, information regarding the provision of Title VI and its application to recipients' programs.

*Question:* Does the district have a policy statement, which affirms non-discrimination on the basis of race, color, or national origin and the application of this policy?

Yes                       No

*Question:* Has this policy notification been disseminated to participants, beneficiaries, and other interested persons?

Yes                       No

*Question:* Is this policy statement currently posted in bulletins, catalogs, application forms, and other general information materials?

Yes                       No

2. Regulation 80.4 (a & b) - Requires recipients to file an assurance stating that no person shall, on the basis of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program receiving federal financial assistance.

*Question:* Does the district have on file with the Department of Education an assurance of compliance for Title VI?

Yes                       No

3. Regulation 80.6 (b & c) - Requires recipients to keep, and to submit to the federal agency or designee, such records or information necessary to ascertain whether the recipient has complied or is complying with Title VI.

*Question:* Does the district have available racial / ethnic data showing the extent to which members of minority groups are beneficiaries of and participants in all educational programs?

Yes                       No

4. Regulation 80.6 (d) - Requires recipients to make such information concerning the provisions of this regulation and its applicability available to participants, beneficiaries, and other interested persons in such manner as the department official finds necessary to apprise such persons of the protections against

discrimination assured by the Act and the regulation. This includes Section 80.7(c), "Procedures for Filing Complaints of Discrimination Prohibited by this Part" (Title VI).

*Question:* Has the district adopted such procedures for filing complaints (grievances)?

Yes                       No

*Question:* Has the district made such information available in such manner necessary to apprise persons of the protections assured by the Act and this regulation?

Yes                       No

## II. Title IX - Self Evaluation

### Procedural Requirements

1. Regulation 86.9 - Requires recipients to take specific and continuing steps to notify applicants for admission and employment, students, parents, employees, applicants for employment, sources of referral, and all union and professional organizations of the provisions and application of Title IX in offering educational programs.

*Question:* Has a policy statement of non-discrimination on the basis of sex been adopted, published, and disseminated to students, parents, employees, applicants for employment, sources of referral, and all unions or professional organizations?

Yes                       No

*Question:* Was and does such notification continue to be made in newspapers and magazines operated by recipient or by student alumni groups for or in connection with recipient; memorandum or other written communication distributed to every student and employee?

Yes                       No

*Question:* Is such notification currently posted in bulletins, catalogs, application forms, other recruitment materials for students and employees?

Yes                       No

*Question:* Does such notification identify the Title IX coordinator by giving the name, address and telephone number?

Yes                       No

2. Regulation 86.8(a) - Requires all recipients to designate a specific employee (coordinator) to coordinate the recipient's compliance activities and investigate complaints alleging the recipient's non-compliance with Title IX.

*Question:* Has the district designated an employee(s) to coordinate compliance efforts and to investigate complaints of sex discrimination?

Yes                       No

*Question:* Has this person's name, address, and telephone number been given to students, parents, and employees?

Yes                       No

3. Regulation 86.8(b) - Requires all recipients to adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX.

*Question:* Has the district adopted such grievance procedures?

Yes                       No

*Question:* Can the district document the publication of grievance procedures providing for prompt and equitable resolution of student and employee complaints of sex discrimination?

Yes                       No

4. Regulation 86.4 - Requires each recipient to file a statement that no persons shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal assistance.

*Question:* Does such statement of assurance include a commitment to take whatever remedial action necessary to eliminate existing sex discrimination or the effects of past discrimination?

Yes                       No

*Question:* Can the district document its remedial action efforts?

Yes                       No

5. Regulation 86.3 (c & d) - Requires each recipient to evaluate its policies and practices and the effects thereof concerning student admission and treatment, and employment of academic and non-academic personnel connected with the educational program or activities.

*Question:* Did the district undertake such a self-evaluation?

Yes                       No

*Question:* Does the district have the results of the Title IX self-evaluation on file?

Yes                       No

*Question:* Can the district provide evidence of the modification of policies and practices that occurred or remedial steps taken as a result of the Title IX self evaluation?

Yes                       No

6. Regulation 86.3(d) - Requires recipients to keep self evaluation and related materials on file for at least three years following completion including a description of any modification made and any remedial steps taken as a result of the self evaluation.

*Preceding questions are applicable to this regulation.*

### **III. Section 504 - Self Evaluation**

#### Procedural Requirements

1. Regulation 84.8 - Requires each recipient that employs 15 or more persons to take initial and continuing steps to notify participants, beneficiaries, applicants, employees, unions, or professional organizations that it does not discriminate in admission or access to, or treatment or employment in its programs and activities.

*Question:* Has a policy statement of non-discrimination on the basis of handicap been adopted, published and disseminated as required?

Yes                       No

*Question:* Does such notification identify the specific persons designated to coordinate compliance to Section 504?

Yes                       No

*Question:* Is such notification currently posted in recruitment materials or publications containing general information?

Yes                       No

2. Regulation 84.7(a) - Requires a recipient that employs 15 or more persons to designate at least one person to coordinate its efforts to comply with Section 504.

*Question:* Has the district designated an employee to coordinate compliance efforts?

Yes                       No

*Question:* Has this person's name, address, and telephone number been given to students, parents and employees?

Yes                       No

3. Regulation 84.7(b) - Requires a recipient that employs 15 or more persons to adopt grievance procedures that incorporate appropriate due process standards and that provide for the resolution of complaints alleging unlawful discrimination against the handicapped.

*Question:* Can the district document the adoption and existence of such grievance procedures?

Yes  No

*Question:* Has the district taken steps to inform its beneficiaries of such grievance procedures?

Yes  No

4. Regulation 84.5 - Requires each recipient to submit an assurance stating that no otherwise qualified handicapped persons shall safely, by reason of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity.

*Question:* Has the district provided an assurance stating its commitment to non-discrimination on the basis of handicap?

Yes  No

5. Regulation 84.6(c) - Requires the recipient to evaluate, with the assistance of interested persons including handicapped persons or organizations representing them, its current policies and practices and the effects thereof.

*Question:* Did the district undertake a self-evaluation?

Yes  No

*Question:* Does the district have the results of the 504 self-evaluation?

Yes  No

*Question:* Can the district provide evidence of the interested persons consulted, a description of areas examined, and problems identified; and any modification of policies and practices that occurred or remedial steps taken to eliminate the effects of past discrimination?

Yes  No

6. Regulation 84.6(c2) - Requires recipients that employ 15 or more persons to, for at least three years following completion of the self evaluation, maintain on file the list of interested persons consulted, a description of areas and problems examined, and a description of any modifications.

*Preceding questions are applicable to this regulation.*

7. Regulation 84.22(e) - Requires recipients that employ 15 or more persons to develop a transition plan setting forth the steps necessary to complete structural changes to facilities that are necessary for program accessibility.

*Question:* Did the district develop a transition plan?

Yes                       No

*Question:* Was the plan developed with the assistance of interested persons or organizations representing handicapped persons?

