

Western Technical College

Affirmative Action/Equal Opportunity Five Year Plan

July 2014 to June 2019

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President

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Section I

Affirmative Action/Equal Opportunity Goals

July 1, 2014 – June 30, 2019

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

Affirmative Action/Equal Opportunity Policy Statement

Western Technical College is committed to compliance with the Civil Rights Act of 1991; the Americans with Disabilities Act of 1990, as amended; Titles VI and VII of the 1964 Civil Rights Act, as amended; the Age Discrimination Acts of 1967 and 1973; the Equal Pay Act of 1973, as amended; the Civil Rights Restoration Act of 1987; Title IX of the 1972 Education Amendments; Section 504 of the 1973 Rehabilitation Act; the Wisconsin Fair Employment Law; Federal and Wisconsin Executive Orders; Wisconsin Administrative Code; the Carl D. Perkins Vocational Education Act; and the Office for Civil Rights Guideline stating that no person shall be denied benefits, excluded from participation, or subjected to discrimination because of race, color, religion, national origin, ancestry, creed, sex, disability, arrest record, conviction record, age, veteran status, membership in National Guard, State Defense Force, or other reserve component of the military forces of Wisconsin or the United States, marital status, pregnancy, sexual orientation, political affiliation, parental status, genetic testing and the use or nonuse of lawful products off the employer's premises during nonworking hours.

It is the policy of WESTERN to maintain an Affirmative Action and Equal Opportunity comprehensive plan. This program includes equal opportunity and nondiscrimination for all employees, students and non-employees. Any person who believes that their affirmative action rights have been violated has the right to file a grievance. The grievance should be filed within 30 days. The Western Harassment and Discrimination Grievance Procedure should be followed. It can be accessed by clicking on "Human Resources on WIRE, then Employee Handbook or Affirmative Action plan" at www.wire.westerntc.edu or by contacting the Equal Opportunity Officer. This action does not preclude the grievant from seeking additional recourse through an appropriate outside agency.

Western Technical College (WESTERN por sus siglas en inglés) está comprometido al cumplimiento de la Ley de Derechos Civiles de 1991; la Ley de Americanos con Discapacidades de 1990, como enmendado; Título VI y el Título VII de la Ley de Derechos Civiles de 1964, como enmendado; las Leyes de Discriminación por Edad de 1967 y 1973; la Ley de Pago Igual de 1973, como enmendado; la Ley de Restauración de Derechos Civiles de 1987; Título IX de las Enmiendas de la Educación de 1972; sección 504 de la Ley de Rehabilitación de 1973; la Ley de Empleo Justo de Wisconsin; órdenes ejecutivas federales y de Wisconsin; el Código Administrativo de Wisconsin; la Ley de Educación Vocacional Carl D. Perkins; y las normas de la Oficina de Derechos Civiles que manifiestan que ninguna persona será negada los beneficios, excluida de participación, o sometida a discriminación en base de raza, color, religión, origen nacional, ascendencia, creencia, sexo, discapacidad, antecedentes de arresto o condenas, edad, estatus de veterano, membresía en la Guardia Nacional, Fuerza de Defensa Estatal, o cualquier componente de reserva de las fuerzas militares de Wisconsin o de los Estados Unidos, estado civil, preñez, orientación sexual, afiliación política, estatus de padre o madre, información genética, y el uso o no uso de productos legales fuera de los locales del empleador y durante las horas no laborales.

Es política de WESTERN mantener un plan integral de Acción Afirmativa e Igualdad de Oportunidades. Este programa incluye la igualdad de oportunidad y la no discriminación para todos sus empleados, estudiantes y no-empleados. Cualquier persona que cree que sus derechos de acción afirmativa han sido violados tiene el derecho de presentar una queja. Se debe presentar la queja dentro de 30 días. El Procedimiento de Quejas de Acoso y Discriminación de Western debe ser seguido. Se accede al procedimiento al hacer clic en "An Equal Opportunity College" en www.morainepark.edu o al ponerse en contacto con un Oficial de Igualdad de Oportunidad. Tal acción no prohíbe que el reclamante busque recursos adicionales por medio de una agencia externa apropiada.

Affirmative Action/Equal Opportunity Plan

The College will maintain an Affirmative Action/Equal Opportunity Compliance Plan demonstrating its commitments and efforts towards equal employment opportunities and equal educational program opportunities. Equal educational program opportunities include, but are not limited to access to courses and programs; admissions; student policies and their applications; counseling, guidance and placement services; physical education and athletics; financial assistance; work study; and extracurricular activities. The educational climate will be conducive to and supportive of cultural and ethnic diversity. The plan will include specific goals and timetables for accomplishing results.

Harassment Statement

WESTERN is committed to compliance with present law and guidelines prohibiting harassment in education and employment.

Harassment by employees, students and non-employees, on the basis of race, color, sex, national origin, age, disability or other protected status is an illegal practice prohibited by WESTERN.