Yes                       No

*Question:* Is the transition plan available for review?

Yes                       No

*Question:* Has the district completed all the structural changes addressed in the transition plan?

Yes                       No

*Question:* Can the district document the steps taken toward meeting the requirements of its transition plan for program accessibility?

Yes                       No

#### **IV. OCR Guidelines - Self Evaluation**

##### Procedural Requirements

1. Guideline IV - Requires recipients to locate educational facilities at sites that are readily accessible to both non-minority and minority communities.

*Question:* Does the district provide educational facilities at locations, which are accessible to all regardless of race, color, or national origin?

Yes                       No

2. Guideline IV (L) - Requires recipients to: (a) identify its applicants with limited English-speaking skills and to assess their ability to participate; (b) use acceptable methods of identification; (c) take steps to open all programs to these students; and (d) if necessary, demonstrate that a concentration of such students in one or a few programs is not the result of discriminatory limitations of opportunities available to such students.

*Question:* Does the district use a system to identify its LES students and to assess their ability to participate?

Yes                       No

*Question:* Does the district provide language-related support services to its LES students?

Yes                       No

*Question:* Have steps been taken by the district to open all programs to LES students?

Yes                       No

*Question:* Can the district demonstrate that a concentration of LES students in one or a few programs is not the result of unlawful discrimination?

Yes                       No

3. Guideline IV (N) - Requires recipients to, if necessary, (1) modify instructional equipment, (2) modify or adapt the manner in which courses are offered, (3) house the program in facilities that are accessible or alter facilities to make them readily accessible to mobility impaired students, and (4) provide auxiliary or related aids and services.

*Question:* Are there architectural barriers, which deny handicapped students access to educational programs and courses?

Yes                       No

*Question:* Is the district providing the necessary related aids or services to handicapped students so they may have access to educational programs and courses?

Yes                       No

4. Guideline IV (O) - Requires recipients to issue public notification that all educational opportunities will be offered without regard to race, color, national origin, sex or handicap; and, if necessary, disseminate public notification materials in the language of persons of national origin.

*Question:* At the beginning of each year, does the district advise the students, parents, employees, and the general public of its non-discrimination policy?

Yes                       No

*Question:* Is this notification advertised in a manner that is accessible to all members of the general public regardless of race, color, national origin, sex or handicap?

Yes                       No

*Question:* Does the announcement provide information on course offerings, admissions criteria, and the name and phone number of the coordinators of Title IX and Section 504?

Yes                       No

*Question:* Is the announcement communicated in the native language of national origin minorities?

Yes                       No

*Question:* Does the announcement include an assurance that the lack of English skills will not be a barrier to admission and participation?

Yes                       No

5. Guideline V (A) - Requires recipients to ensure that counseling materials and activities (such as student program selection and career / employment selection), promotional, and recruitment efforts do not discriminate on the basis of race, color, national origin, sex, or handicap.

*Question:* Does the district take steps to ensure that counseling materials and activities, and promotional and recruitment efforts do not discriminate on the basis of race, color, national origin, sex or handicap?

Yes                       No

6. Guideline V (B) - Requires recipients operating educational programs to ensure that counselors do not direct or urge any student to enroll in a particular career or program or measure or predict a student's prospects for success in any career or program based upon the student's race, color, national origin, sex, or handicap; and if there is disproportionate enrollment of either sex, minority group, or handicapped students in a program, recipients are required to take steps to ensure that such an occurrence does not result from unlawful discrimination in counseling.

*Question:* Do counselors direct or urge any students to enroll in a particular career or program on the basis of race / national origin, sex, or handicap?

Yes                       No

*Question:* Do counselors measure or predict a student's prospects for success in any career or program based on the student's race / national origin, sex, or handicap?

Yes                       No

*Question:* Do counselors counsel handicapped students toward more restrictive career objectives than non-handicapped students with similar abilities and interests?

Yes                       No

*Question:* Does the district take steps to ensure that disproportionate enrollment of either sex, minority group, or handicapped students in a program is not the result of unlawful discrimination?

Yes                       No

7. Guideline V(C) - Requires recipients to conduct student recruitment activities in a manner that does not exclude or limit opportunities on the basis of race, color, national origin, sex, or handicap.

*Question:* Are students recruited and counseled for education without regard to race, color, national origin, sex, or handicap?

Yes                       No

*Question:* Are career opportunities and curricular programs presented in a manner that does not discriminate on the basis of race, color, national origin, sex, or handicap?

Yes                       No

*Question:* Do the materials which are used in recruiting or promotional efforts limit the portrayal of career opportunities or tend to perpetuate or create stereotypes or limitations are not race, national origin, sex, or handicap through text or illustration?

Yes                       No

*Question:* Are members of the protected groups represented and active in recruitment and counseling activities?

Yes                       No

*Question:* Are provisions made for the limited English-speaking minorities and handicapped persons to receive promotional literature and comparable recruitment efforts in a medium in which they can communicate?

Yes                       No

8. Guideline V (D) - Requires recipients to ensure that counselors can effectively communicate with national origin minority students with limited English language skills and with students who have hearing impairments.

*Question:* Has the district taken steps to ensure that counselors can effectively communicate with national origin minority students with limited language skills and with students who have hearing impairments.

Yes                       No

9. Guideline V (E) - Requires recipients to, if necessary, distribute promotional literature to national origin minority persons in their native language.

*Question:* Does the district provide promotional literature to national origin minorities in their native language?

Yes                       No

10. Guideline VI (B) - Requires recipients to, if necessary, provide materials and information used as notification of opportunities for financial assistance to be distributed and communicated in a manner that it can be accessed by national origin minority persons with limited English-speaking skills.

*Question:* Does the district provide materials and information used as notification of opportunities for financial assistance distributed and communicated in a manner that is accessible to national origin minority students with limited English-speaking skills?

Yes                       No

11. Guideline VI(C) - Requires recipients that provide housing in residential post secondary education centers to extend housing opportunities, whether on campus or off campus, without discrimination, and provide comparable, convenient, and accessible housing at the same cost and under the same conditions for handicapped students.

*Question:* If provided by a district that has educational programs, is on campus and off campus housing provided for all regardless of race, sex, or handicap?

Yes                       No

*Question:* Is the housing provided for handicapped students comparable, convenient and offered at the same cost and conditions as for other students?

Yes                       No

12. Guideline VI (D) - Requires recipients that provide facilities for one sex to provide comparable facilities to those of the other sex and be readily accessible to handicapped persons.

*Question:* Does the district provide common facilities which have been modified or separate comparable facilities (changing rooms, showers, etc.) offered for students of different sex?

Yes                       No

*Question:* Have facilities been adapted or modified to the extent necessary to make the educational program readily accessible to the handicapped?