Unwelcome sexual advances, requests for sexual favors, sexual violence and other verbal or physical conduct of a sexual nature constitutes sexual harassment when the following occurs:

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

Harassment based upon race, color, sex, national origin, age, or disability includes ethnic or racial slurs or other verbal and/or physical conduct relating to a person's race, color, sex, national origin, age, or disabling condition which interferes with an individual's work performance or creates an intimidating, hostile, or offensive environment. WESTERN will not tolerate harassment by its employees, non-employees, or students. Any person who engages in harassment will be subject to disciplinary action and/or termination.

Affirmative Action

WESTERN will make serious efforts to recruit, train, and place minority, disabled, and female persons where these members are presently under-utilized. Equal employment includes, but is not limited to, recruitment, selection, hiring, training, promotion, transfer, layoff, and return from layoff, compensation, and benefits. In response to an employee's request, reasonable accommodations will be provided for disabled individuals and for religious practices.

Vendors

The College will seek assurance from all contractors and suppliers of products and services that they do not discriminate. The purchase of products and services from women, minority, and disabled business owners will be encouraged.

Equal Opportunity Officer

The Employment, Benefits, and EEO Manager as the Equal Opportunity Officer who has responsibility for developing, coordinating, and monitoring all of the College's compliance activities. The Equal Opportunity Officer serve as WESTERN's Title IX Coordinator. Questions should be directed to Equal Opportunity Officer, at 400 Seventh Street N., P. O. Box 0908, La Crosse, WI 54602-0908.

Harassment & Discrimination Grievance Procedure

Narrative Description of Procedure

This procedure is intended to provide employees, students and nonemployees with information regarding Affirmative Action and Equal Opportunity at Western Technical College (WESTERN). It is also intended to outline the College's harassment and discrimination grievance procedure. Employees of the College will be given this procedure upon hire and will be expected to read and acknowledge receipt of the procedure.

Harassment and Discrimination Grievance Procedure Title IX, Paragraph 86.6(b), of the regulations, requires that this agency "adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by . . . (Title IX) . . ." Section 504 of the 1973 Rehabilitation Act, Paragraph 84.7(b) of the regulations, requires that this agency "adopt grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolutions of complaints alleging any action prohibited by . . . (Section 504) . . ." This agency has expanded the grievance procedures to include discrimination prohibited by the several federal and state laws that prohibit discrimination in employment and programming in educational institutions and agencies. These include the Civil Rights Act of 1991; the Americans with Disabilities Act of 1990, as amended; Titles VI and VII of the 1964 Civil Rights Act, as amended; the Age Discrimination Acts of 1967 and 1973; the Equal Pay Act of 1973, as amended; the Civil Rights Restoration Act of 1987; Title IX of the 1972 Education Amendments; Section 504 of the 1973 Rehabilitation Act; the Wisconsin Fair Employment Law; Federal and Wisconsin Executive Orders; Wisconsin Administrative Code; the Carl D. Perkins Vocational Education Act; and the Office for Civil Rights Guidelines. These laws collectively prohibit discrimination in employment and programming on the basis of race, color, religion, national origin, ancestry, creed, sex, disability, arrest record, conviction record, age, veteran status, membership in National Guard, State Defense Force or other reserve component of the military forces of Wisconsin or the United States, marital status, pregnancy, sexual orientation, political affiliation, parental status, genetic testing and the use or nonuse of lawful products off the employer's premises during nonworking hours.

Employees discriminating against employees, students and non-employees will be subject to discipline under appropriate WESTERN employment procedures. Students discriminating against other students, employees or non-employees will be subject to discipline under the applicable student code of conduct. Western will take necessary corrective action to remedy any instances where discrimination is determined to have occurred.

Use of these procedures does not preclude the right of a person to also file a complaint with the Equal Rights Division of the Department of Workforce Development, the Office for Civil Rights, the U.S. Equal Employment Opportunity Commission or the U.S. Wage and Hour Division in the Department of Labor. Most antidiscrimination laws have a time limit of from 180 to 300 days during which an individual may file a complaint.

Definitions

Grievance: Grievance means a complaint alleging harassment and/or discrimination on the basis of race, color, religion, national origin, ancestry, creed, sex, disability, arrest record, conviction record, age, veteran status, membership in National Guard, State Defense Force or other reserve component of the military forces of Wisconsin or the U.S., marital status, pregnancy, sexual orientation, political affiliation, parental status, genetic testing and the use or nonuse of lawful products off the employer's premises during nonworking hours, in regard to any employment or enrollment policy, procedure or practice of the College.

Discrimination: Discrimination shall mean a difference in treatment in any service, program, course or facility of WESTERN on the basis of one or more of the protected classes outlined above.

Harassment: Harassment by Western employees, students or nonemployees is a practice prohibited by law and by WESTERN. Unwelcome sexual advances, requests for sexual favors, sexual violence and other verbal or physical conduct of a sexual nature constitutes sexual harassment.

Grievant: A Grievant can be:

1. An applicant for employment with WESTERN.
2. An employee of WESTERN.
3. An applicant for admission to any program or course at WESTERN.
4. A student at WESTERN.

Respondent: A Respondent can be a person and/or persons alleged to be responsible, or who may be responsible for the violation alleged in a grievance.

Equal Opportunity Officer: The employee designated by the WESTERN District Board who has the responsibility of coordinating the grievance procedure. The District Board has appointed the Employment, Benefits, and EEO Manager as the Equal Opportunity Officer. The Employment, Benefits, & EEO Manager and the Dean of Students serve as the College's Title IX Coordinators.

Grievance Procedure

1. Grievant(s) shall, within 30 calendar days of the date of the action causing the grievance, contact the Equal Opportunity Officer. If you believe the Equal Opportunity Officer is responsible for or has permitted discrimination to occur, you should report the matter immediately to the Director of Human Resources.
2. The grievance must be in writing, form for filing is available to all staff.
3. Upon receiving the written grievance, the Equal Opportunity Officer shall inform the grievant(s) of his/her rights under federal and state law. This shall include outlining what external resources are available through the Department of Workforce Development and the Equal Employment Opportunity Commission.
4. The Equal Opportunity Officer shall determine if the grievance is valid as defined under the established grievance procedure. Validity does not mean whether or not an unfair act has occurred but whether or not the act is grievable under the grievance procedure.
5. The Director of Human Resources or the Vice President – of Instruction shall resolve any dispute regarding validity. If the grievant believes the Equal Opportunity Officer is responsible for or has permitted discrimination to occur and therefore the Director of Human Resources or the Vice President – Instruction is completing the grievance process, the President shall resolve any dispute regarding validity.
6. If the grievance is determined not to be valid, the matter will be closed and the Equal Opportunity Officer will refer those involved to the appropriate College process.
7. If the grievance is determined to be valid, the Equal Opportunity Officer will conduct an investigation to include, but not be limited to:
 - Interviews with the grievant(s), respondent(s) and appropriate witnesses
 - Fact and information gathering
 - Review of documentation and other materials provided

8. The Equal Opportunity Officer shall attempt, within 30 calendar days, to investigate the grievance through contact with all parties involved. The Equal Opportunity Officer may extend this timeline, as needed, by informing the parties involved of the extension. Every effort will be made to resolve grievances in a timely manner.

9. After the investigation is complete, the Equal Opportunity Officer will determine whether or not there is sufficient evidence to believe the harassment and/or discrimination has occurred.

If there is sufficient evidence that harassment or discrimination has occurred, the Equal Opportunity Officer will pursue appropriate disciplinary action, up to and including termination of employment (employee).

10. The Equal Opportunity Officer will communicate his/her grievance decision to the grievant(s) and respondent(s) in writing.

11. If there is NOT sufficient evidence that harassment has occurred, the Equal Opportunity Officer will determine if the complaint falls under any other Western policy or work rule and process the complaint following defined College procedures.

Grievant and Respondent Rights

1. WESTERN shall provide assistance to grievant(s) and respondent(s), including access to copies of antidiscrimination laws and regulations, related guidelines, memoranda and other relevant material supplied to WESTERN by the federal government. In addition, the Equal Opportunity Officer or designated representative shall provide consultation in the use of this grievance procedure.

2. No person shall be subjected to discharge, suspension, discipline, harassment or any form of discrimination for having utilized or having assisted others in the utilization of the grievance procedure.

3. Nothing in this procedure shall preclude a grievant's right to seek other avenues of redress outside of WESTERN.

4. Neither the grievant(s) nor the respondent(s) shall arbitrarily delay action of the grievance procedure.

Nonretaliation

This procedure is designed to allow employees, students and non-employees to address complaints in a prompt, fair and consistent manner. Any act of retaliation by an employee, student or by anyone acting on behalf of the College, including the intimidation of a grievant, respondent, or witness during the course of an investigation, will result in prompt disciplinary action.

Maintenance of Records

1. Records shall be kept of each grievance in the office of the appropriate Equal Opportunity Officer. Such records shall be maintained on a confidential basis.

2. All written grievance records shall be maintained for a minimum of three years after the grievance resolution.

Role of the Equal Opportunity Officer

It is the primary responsibility of the Equal Opportunity Officer to ensure the effective installation, maintenance, processing, recordkeeping and notification required by the grievance procedure.