Yes                       No

13. Guideline VII (A) - Requires recipients to ensure that they do not discriminate against students on the basis of race, color, national origin, sex, or handicap in making cooperative educational programs, job placement and apprentice training opportunities available to students; and that students participating in these types of programs are not discriminated against by employers or prospective employers in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and in pay; contracts or written agreements when used in relation to these opportunities must contain a statement of assurance indicating that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or handicap.

*Question:* Does the district make opportunities in its work-study, cooperative education and job placement programs available to students without regard to race, color, national origin, sex, or handicap?

Yes                       No

*Question:* Does the district ensure that students placed in cooperative education work study, or job placement programs receive equal treatment with regard to task assignment, numbers of hours worked, responsibility levels, and pay?

Yes                       No

*Question:* Are assurances of non-discrimination contained in written agreement for the referral or assignment of students to an employer?

Yes                       No

14. Guideline VII (B) - If written agreement with a labor union or other sponsor providing apprentice training is used, requires recipients to include an assurance that the union or other sponsor does not engage in discrimination against its membership or applicants for membership; and that apprentice training will be offered and conducted free of discrimination.

*Question:* Does the district enter into any agreement for the provision or support of apprentice training with any labor union or other sponsor?

Yes                       No

*Question:* Is there a written agreement, which contains an assurance that they do not discriminate against its members or applicants?

Yes                       No

15. Guideline VIII (B) - Requires the recipient to notify every source of faculty that it does not discriminate on the basis of race, color, national origin, sex, or handicap.

*Question:* Has the district attempted to notify every source of faculty that it does not discriminate on the basis of race, color, national origin, sex, or handicap?

Yes                       No

16. Guideline VIII (D) - Requires the recipient to establish and maintain faculty salary scales on the basis of the conditions and responsibilities of employment without regard to race, color, national origin, sex, or handicap.

*Question:* Are faculty salary scales and policy based upon the conditions and responsibilities of employment without regard to race, color, national origin, sex, or handicap?

Yes                       No

17. Guideline VIII (E) - Requires recipients to provide equal employment opportunities for teaching and administrative positions to handicapped applicants who can perform the essential functions for the position; and make reasonable accommodations for the physical or mental limitations of handicapped (otherwise qualified) applicants unless it can be demonstrated that such accommodations would impose undue hardship.

*Question:* Does the district provide reasonable accommodations to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee?

Yes                       No

18. Guideline VIII (F) - Requires recipients to take steps to overcome the effects for past discrimination. Such steps may include the recruitment or reassignment of qualified persons of a particular race, national origin, or sex, or who are handicapped.

*Question:* Does the district limit its recruitment efforts to schools, communities or companies which are disproportionately composed of persons of a particular race, national origin, sex, or handicap?

Yes                       No

## **V. Contracts for Services - TCS 8**

### Policy and Procedural Requirements Relating to Non Discrimination

1. TCS 8.04(7)(a)(b) - Requires each district board to adopt policies and procedures governing contracts for services with service recipients.

*Question:* Does the district have a policy and procedure governing contracts for service with recipients?

Yes                       No

*Question:* Does the district's contract for service policy include a statement of non-discrimination on the basis of age, race, color, sex, creed, handicap, political persuasion, ancestry, or sexual orientation against students and employees?

Yes                       No

2. TCS 8.05(4)(a)(b) - Requires that the service recipient certify that it does not discriminate on the basis of age, race, color, sex, creed, handicap, political

persuasion, ancestry, or sexual orientation against any employee, applicant for employment, any student, or applicant for enrollment.

*Question:* Does the district certify that service recipients do not discriminate on the basis of age, race, color, sex, creed, handicap, political persuasion, ancestry, or sexual orientation against students and employers?

Yes                       No

**VI. Americans with Disabilities Act - Self Evaluation**

1. Guideline II-3.2000 - Prohibits the denial of services or benefits on the basis of a disability.

*Question:* Has the district included disability in its non-discrimination policies?

Yes                       No

2. Guideline II-3.3000 and II-3.4000 - Provides for equality of opportunity to participate in or benefit from a public entity's aids, benefits, and services. In addition, provides for equal participation in the "mainstream" of society.

*Question:* Are persons with disabilities afforded an equally effective opportunity to participate in or benefit from an aid, benefit or service?

Yes                       No

*Question:* Are individuals with disabilities integrated to the maximum extent appropriate?

Yes                       No

*Question:* If separate programs are offered, are they appropriate to the particular individual?

Yes                       No

*Question:* Have any individuals with disabilities been excluded from the regular program or required to accept special services or benefits?

Yes                       No

*Question:* Are individuals with disabilities provided accommodations necessary to allow them to participate in regular programs?

Yes                       No

3. Guideline II-3.5000 - A public entity may not impose eligibility criteria for participation in its programs, services or activities that either screen out or tend to screen out persons with disabilities, unless it can show that such requirements are necessary for the provision of the service, program or activity.

*Question:* Are any safety requirements imposed based on real risks, not speculation, stereotypes or generalizations about individuals with disabilities?

Yes                       No

*Question:* Are any inquiries made into a disability absolutely necessary to insure safe participation?

Yes                       No

*Question:* In cases where extra (non personal item) costs are incurred does the district absorb the cost without charge to the disabled individual being served?

Yes                       No

*Question:* Are modifications to policies, practices or procedures in programs made to accommodate disabled individuals except where the modification would fundamentally alter the nature of the service, program or activity?

Yes                       No

4. Guideline II-5.0000 - A public entity may not deny the benefits of its programs, activities, and services to individuals because its facilities are inaccessible. The "program accessibility standard" requires that a public entity's services, programs, or activities, when viewed in their entirety, to be readily accessible to and usable by individuals with disabilities.

*Question:* Has the district conducted a review of its facilities, developed a transition plan, and made changes as needed to achieve program accessibility?

Yes                       No

*Question:* Where access involves back door or freight elevators, is such an arrangement used only as a last resort in cases where it provides accessibility comparable to that provided to persons without disabilities who generally use front doors and passenger elevators?

Yes                       No

*Question:* Are adequate numbers of accessible parking spaces in existing parking lots or garages available?

Yes                       No

5. Guideline II-7.0000 - Provides that a public entity must ensure that its communication with individuals with disabilities are as effective as communications with others. In order to provide equal access, a public accommodation is required to make available appropriate auxiliary aids and services where necessary to ensure effective communication.

*Question:* Is a procedure available which provides an opportunity for individuals with disabilities to request auxiliary aids and services of their choice?

Yes                       No

*Question:* Does the procedure provide for primary consideration and consultation to the individual in regard to their primary choice?

Yes                       No

*Question:* Where interpreters are supplied, are they qualified, i.e., "able to sign to the individual who is deaf what is being said by the hearing person and who can voice to the hearing person what is being signed by the individual who is deaf ... effectively, accurately, and impartially including the use of necessary specialized vocabulary"?

Yes                       No

*Question:* Where telephone communications are available, are equally effective communication devices or services provided for individuals with disabilities, including hearing and speech impaired individuals?

Yes                       No

6. Guideline II-8.0000 - Provides for administrative requirements including preparation of a self-evaluation, development of a transition plan, providing notice to the public, designation of a responsible employee and development of a grievance procedure.

*Question:* Has the district developed (and on file) a self-evaluation plan which identifies all of the programs, activities and services; and reviews all policies and practices that govern the programs, activities and services.

Yes                       No

*Question:* Has the district developed a transition plan for structural modifications required to achieve program accessibility and provided a copy of that plan to the State Board Facilities Coordinator for inclusion in the district's five-year facility plan?

Yes                       No

*Question:* Has the district provided information on Title II's requirements to applicants, participants, beneficiaries, and other interested persons which explains Title II's prohibitions against discrimination?

Yes                       No

*Question:* Has the district adopted and published a grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Title II?

Yes                       No

*Question:* Has the district designated at least one employee to coordinate its efforts to comply with and fulfill its responsibilities of the ADA, including the investigation of complaints?

Yes                       No

**VII. Wisconsin Fair Employment Act**

1. Section 111.31, Wis. Stats. - Provides that the practice of unfair discrimination in employment against properly qualified individuals by reason of their age, race, creed, color, handicap, marital status, sex, national origin, ancestry, sexual orientation, arrest record, conviction record, membership in the national guard, state defense force or any other reserve component of the military forces of the United States or the state of Wisconsin, or the use or non use of lawful products off the employer's premises during non working hours is illegal.

*Question:* Does the district as an employer base an evaluation of an employee or applicant for employment upon the employee's or applicant's individual qualifications rather than upon a particular class to which the individual may belong?

Yes                       No

*Question:* Does the district avoid making, using or circulating any statement, advertisement or publication, or avoid using any form of application for employment or avoid making any inquiry in connection with prospective employment which is prohibited by the Wisconsin Fair Employment Act?

Yes                       No

*Question:* Does the district as an employer refrain from prohibited honesty, genetic, and/or other testing prohibited by the Wisconsin Fair Employment Act?

Yes                       No

**VIII. Chapter 38, Wis. Stats.**

1. Chapter 38, Wis. Stats. - Provides for District Board powers and duties. Includes the requirement to conduct an orientation program and provide information on sexual harassment, and the general prohibition against discrimination in admission and/or participation in services, programs, courses and facilities usage based upon race, color, creed, religion, sex, national origin, disability, age, sexual orientation, pregnancy, marital status or parental status.

*Question:* Does the district incorporate in its orientation program for newly entering students, oral and written information on sexual assault and sexual harassment?

Yes                       No

*Question:* Does the district annually supply all students enrolled in the district printed material on sexual harassment and sexual assault?

Yes                       No

*Question:* Does the district annually submit a report to the chief clerk of each house of the Wisconsin legislature indicating the methods used to comply with orientation and information requirements?

Yes                       No

*Question:* Does the district have established policies to protect students from discrimination which provides criteria for determining discrimination as prohibited, provides remedies and sanctions for violations, establishes a 300-day time limit on filing and establishes a procedure with reasonable time limits to act on complaints?

Yes                       No

*Question:* Does the district, in October of each year, forward a summary of student complaints by date, issue and disposition to the Wisconsin Board's DHR?

Yes                       No

## Section IV

### Self Analysis of Work Force and Goals Establishment

DISTRICT NAME: Northcentral Technical College													
ORGANIZATIONAL LEVEL: College-wide													
DISTRICT WORK FORCE ANALYSIS													
CATEGORY	TOTAL	FEMALES		RACIAL / ETHNIC GROUPS								PERSONS WITH DISABILITIES	
				Black		Hispanic		Am. Indian		Other			
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Exec./Adm./Mgr.<sup>1</sup></b>													
WTCS District Employees	31	19	61.29	2	6.45	0	0	1	3.23	1	3.23	2	6.45
District Labor Force	13155	4631	35.2	15	0.11	61	0.46	192	1.46	82	0.62		
% Difference (+ or -)			+26.1		+6.34		-0.46		+1.77		+2.61		
Underutilizations (yes/no)			No		No		Yes		No		No		
<b>Faculty<sup>2</sup></b>													
WTCS District Employees	144	74	51.39	0	0	0	0	1	0.69	1	0.69	2	1.39
District Labor Force	486	210	43.21	0	0	1	0.21	5	1.03	9	1.85		
% Difference (+ or -)			+8.18				-0.21		-0.34		-1.16		
Underutilizations (yes/no)			No		No		Yes		Yes		Yes		

<sup>1</sup> Includes supervisors of professional and non professional employees and Deans, Directors, Associate Deans, Assistant Deans, and Executive Officers of academic departments if their principal activity is administrative.

<sup>2</sup> Includes Deans, Directors, Associate Deans and Executive Officer of academic departments if their principal activity is instructional.

DISTRICT NAME: Northcentral Technical College

ORGANIZATIONAL LEVEL: College-wide

**DISTRICT WORK FORCE ANALYSIS**

CATEGORY	TOTAL	FEMALES		RACIAL / ETHNIC GROUPS								PERSONS WITH DISABILITIES	
				Black		Hispanic		Am. Indian		Other			
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Secretarial/Clerical</b>													
WTCS District Employees	70	66	94.29	0	0	1	1.43	0	0	3	4.29	0	0
District Labor Force	17862	14155	79.25	41	0.23	75	0.42	403	2.26	163	0.91		
% Difference (+ or -)			+15		-0.23		+1.01		-2.26		+3.38		
Underutilizations (yes/no)			No		Yes		No		Yes		No		
<b>Professional Non Faculty</b>													
WTCS District Employees	70	39	55.71	1	1.43	0	0	1	1.43	3	4.29	0	0
District Labor Force	15281	9067	59.34	33	0.22	65	0.43	283	1.85	216	1.41		
% Difference (+ or -)			-3.63		+1.21		-0.43		-0.42		+2.88		
Underutilizations (yes/no)			Yes		No		Yes		Yes		No		
<b>Technical/Para-Professional</b>													
WTCS District Employees	22	13	59.09	0	0	0	0	1	4.55	0	0	3	13.6
District Labor Force	2387	1531	64.14	1	0.04	18	0.75	39	1.63	0	0		
% Difference (+ or -)			-5.05		-0.04		-0.75		+2.92				
Underutilizations (yes/no)			Yes		No		Yes		No				