Section II

Affirmative Action/Equal Opportunity Dissemination Activities

Western Technical College is committed to equal employment and educational opportunity as well as affirmative action in its dealings with staff, applicants, students and the public. Efforts are made to communicate this affirmative action and equal opportunity information as follows:

- Five Year Plan will be reviewed by the District Board.
- Electronic or hard copies of the Five Year Plan and Annual Updates will be distributed to management/confidential staff, Equal Opportunity Committee, Student Services staff, Outreach Staff, and Learning Resource Centers at all campus locations upon completion of the Plan.
- Electronic or hard copies of the Five Year Plan and Annual Updates will be provided to Wisconsin Technical College Affirmative Action Officer and other technical college affirmative action officers, when requested.
- New employees will review the module developed by the Equal Opportunity Committee, affirmative action guidelines and Five-Year Plan as part of the new staff orientation process. These documents allow new staff the opportunity to learn Western's Affirmative Action/Equal Opportunity Policy and grievance procedure.
- All recruitment materials, brochures, application and admission forms and other district created forms will include the Equal Opportunity Employer/Educator statement. Notification of intent to accommodate disabilities in the employment process and the relay service information are included in all recruitment materials.
- Annually, public notices will be published in official district newspapers at the beginning of the fall semester.
- Special articles or achievements in equal opportunity or affirmative action will be published in District or student publications.
- Management/confidential staff will receive training regarding the affirmative action/equal opportunity policy and grievance procedure.

General Summary

Western Technical College (WESTERN) has conducted an analysis with our Institutional Effectiveness Department and is establishing the following goals/initiatives for employment and educational service program areas which are underutilized for minorities, females or disabled students. The analysis was conducted using data from the client reporting system, staff accounting system, internal college data and the series of equal opportunity reports provided by the State Office of the Wisconsin Technical College System.

A review of the employment and student enrollment statistics in various program categories and analysis by the Equal Opportunity Committee verifies the importance and need for this plan. The Equal Opportunity Committee will both carefully monitor the goals in this Plan to make sure this team and our students can benefit from the Program Initiatives.

Section V

DISTRICT NAME: Western Technical College									
ORGANIZATIONAL LEVEL:									
DISTRICT WORKFORCE ANALYSIS									
CATEGORY	TOTAL	FEMALES		PERSONS WITH DISABILITIES		RACIAL/ETHNIC GROUPS			
						American Indian/ Alaska Native		Asian	
		No.	%	No.	%	No.	%	No.	%
Administrators¹									
WTCS District Employees	64	38	59.38	1	1.56	0	0	1	1.56
District Labor Force	10,840	4,851	44.75	362	3.347	122	1.13	177	1.63
% Difference (+ or -)			14.62		-1.78		-1.13		-.70
Underutilizations (yes/no)			no		yes		yes		yes
Faculty²									
WTCS District Employees	208	126	60.58	4	1.92	1	.48	1	.48
District Labor Force	1,392	680	48.85	72	5.17	2	.14	34	2.44
% Difference (+ or -)			11.73		-3.25		.34		-1.96
Underutilizations (yes/no)			yes		yes		no		yes
Professional Non-Faculty									
WTCS District Employees	28	17	60.71	0	0.00	0	0.00	3	10.71
District Labor Force	6,417	4,900	76.36	118	1.84	11	.17	113	1.76
% Difference (+ or -)			-15.65		-1.84		-.17		8.95
Underutilizations (yes/no)			yes		yes		yes		No
Secretarial/Clerical									
WTCS District Employees	86	79	91.86	0	0	0	0	2	2.33
District Labor Force	9,326	8,555	91.73	587	6.29	46	.46	46	.49
% Difference (+ or -)			.13		-6.29		-.46		1.83
Underutilizations (yes/no)			no		yes		yes		No

Employment

Employment Program Affirmative Action Initiatives

Program 1: Implement targeted recruitment plans based on race, sex and disability.

Program Initiative A: Increase minority (race, sex and disability) faculty, administrator recruitment.

Activity/ Steps	Persons responsible for Implementation	Timetable
Work with College staff and community experts to identify at least three new minority recruitment strategies. Network for strategic alliances.	Human Resources Staff, Equal Opportunity Officer, Hiring Managers, La Crosse Diversity Council, WTCS EEO/AA and Recruitment Team	2014-2015
Implement combined recruitment campaigns targeted at minority employees, Particularly faculty, and administrators. Track and measure efforts.	Human Resources Staff, Equal Opportunity Officer, Hiring Managers	2015-2017
Implement successful minority recruitment strategies to adjunct faculty recruitment. Track and measure efforts.	Human Resources Staff, Equal Opportunity Officer, Hiring Managers	2017-2019

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

Activity/ Steps	Persons Responsible for Implementation	Timetable
Develop a comprehensive listing of disability advocate organizations.	Equal Opportunity Officer,	2014-15
Research and implement at least three outreach activities with disability advocate organizations.	Human Resources Staff, Equal Opportunity Officer, La Crosse Diversity Council	2015-2017
Work with organizations to establish a collaborative relationship, including temporary working situations, presentations, resume review and/or site visits.	Human Resources Staff, Equal Opportunity Officer, La Crosse Diversity Council	2017-2019