DISTRICT NAME: Northcentral Technical College

ORGANIZATIONAL LEVEL: College-wide

**DISTRICT WORK FORCE ANALYSIS**

CATEGORY	TOTAL	FEMALES		RACIAL / ETHNIC GROUPS								PERSONS WITH DISABILITIES	
				Black		Hispanic		Am. Indian		Other			
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Skilled Craft</b>													
WTCS District Employees	6	0	0	0	0	0	0	0	0	0	0	0	0
District Labor Force	12135	652	5.37	29	0.24	49	0.4	286	2.36	78	0.64		
% Difference (+ or -)			-5.37		-0.24		-0.4		-2.36		-0.64		
Underutilizations (yes/no)			Yes		Yes		Yes				Yes		
<b>Service/Maintenance</b>													
WTCS District Employees	13	3	23.08	0	0	1	7.69	0	0	0	0	1	7.69
District Labor Force	23376	12537	53.63	73	0.31	311	1.33	907	3.88	344	1.47		
% Difference (+ or -)			-30.55		-0.31		+6.36		-3.88		-1.47		
Underutilizations (yes/no)			Yes		Yes		No		Yes		Yes		
<b>District Totals</b>													
WTCS District Employees	356	214	60.11	3	0.84	2	0.56	4	1.12	8	2.25	8	2.25
District Labor Force	84682	42783	50.52	192	0.23	580	0.68	2115	2.5	892	1.05		
% Difference (+ or -)			+9.59		+0.61		-0.12		-1.38		+1.2		
Underutilizations (yes/no)			No		No		Yes		Yes		No		

## Section V

### District Employment Self Analysis and Goals

#### General Workforce Goals:

Total district employment of minorities is at 4.8 % (17 of 356 college full time staff). The availability percentage in the district is at 4.5 % (3779 of 84682). As a result, the college, overall, is balanced, overall, for minority employment. Therefore, the college has no general goal for minority employees.

The college employs disabled staff at a rate of 2.25 % (8 of 356). Availability is at 9.87% in the district working age population. Therefore, the college has a goal to employ disabled staff to achieve a percentage of 9.87 % ( 35 of 356) matching the working age disabled availability percentage.

Females are employed at a rate of 60.11 % at the district. Availability is at 50.52 %. Therefore, the college is not under utilized for females when looking at the total district workforce. Therefore, the college has no general goal in this area.

#### Specific Workforce Category Goals:

**Exec/Admin/Mgr.:** NTC currently employs four minorities with total employment of 31 in this category. Thus, current minority employment in this category is 12.9 %. The appropriate recruitment and employment availability has been determined to be *district wide* based upon recruitment and hiring practices. The availability percentage of minorities in the *district workforce* in this category is 2.66 %. Therefore, the college has no specific goal in this category.

**Faculty:** NTC currently employs 2 minority faculty members with total employment of 144 in this category. Thus, current minority employment in this category is 1.39 %. The appropriate recruitment and employment availability has been determined to be *district wide* based upon recruitment and hiring practices. The availability percentage of minorities in the *district wide workforce* in this category is 3.09 %. Therefore, the college has a specific goal to hire minority faculty to achieve a category minority percentage of 3.09 % ( 4.45 of 144).

**Secretarial/Clerical:** NTC currently employs 4 minority staff with total employment of 70 in this category. Thus, current minority employment in this category is 5.71 %. The appropriate recruitment and employment availability has been determined to be *district wide* based upon recruitment and hiring practices. District availability figures show a minority workforce availability of 3.82 %. Thus, the college has no specific goal in this category.

**Professional Non Faculty:** NTC employs 5 minority employees with total employment of 70 in this category. Thus, current minority employment in this category is 7.14 %. The appropriate recruitment and employment availability has been determined to be *district wide* based upon recruitment and hiring practices. District availability figures show a minority workforce availability of 3.91 %. Therefore, the college has no goal in this category.

**Technical/ Para-Professional:** NTC currently employs one minority staff with total employment of 22 in this category. Thus, current minority employment in this category is 4.55

% . The appropriate recruitment and employment availability has been determined to be *district wide* based upon recruitment and hiring practices. District availability figures show a minority workforce availability of 2.43 %. Thus, the college has no specific goal in this category.

**Skilled Craft:** NTC currently employs no minority staff with total employment of 6 in this category. The appropriate recruitment and employment availability has been determined to be *district wide* based upon recruitment and hiring practices. District availability figures show a minority workforce availability of 3.64 %. Thus, the college has a specific goal to hire minority skilled crafts staff to achieve a category minority percentage of 3.64 % in this category (0.22 of 6).

**Service Maintenance:** NTC employs one minority employee in this category with total employment of 13 in this category. Thus, current minority employment in this category is 7.69 %. The appropriate recruitment and employment availability has been determined to be *district wide* based upon recruitment and hiring practices. District availability figures show a minority workforce availability of 6.99 %. Thus, the college has no specific goal in this category.

## Affirmative Action Employment Program Initiatives

### Program 1: Increase minority Faculty

**Program Initiative A:** Investigate the extension of recruitment and hiring areas for faculty category of employment and possibly develop joint statewide minority recruitment activities with other Technical Colleges and area Universities.

Activity/ Steps	Persons responsible for Implementation	Timetable
Evaluate current recruitment efforts for faculty positions; Investigate possible expansion or revisions; investigate possible cooperative efforts with area post secondary schools such as technical colleges, universities or two year university campuses.	Team Leader, People Services, People Services Staff, Equal Opportunity Officer	2006
Implement combined recruitment campaigns targeted at minority faculty.	Equal Opportunity Officer, Employment Coordinator, People Services Staff, Consortia Participants	2006-07
Implement a pre-screening of applicants to assure certification eligibility; establish an eligible for interview list of qualified candidates to be shared with consortia participants.	Equal Opportunity Officer, Employment Coordinator, Consortia Participants	2007-08

**Program Initiative B:** Expand within-district outreach and recruitment contacts with community based organizations, tribal affiliates and minority organizations.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Develop a comprehensive listing of various community based organizations, minority clubs and organizations, and tribal organizations within the district.	Equal Opportunity Officer; Minority Recruitment Specialist, People Services Staff, Equal Opportunity Committee	2005-06
Design outreach materials and prepare a presentation on NTC faculty employment targeted at minorities in all employment categories	Equal Opportunity Officer, Minority Recruitment Specialist, Equal Opportunity Committee	2006-07
Contact all organizations and/or make presentations to elicit assistance in minority faculty recruitment for the college	Equal Opportunity Officer, Minority Recruitment Specialist, Equal Opportunity Committee	2007-08

**Program Initiative C:** Contact current minority part time faculty or call staff to investigate expansion of employment to over 50% time or appointment to full time vacancies as program needs warrant.

Activity/Steps	Persons Responsible for Implementation	Timetable
Identify minority part time faculty or call staff who may be interested in expansion of employment to over 50% time as program needs warrant.	Deans, Equal Opportunity Officer	2005-06
Establish individual pre-qualification for certification, develop educational plans, sponsor certain certification course presentations	Deans, Certification Officer, Equal Opportunity Officer	2006-07
Develop list of pre-qualified minority faculty candidates for employment expansion or appointment to full time vacancies from current part time employees	Certification Officer; Equal Opportunity Officer; People Services	2007-2009

**Program Initiative D:** Develop and implement a minority faculty candidate mentoring program to assist candidates during interview and post interview situations.