Program Initiative C: Implement a standard diversity-related qualification for all College positions. Implement a standard diversity-related interview question(s) for all College positions.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Research purposeful, relevant diversity-related qualification requirement for all levels and groups of employees; seek input from other colleges, businesses, community organizations and employees.	Human Resources Staff, Equal Opportunity Officer	2014-15
Update job descriptions and job postings, as appropriate to include the qualification statement. Ensure hiring teams understand diversity is NOT synonymous with minority, while at the same time commit to increased access for all protected classes including all minorities.	Human Resources Staff, Equal Opportunity Officer	2015-2017
Research, review and update as needed a standard diversity interview question(s) for all positions	Human Resources Staff, Equal Opportunity Officer	2016-17
Continue to update as needed diversity interview	Human Resources Staff,	2017-

question(s) for all positions.	Equal Opportunity Officer	2019
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Program 1: Methods of Evaluation:

The number of minorities, both generally in the WESTERN workforce and in specific categories of employment, will be evaluated annually by the Equal Opportunity Officer. Increased minority (race, sex and disability) staff will be a general indicator of success. Each program initiative involved will be reviewed and evaluated each year through the Annual Update. Key stakeholders for each program initiative will review and evaluate progress, and provide input annually through the College's AA/EO Five Year Plan Annual Updates.

Program 2: Provide College staff with resources needed to promote multi-generational, multi-cultural, gender and disability awareness and sensitivity.

Program Initiative A: Provide a new diversity-related staff professional development offering.

Activity/ Steps	Persons responsible for Implementation	Timetable
Identify online and face-to-face diversity and inclusivity training opportunities for staff, hiring managers and hiring teams.	Human Resources Staff, Equal Opportunity Officer, Hiring Managers, Organizational Development Manager	2014-2015
Develop a grouping of related trainings, combined with a initiatives to increase diversity and inclusivity awareness and competence. Offer recognition for completion of the trainings and related projects. Track and measure efforts.	Human Resources and Organizational Development Manager, Equal Opportunity Officer, Hiring Managers	2016-2018

Program Initiative B: Expand generational inclusion training opportunities.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Research and identify workforce-relevant generational inclusion training opportunities.	Human Resources and Organizational Development Manager, Equal Opportunity Officer, Supervisors	2015-16
Implement at least two new generational inclusion training opportunities. Track and measure efforts.	Human Resources and Organizational Development Manager, Equal Opportunity Officer, Supervisors	2017-2019

Program Initiative C: Develop and implement a College Data and professional development course(s) that assists staff in developing diversity and inclusivity performance measures.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Assisting staff in developing diversity and inclusivity performance measures	Institutional Research Staff, Organizational Development Manager, Equal Opportunity Officer	2014-2016
Determine appropriate delivery method for the College Data and professional development course(s) for each employee category.	Institutional Research Staff, Organizational Development Manager, Equal Opportunity Officer	2016-2017

Implement the College Data and Business Intelligence professional development course(s).	Institutional Research Staff, Organizational Development Manager, Equal Opportunity Officer	2017-2019
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Program Initiative D: Provide appropriate College staff with a diversity-related dashboard metric.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Identify appropriate College positions in need of a diversity-related dashboard metric.	Human Resources Staff, Equal Opportunity Officer, Institutional Research Staff, Supervisors	2014-2015
Develop appropriate dashboard metrics and indicators for the identified positions.	Human Resources Staff, Equal Opportunity Officer, Institutional Research Staff, Supervisors	2015-2017
Provide College staff in the identified positions with access to the up-to-date dashboard metrics.	Equal Opportunity Officer, Institutional Research Staff, Supervisors	2017-2018
Utilize dashboard information for decision-making and expansion of Program Initiatives identified in this Plan.	Equal Opportunity Officer, Institutional Research Staff, Supervisors	2019

Program 2: Methods of Evaluation

The improvement in awareness, competence and support for diversity in the organization will be measured through a follow up survey when training is conducted. In addition, key stakeholders, will review the effectiveness of Organizational Development offerings. The program initiatives will be reviewed and evaluated each year through the College's AA/EO Five Year Plan Annual Updates.

Program 3: Implement military service and veteran staff recruitment and retention strategies.

Program Initiative A: Implement military service and veteran staff recruitment strategies.

Activity/ Steps	Persons responsible for Implementation	Timetable
Research and identify military service and veteran staff recruitment strategies	Human Resources Staff, Equal Opportunity Officer, Hiring Managers	2014-2015
Work with the Wisconsin Employment Resource Connection (WERC) to determine a relevant and realistic military service and veteran staff hiring goal.	Human Resources Staff, Equal Opportunity Officer	2015-16
Implement at least two new military service and veteran staff recruitment strategies. Track and measure efforts.	Human Resources Staff, Equal Opportunity Officer, Hiring Managers, Veterans' Services Staff	2015-2018

Program Initiative B: Implement military service and veteran staff retention strategies.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Research and identify military service and veteran staff retention strategies. Track and measure efforts.	Equal Opportunity Officer, Human Resources Staff, Veteran's Staff	2014-15

Implement at least two new military service and veteran staff retention strategies. Track and measure efforts.	Human Resources Staff, Equal Opportunity Officer, Supervisors, current Veterans staff	2018-2018
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Program 3: Methods of Evaluation

The College will track the number of military service and veteran staff members by gathering the data from employment applicants upon application, from new employees upon hire and from surveying active employees every two years. The survey response is voluntary. The College will evaluate the progress of this program by reviewing the number of military service and veteran staff members employed at the College. This program will be reviewed and evaluated through the College's AA/EO Five Year Plan Annual Updates.

Program 4: Implement programs and services that promote a positive, diverse climate.

Program Initiative A: Expand Human Resources community outreach specific to advocacy organizations.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Develop a comprehensive listing of various community based advocacy organizations within the district. Network for strategic alliances.	Equal Opportunity Officer, Human Resources Staff, Equal Opportunity Officer, Veteran's Staff	2014-15
Determine services that our HR staff could offer assistance with (examples include presentations, mock interviews, resume review)	Human Resource Staff, Veteran's Staff, Equal Opportunity Officer	2015-16
Contact organizations to offer assistance and develop a stronger relationship, network for strategic alliances.	Human Resources Staff, Equal Opportunity Officer	2016-17
Provide at least one extended service per year to organizations.	Human Resources Staff, Equal Opportunity Officer	2017-2019

Program Initiative B: Promote the College and Community Diversity Programs and Initiatives.

Activity/ Steps	Persons responsible for Implementation	Timetable
Evaluate current La Crosse Diversity Council participation efforts; investigate possible expansion in participation and follow-up; consider collaborative programming ideas that work to increase campus participation. Network for strategic alliances.	Diversity Taskforce members, Human Resources Staff, Equal Opportunity Officer, La Crosse Diversity Council	2015-16
Implement at least one expansion effort per year program.	Human Resources Staff, Equal Opportunity Officer	2017-2019

Program Initiative C: Develop and implement WESTERN employment internship opportunities for minorities.

Activity/Steps	Persons Responsible for Implementation	Timetable
Research best practice minority engagement and minority internship feasibility study.	Human Resources Staff, Equal Opportunity Officer, Multicultural	2015-16

	Services	
Develop minority based internship parameters and design a minority internship program	Human Resources Staff, Equal Opportunity Officer, Multicultural Services	2016-2018
Implement minority internship program(s). Track and measure efforts.	Human Resources Staff, Equal Opportunity Officer	2019

Program Initiative D: Develop and implement a Diversity and Inclusion Cross Functional Team

Activity/Steps	Persons Responsible for Implementation	Timetable
Develop a team purpose statement and membership	Diversity Taskforce Members, Equal Opportunity Officer, Student Affairs Staff	2014-15
Determine relationship of Diversity and Inclusion Cross Functional Team with the Equal Opportunity initiatives	Diversity Taskforce Members, Equal Opportunity Officer, Student Affairs Staff	2014-15
Gain approval and implement Diversity and Inclusion Cross Functional Team	Human Resources Staff, Equal Opportunity Officer	2015-16

Program 4: Methods of Evaluation:

The College will track participation rates for the above programs. Increased participation will be a general indicator of success. This program will be reviewed and evaluated through the College's AA/EO Five Year Plan Annual Updates.

Section VI Student Program Affirmative Action Initiatives

Enrollment

Program 1: Minority Student Recruitment and Retention

The college should review and increase its efforts to both recruit and retain minority students. Statistics for the WESTERN minority student population are below our expectations based upon district availability figures. In addition, the College would like to be prepared for our projected minority population growth over the next five years. The reports show that our 2013 District population for Hispanics is 1.72%. Even though our Hispanic student population is at 2.20% (See Appendix C), our largest District high school Hispanic senior student population was 8.3% in the 2013 school year and our overall District Hispanic student population 16 or older, is projected to grow by 8.16% from 2015-2019. Census data projects that by 2018, amongst a total population of nearly 140,000 in our District, under 12,000 people are projected to fall into any category representing diversity (8.6%). The black population is expected to double from 2000 – 2018, but only numbers 2,000 (1.5% of the population) by 2018. The Hispanic population is expected to triple from 2000 – 2018, but only numbers around 3,000 (2.2% of the population) by 2018. Is the goal of our minority student enrollment to be reflective of our overall population, e.g. 1.5% black and 2.2% Hispanic? If so, in Fall 2014 our headcount and FTE of black students was 2% and 1.8% respectively, and our headcount and FTE for Hispanic students was 2.6% and 2.5% respectively.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Research data and complete fact finding on our potential Hispanic student population. Hold events on campus targeted towards prospective Hispanic families to gather input and ideas. Finalize ELL and GED recruitment plan.	Student Services staff, Equal Opportunity Officer, minority students, Marketing staff, Research Department, Internal Multi-cultural resources.	2014-2015
Involve minority students who are already enrolled in college or alumni in the High School student recruitment process. Such recruiters can provide better insight into minority student experiences at the College.	Student Services staff, Equal Opportunity Officer, minority students, Recruiters, Career Pathways and Transition Specialist, Internal Multi-Cultural Resources	2015-2016
Recruit potential minority Undergraduate students from ELL and GED.	Student Services staff, Equal Opportunity Officer, Learner Support and Transition, Career Pathways Transition Specialist	2016-2017
Provide financial aid opportunities or more flexible financial aid packages targeted towards minority students.	Student Affairs Staff, Equal Opportunity Officer WESTERN Foundation Financial Aid staff	2017-2018
Monitor and adjust efforts to retain a stable and representative population of minority students.	Student Services Staff, Equal Opportunity Officer.	2018-2019