Activity/Steps	Persons Responsible for Implementation	Timetable
Design a Host Program to host and assist minority faculty candidates while on campus for recruitment or interview situations.	Equal Opportunity Committee, V.P. for Learning, Deans, Equal Opportunity Officer	2007-08
Establish budgetary support for payment of interview expenses for candidates	Equal Opportunity Officer; V.P. Operations; Team Leader People Services	2007-08

**Program 1: Methods of Evaluation:**

The number of minority faculty will be evaluated annually by the Equal Opportunity Officer. Increased minority faculty will be a general indicator of success. Each initiative involved in a specific recruitment will be reviewed during the post review of the recruitment conducted by the Equal Opportunity Officer, Deans and People Services Staff.

**Annual Progress: (Give a (cumulative) report by each year of the 5 year plan.)**

**2005-2006:**

**2006-2007:**

**2007-2008:**

**2008-2009:**

**2009-2010: Final Summary Report**

**Program 2: Increase Disabled staff employment**

**Program Initiative A:** Expand within-district outreach and recruitment contacts with disabled advocate organizations.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Develop a comprehensive listing of various community based advocacy organizations within the district.	Equal Opportunity Officer; Special Services Staff, People Services Staff, Equal Opportunity Committee	2006-07
Design outreach materials and prepare a presentation on NTC employment targeted at disabled in all employment categories	Equal Opportunity Officer, Special Services Staff, Equal Opportunity Committee	2007-08
Contact all organizations and/or make presentations to elicit assistance in recruitment of disabled staff	Equal Opportunity Officer, Special Services Staff, Equal Opportunity Committee Member	2008-09

**Program Initiative B:** Develop and implement a disabled candidate host program to assist candidates during interview and post interview situations.

Activity/Steps	Persons Responsible for Implementation	Timetable
Design a Host Program to host and assist disabled candidates while on campus for recruitment or interview situations.	Equal Opportunity Committee, V.P. for Learning, Deans, Equal Opportunity Officer	2007-08
Establish specific budgetary support for special advertising to promote NTC as an employer of choice for disabled	Equal Opportunity Officer; V.P. Operations; Team Leader, People Services	2008-09

**Program 2: Methods of Evaluation:**

The number of disabled in the total NTC workforce will be evaluated annually by the Equal Opportunity Officer. Increased disabled staff will be a general indicator of success. Each initiative involved in a specific recruitment will be reviewed during the post review of the recruitment conducted by the Equal Opportunity Officer, Deans and People Services Staff.

**Annual Progress: (Give a (cumulative) report by each year of the 5 year plan.)**

**2005-2006: N/A**

**2006-2007:**

**2007-2008:**

**2008-2009:**

**2009-2010: Final Summary Report**

**Program 3:** Develop and implement faculty and staff in service and orientation programs to promote Special Population (Disabled) employment awareness and sensitivity.

Activity/Steps	Persons responsible for	Timetable
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	Implementation	
Review of current programs, training, and curriculum on Special Population employment for faculty and staff	Equal Opportunity Officer, Committee on Equal Opportunity, Director Support Services and Minority Specialist	2007-08
Development of new curriculum as necessary	EO Officer, Director Support Services, Minority Specialist	2007-2008
Conduct Orientation of all staff	EO Officer, Director Support Services, Minority Specialist	2008-2009

**Program 3: Methods of Evaluation:**

The improvement in attitudes and support for Special Population (Disabled) employment in the organization will be measured by conduct of a survey at the initial training session on diversity and a follow up survey when review training is conducted. In addition, the Committee on Equal Opportunity will be consulted on a regular basis to assess their feelings on the issue of diversity awareness, support and sensitivity to Special Populations.

**Annual Progress: (Give a (cumulative) report by each year of the 5 year plan.)**

**2005-2006: N/A**

**2006-2007: N/A**

**2007-2008:**

**2008-2009:**

**2009-2010: Final Summary Report**

## Section VI

### Students

#### ***Enrollment—General***

Northcentral Technical College has conducted an analysis and is establishing the following goals/ initiatives for educational and service program areas, which are under-utilized for minorities, females or disabled students. The analysis was conducted using data from the client accounting system and the series of equal opportunity reports provided by the State Office of the Wisconsin Technical College System.

#### **Results:**

Report VE 215 660, Compliance Indicator I (Students by Program) shows two overall areas of probable concern when looking at “all programs”:

First, disabled students are present in the eligible student population at a rate of 3.77 % within the district. Disabled students in college programs (or taking a majority of their courses in a program area) total 175 or 2.95 % of all students reported in a program area. While the difference in percentage between availability and enrolled is -0.82%, slightly below the 1 % confidence interval, the college’s recent history and this data seems to show this may be a general area of concern.

Second, although Compliance Indicator I –All Programs data shows relatively positive minority student statistics for many minority categories --service percentages compared to availability percentages—statistics for the American Indian student population are lagging. “All Program” data shows an availability of 3.77% in the eligible student population while American Indian students in programs (or taking a majority of their courses in a program area) is reported at 0.96%--a difference of -1.41%. Thus, the data indicates this looks like an area of concern, which should be addressed.

#### **Item 1: Disabled**

An on site compliance review conducted by the Wisconsin Technical College System Office in 2000 found and commended the college’s commitment to providing accessibility in facilities. In addition, special services staff were also commended for their commitment and service provision to disabled students. That review noted that the college was the system leader for assistive technology and service to sensory impaired students. The review also expressed the concern that “the college may have been “under-reporting the number of disabled students....served in occupational programs and services.”<sup>3</sup> This concern was apparently addressed by the College. However, it needs to be reviewed again as part of the 5-year plan initiative to assure that the reporting is generating the correct counts. If the counts are correct, other program initiatives may need to be undertaken to recruit and serve disabled students eligible for enrollment in programs provided by the college.

#### **Program Initiatives**

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<sup>3</sup> See Chin, Edward, State Director, Wisconsin Technical College System Board; Letter of April 25, 2000 to Dr. Robert Ernst, President, Northcentral Technical College District, page 4.

Part A: Review and develop, as necessary, a proactive approach to the collection and reporting of accurate data on student disability status and services provided, especially for “program” students.

Part B: Review, revise and/or develop informational programs for instructors, counselors and assessment personnel on referrals of disabled students to special services; devise a recruitment program targeted at disabled students; review the need for involvement of special services staff in other program areas such as Learning Center.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Review the collection and reporting of data on student disability status and services provided, especially for program students. Work with the state office disability specialist to resolve concerns related to under reporting of disabled students and services.	Dean; Team Leader, Student Success; Director Support Services	2005-2006
Develop disabled students informational programs for instructors, counselors and assessment personnel. Conduct appropriate briefings and follow up to insure appropriate referrals.	Dean; Team Leader, Student Success; Director Support Services	2006
Devise a college wide recruitment program targeted at disabled students.	Dean; Team Leader, Student Success; Director Support Services	2006-2007
Continue programs above and assess numbers of disabled students compared to availability. If numbers have increased to availability, continue to monitor. If numbers have not increased to availability, revise and implement new programs related to reporting, referrals and recruitment.	Dean; Team Leader, Student Success; Director Support Services	2007-2008
Same as above.	Dean; Team Leader, Student Success; Director Support Services	2008-2009

**Method of Evaluation**

Review progress of numbers of disabled students receiving services each year. If numbers have increased, conduct analysis as to where and how achieved. Revise long-range plan (above) accordingly.

**Annual Progress (Give a (cumulative) report by each year of the 5 year plan.)**

**2005-2006:**

**2006-2007:**

**2007-2008:**

**2008-2009:**

**2009-2010 Final Summary Report**

**Item 2:** Native American minority recruitment and retention

Statistics for the American Indian student population are below expectations based upon district availability figures from the 2000 census data. The report for "All Program" data shows an availability of 3.77% in the eligible student population while American Indian students actually in programs (or taking a majority of their courses in a program area) is reported at 0.96%--a difference of -1.41%.

### Program Initiative

The college should review and perhaps increase its efforts to recruit and retain Native American students. It should also investigate and consider the provision of vocational and technical educational programs and services through, perhaps, distance education techniques or cooperative arrangements with educational institutions in locations near population centers for this specific minority group.

Activity/ Steps	Persons Responsible for Implementation	Timetable
An ad hoc Subcommittee on Native American recruitment and retention will be formed and charged with reviewing current and recent past efforts to recruit and retain Native American students; and it will also be charged with developing recommendations to resolve the less than expected student population statistics for Native American students.	Team Leader, Student Success; Admissions Lead; Minority Admissions Specialist; NTO Specialist	2005-2006
Report and recommendations of Subcommittee due to College Minority Recruitment and Retention Committee and President	Team Leader, Student Success; Admissions Lead; Minority Admissions Specialist; NTO Specialist	2005-2006
Implement recommendations of Task Force	Team Leader, Student Success; Admissions Lead; Minority Admissions Specialist; NTO Specialist	2006-2007
Implement recommendations of Task Force	Team Leader, Student Success; Admissions Lead; Minority Admissions Specialist; NTO Specialist	2006-2007
Monitor and adjust efforts to recruit and maintain a stable and representative population of Native American Students	Team Leader, Student Success; Admissions Lead; Minority Admissions Specialist; NTO Specialist	2006 through 2009

### Method of Evaluation

The Equal Opportunity Officer together with members of the Minority Recruitment and Retention Committee will annually evaluate efforts to recruit and retain Native American students. In addition, careful attention will be paid to monitoring and documenting changes in data for the college as it relates to this special target population group. The progress of implementation of programs as well as data analysis will be reported in the annual update to the state office.

**Annual Progress (Give a (cumulative) report by each year of the 5 year plan.)**

**2005-2006:**

**2006-2007:**

**2007-2008:**

**2008-2009:**

**2009-2010 Final Summary Report**

**Part A**  
***Enrollment—Programs***

Analysis of Students by Programs contained in Compliance Indicator I—Programs (Report VE 215660) reveals the need for action in four reported program areas: Health, Marketing, Industrial, and Technical and Television. Analysis was conducted using a one percent confidence interval in availability/participation as suggested by the state office. The following findings resulted:

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**Health:** Derived statistics show a participation rate of 12.07% for males as opposed to an availability rate of 49.95% in the district population. As health services is a traditionally female dominated occupation, efforts will be made to enlighten and recruit males into this occupational area. The health program is large with 1,897 students. As a result, a significant number of males will need to be recruited over some period of time to effectuate compliance at the minimal level of 25%. In addition, planning will be needed to assure that waiting lists will not deter male students from declaring this program area.

Activity/Steps	Persons responsible for Implementation	Timetable
Develop new long term recruitment activities targeted at males	V.P. for Learning; Dean; Student Services; Admissions Lead, NTO Specialist, Instructors	2005-2006
Implement Recruitment Activities	Student Services; Dean and Instructors	2006-2007
Conduct Analysis of waiting List and possible use of Administrative Rule TCS 10.07 (5m)	V.P. for Learning, Dean, Equal Opportunity Officer, District Counsel and State Board Office staff	2006-2007
Conduct Analysis of Enrollment in program	Institutional Research; Equal Opportunity Officer; V.P. for Learning	2007-2008 and Continuing
Continue, modify or discontinue targeted efforts to insure narrow tailoring.	V.P. for Learning, Dean, and Equal Opportunity Officer	2007-2008

**Method of Evaluation:**

The statistical reports will be reviewed annually by the Equal Opportunity Officer in consultation with the V.P. for Learning, the Team Leader of Continuous Improvement and the Dean of the

Health program. Appropriate involvement of Student Services staff and the instructional staff participating in recruitment activities will be assured. Where programs have had a positive effect on male enrollments they will be continued or modified as necessary. Where programs have been unsuccessful, they will be replaced with other types of efforts. If enrollments have come into minimal balance, programs will be evaluated for the need to continue on an on-going basis so as to institute narrow tailoring of the targeted activities.

**Annual Progress (Give a (cumulative) report by each year of the 5 year plan.)**

**2005-2006:**

**2006-2007:**

**2007-2008:**

**2008-2009:**

**2009-2010 Final Summary Report**

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**Marketing:** Statistics show the disabled and minority populations are present in the marketing program at numbers less than those reported as available in the district populations. The goal will be to recruit disabled and minority students into the program in proportion to the numbers available in the district population.

Activity/Steps	Persons responsible for Implementation	Timetable
Develop new recruitment activities targeted at disabled and minorities	V.P. of Learning; Dean; Student Services; Instructors	2005-2006
Implement Recruitment Activities	Student Services; Dean and Instructors	2006-2007
Conduct Analysis of Enrollment in program	Institutional Research; Equal Opportunity Officer; V.P. for Learning, Admissions Lead	2007-2008 and Continuing
Continue, modify or discontinue targeted efforts to insure narrow tailoring.	V.P. for Learning, Dean, Admissions Lead, and Equal Opportunity Officer	2007-2008

**Method of Evaluation:**

The statistical reports will be reviewed annually by the Equal Opportunity Officer in consultation with the V.P. for Learning the Dean of the Marketing program and the Admissions Lead. Appropriate involvement of Student Services staff and the instructional staff participating in recruitment activities will be assured. Where programs have had a positive effect on disabled and minority enrollments they will be continued or modified as necessary. Where programs have been unsuccessful, they will be replaced with other types of efforts. If enrollments have come into minimal balance, programs will be evaluated for the need to continue on an on-going basis so as to institute narrow tailoring of the targeted activities.