Method of Evaluation:

The Equal Opportunity Officer together with staff will evaluate annually efforts to recruit and retain Hispanic students and evaluate increase or decrease in the number of Hispanic students. Generally, an increase in number of minority students enrolled and retained will indicate success. In addition we will use the WESTERN Executive Dashboard by tracking minority student data on demand reporting to evaluate and review each year through the Annual Update. Key stakeholders for each program initiative will review and evaluate progress, and provide annual input through the College's AA/EO Five Year Plan Annual Update.

Program 2: Increase enrollment rates for racial Minority and Female Students

Our primary goal is to increase enrollment rates for racial minority students. To assist with this, we would strive to have more racial minority and female students take Western's placement tests. Our secondary goal is to have personal follow up for each racial minority student post-test, to ensure they know of their next steps and the resources available to them. While reviewing our numbers from the past three years, the number of females completing the placement test at the College has declined (1,381 in 2012, to 1,292 in 2013 to 1,033 in 2014.) In addition the racial minority student population has seen a decrease in placement tests completion to program enrollment from 59% in 2012, to 57% in 2013, to 50% in 2014. These declines may be related to an overall increasing decline in our enrollment over the past few years. The information we have does not indicate the decline in placement test completion or program enrollment is specific to minorities or females based on the Fall 2014 enrollment numbers provided above.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Research racial minority and female enrollments via WESTERN applications.	Research staff, Director of Admissions, Admissions and Advising Manager, Equal Opportunity Officer, Career and Recruitment Services	2014-2015
Determine point in process where racial minority and female students are dropping out of the enrollment process.	Director of Admissions, Admissions and Advising Manager, Admissions staff, Enrollment Services staff, Equal Opportunity Officer, Career and Recruitment Services	2015-2016
Develop at least two strategies to assist racial minority and female students in completing the enrollment process.	Director of Admissions, Admissions and Advising Manager, Admissions staff, Enrollment Services staff, Equal Opportunity Officer, Career and Recruitment Services	2016-2017
Implement the two strategies listed above.	Director of Admissions, Admissions and Advising Manager, Admissions staff, Enrollment Services staff, Equal Opportunity Officer, Career and Recruitment Services	2017-2018
Assess and create additional strategies and/or expand to general student population.	Director of Admissions, Admissions and Advising Manager, Admissions staff, Enrollment Services staff, Equal	2018-2019

	Opportunity Officer, Career and Recruitment Services	
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Method of Evaluation:

Review the number of students who take Western's placement tests vs. the number of actual follow up sessions. The application numbers from application to enrollment should increase. This program initiative will be evaluated and reviewed annually through the College's AAEO Five Year Plan Annual Updates.

Program 3: Implement Student Veterans and Military Student retention strategies.

WESTERN began tracking all Military Students and Student Veterans from the time of their application for admission through their present status on July 1, 2013.

Activity/ Steps	Persons Responsible for Implementation	Timetable
<p><i>Implement an early alert system to connect veterans to supportive services before challenges become overwhelming:</i></p> <p>Veteran services staff will host breakout sessions during college wide orientation. Veterans and servicemembers will be introduced to the members of the "Veteran Support team". This team is made up of staff in key areas (Financial aid, Disability Services and Counseling) They will also be given an overview of academic supportive services on campus; writing lab, math lab and tutoring. Information about community resources for veterans will be made available to collaborate and align with local community organizations and coordinate various services. Early alert process will be implemented to reach out to at risk veteran's connecting them to counseling early on. Each term the manager of veteran services will identify and provide counseling a list of the most at risk veteran and service member students. Counseling will make contact early on to improve persistence and retention.</p>	Veteran Services Specialist, Veteran Services Manager, Counseling services, Equal Opportunity Officer	2014-2015
<p><i>Ensure consistent and sustained support from campus leadership, faculty and staff:</i></p> <p>Provide professional development on military culture and issues and challenges unique to veterans and servicemembers. Implement training and resources for faculty on military sensitivity and common transition issues. Bring in guest lectures that can address war related consequences from an academic perspective.</p>	Professional Development Manager, Veteran Services Manager, Equal Opportunity Officer	2014-2019
<p><i>Retention Strategies:</i></p> <p>All veterans and servicemembers will be tracked and put into a blackboard course called myVetracker. This will serve as a personalized communication hub from the veteran service office to the veteran/servicemember students providing checklists for processing VA benefits, financial aid</p>	Equal Opportunity Officer, Veteran Services Manager, Senior Leadership	2017-2019