**Annual Progress (Give a (cumulative) report by each year of the 5 year plan.)**

**2005-2006:**

**2006-2007:**

**2007-2008:**

**2008-2009:**

**2009-2010 Final Summary Report**

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### **Trade and Industry:**

Statistics show two program areas reported in Compliance Indicator I—Program Areas (Industrial and Technical & Television) which are under utilized for females. Both programs are located in the Trades and Industrial instructional area of the college. In the Industrial area, statistics show that females constitute 2.79 % of the enrollment compared to general availability in the population of 50.05%. Since the program is relatively large at 681 students, the number of females (19) is significantly below the 25 % minimal target rate suggested by the state office. The goal, therefore, is to meet the 25% goal over the period of this plan. In the Technical and Television area, females constitute a slightly higher percentage showing 14.44% of the enrollment compared to availability in the population of 50.05%. Again, the program is relatively large at 540 students. The number of females is below the 25% minimal target rate. The goal, therefore, is to meet the 25% goal over the period of this plan. As goals for both areas are similar and since the breakouts are combined at the college, one plan can be developed and administered for the state data breakouts.

Activity/Steps	Persons responsible for Implementation	Timetable
Develop new long-term recruitment activities targeted at females including team visits to both middle schools and high schools to promote female participation in the trade and industry programs.	V.P.for Learning; Dean; Student Services; Instructors; Admissions Lead; NTO Specialist	2005-2006
Implement Recruitment Activities	Student Services; Dean and Instructors; Admissions Lead; NTO Specialist	2006-2007
Conduct Analysis of Enrollment in program, conduct training of teachers to celebrate male/female diversity and to assure non discrimination based upon sex in class situations	Institutional Research; Equal Opportunity Officer; V.P. for Learning. Training by Equal Opportunity Officer	2007-2008 and Continuing
Continue, modify or discontinue targeted efforts to insure narrow tailoring.	V.P. for Learning, Dean, Admissions Lead and Equal Opportunity Officer	2007-2008

## **Part B Completion Rates**

**Student Goal attainment is a measure of success. Completion rates are used as a measure of student success – delete this line and use bold.** However, some question arises in using such data for a measure of success in a situation of technical education. Many students do not

have a goal of completion of a one or two year program. Instead, goals often are to achieve more education or re-training which will enable the individual to achieve a job in a certain field or qualify them for advancement within their current occupation. As a result, the district will conduct a graduation rate analysis of those students who have declared a goal of achieving completion of a program. In addition, the district will attempt to develop, as part of this 5-year plan, alternative measurements of success and proper documentation and follow up to accurately measure that success.

Activity/Steps	Persons responsible for Implementation	Timetable
Conduct analysis by program of graduates compared to enrollees who have declared program completion as a goal	V.P. for Learning; Dean; Institutional Research	2005-2006
Design data collection system for students who do not declare program graduation as a goal	V.P. for Learning; Dean; Institutional Research	2006-2007
Conduct analysis of graduates and non-graduates to determine attainment of "success"	Institutional Research; Equal Opportunity Officer; V.P. for Learning; Team Leader, Student Success.	2007-2008
Where data shows graduation or success measures do not meet declarations, develop programs for intervention or assistance to assure completion of declared goals	V.P. for Learning, Dean, Student Services, Institutional Research, and Equal Opportunity Officer	2008
Continue, modify or discontinue programs to assure narrow tailoring.	V.P. for Learning, Dean, and Equal Opportunity Officer	2008

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### Part C

## ***Student Counseling***

Northcentral Technical College provides counseling and placement services to all students based upon voluntary student participation. Student records are not kept which identify the protected status of students participating in or requesting services for either counseling or placement services. Northcentral Technical College does require employers to file a notice of non-discrimination in employment in order to be eligible for referrals of graduates to employment opportunities.

To assure non-discrimination in counseling and in placement services two initiatives will take place during the 5-year plan period. First, the district will develop a data reporting system, which will enable the generation of statistics on use of the system by students. The system will be tied in with the basic student records system currently at the college. Thus, reports using protected status breakouts will be able to be produced. Percentages of those utilizing services will be analyzed against percentages of students in those protected categories. Second, counseling and placement services will make a special educational effort to outreach to protected category students to make them aware of the services provided by the college and encouraging them to utilize them to their benefit.

#### **Records Initiative:**

Activity/Steps	Persons responsible for Implementation	Timetable
Design data collection system to document students using counseling or placement services. The basic design could use student number so that reports could be generated from the basic student records system	V.P. for Learning, VP. Operations, Team Leader, Student Services, Counseling and Placement Staff	2005-2006
Design reports showing usage of placement and counseling services by protected category students	Team Leader, Student Services, Counseling and Placement Staff, Equal Opportunity Officer	2006-2007
Conduct analysis of placement and counseling services to determine usage by protective category students comparable to availability in student body	Institutional Research; Equal Opportunity Officer; V.P. for Learning.	2006-2007
Confirm appropriate usage or design informational program targeted to protected category students covering availability and suggested usage of placement and counseling services	Equal Opportunity Officer, Team Leader, Student Services	2007

**Informational Initiative:**

Activity/Steps	Persons responsible for Implementation	Timetable
Design informational program covering availability and suggested usage of placement and counseling services targeting protected category students. Design and produce brochures or other informational items in both English and Spanish.	V.P. Operations, Team Leader Student Services, Counseling and Placement Staff, Recruitment Staff and Marketing Staff	2005-2006
Confirm increased usage or re-design informational program targeted to protected category students.	Equal Opportunity Officer, Team Leader, Student Services	2007

## 2000 Persons with Disabilities Age 16-64 by WTCS District

Source: 2000 U.S. Census, Department of Workforce Development

Below is the Affirmative Action Data from the 2000 Census Information developed by the Department of Workforce Development, showing persons aged 16 to 64 with disabilities who were employed by district in 2000. Figures derived from WTCS 2000 County to District Conversion Factors.

<b>District</b>	<b>2000 Persons Age 16-64 with Disabilities</b>
Chippewa Valley	10,029
Western Wisconsin	9,055
Southwest Wisconsin	4,972
Madison Area	22,437
Blackhawk	7,177
Gateway	16,375
Waukesha	10,818
Milwaukee	46,701
Northcentral	9,168
Northcentral	6,705
Fox Valley	13,700
Northeast	15,056
Mid-State	5,588
Northcentral	8,356
Nicolet	4,828
Indianhead	11,769
<b>State Total</b>	<b>202,734</b>

**CIVIL RIGHTS COMPLIANCE PLAN FOR  
VOCATIONAL EDUCATION PROGRAMS**

NAME OF DISTRICT _____				DATE OF SUBMISSION _____				
NON-COMPLIANCE ITEM:				RECOMMENDATION(S):				
OBJECTIVE(S):								
COMPLIANCE				NEEDS - TECHNICAL ASSISTANCE			MONITORING & EVALUATION	
Activity/Steps	Beginning Timeline(s)	Person Responsible for Implementation	Resource	Source	Timeline(s) for Receiving	Tangible Examples Product(s) Outcome(s)	Timeline(s) for Review by WTCSB Staff	