and other campus supportive services. The check list will help the students keep track of all the things required for certification and provide a road map for support on campus. This will be monitored by the Veteran services manager. A veteran's lounge will be built to Improve the campus ecology for student veterans and servicemembers. This space will serve as a safe zone and provide peer-peer connections and mentoring opportunities.

This cohort was created regardless of Veteran receiving educational benefits. As this cohort continues to grow, we will monitor our retention numbers to see how effective our efforts have been. Success will be shown by increased retention rates. This program initiative will be evaluated and reviewed annually through the College's AA/EO Five Year Plan Annual Updates.

Program 4: Establish multicultural scholarships designed to attract the top minority students in our District.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Work with Multicultural Liaisons, local high schools, community partners and Director of College Advancement to identify and/or create Multicultural scholarships for minority students.	Equal Opportunity Officer, Director of College Advancement, Financial Aid Manager	2014-2016
Communicate opportunities via a new website and assist local high school staff members with the scholarship application process.	Recruitment staff	2016-2018
Establish scholarship sponsorships with companies, AC/Chambers of Commerce and businesses in our District. This would include minority owned businesses.	Equal Opportunity Officer, Director of College Advancement, Financial Aid Manager	2018-2019

Method of Evaluation:

Each year the number of available scholarships will be evaluated against the available numbers at the beginning of the 2014-15 school year. Increased multicultural and minority students will be a general indicator of success. This program initiative will be evaluated and reviewed annually through the College's AA/EO Five Year Plan Annual Updates.

Section VI Student Program Affirmative Action Initiatives

Enrollment

Program 1: Minority Student Recruitment and Retention

The college should review and increase its efforts to both recruit and retain minority students. Statistics for the WESTERN minority student population are below our expectations based upon district availability figures. In addition, the College would like to be prepared for our projected minority population growth over the next five years. The reports show that our 2013 District population for Hispanics is 1.72%. Even though our Hispanic student population is at 2.20% (See Appendix C), our largest District high school Hispanic senior student population was 8.3% in the 2013 school year and our overall District Hispanic student population 16 or older, is projected to grow by 8.16% from 2015-2019. Census data projects that by 2018, amongst a total population of nearly 140,000 in our District, under 12,000 people are projected to fall into any category representing diversity (8.6%). The black population is expected to double from 2000 – 2018, but only numbers 2,000 (1.5% of the population) by 2018. The Hispanic population is expected to triple from 2000 – 2018, but only numbers around 3,000 (2.2% of the population) by 2018. Is the goal of our minority student enrollment to be reflective of our overall population, e.g. 1.5% black and 2.2% Hispanic? If so, in Fall 2014 our headcount and FTE of black students was 2% and 1.8% respectively, and our headcount and FTE for Hispanic students was 2.6% and 2.5% respectively.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Research data and complete fact finding on our potential Hispanic student population. Hold events on campus targeted towards prospective Hispanic families to gather input and ideas. Finalize ELL and GED recruitment plan.	Student Services staff, Equal Opportunity Officer, minority students, Marketing staff, Research Department, Internal Multi-cultural resources.	2014-2015
Involve minority students who are already enrolled in college or alumni in the High School student recruitment process. Such recruiters can provide better insight into minority student experiences at the College.	Student Services staff, Equal Opportunity Officer, minority students, Recruiters, Career Pathways and Transition Specialist, Internal Multi-Cultural Resources	2015-2016
Recruit potential minority Undergraduate students from ELL and GED.	Student Services staff, Equal Opportunity Officer, Learner Support and Transition, Career Pathways Transition Specialist	2016-2017
Provide financial aid opportunities or more flexible financial aid packages targeted towards minority students.	Student Affairs Staff, Equal Opportunity Officer WESTERN Foundation Financial Aid staff	2017-2018
Monitor and adjust efforts to retain a stable and representative population of minority students.	Student Services Staff, Equal Opportunity Officer.	2018-2019

Method of Evaluation:

The Equal Opportunity Officer together with staff will evaluate annually efforts to recruit and retain Hispanic students and evaluate increase or decrease in the number of Hispanic students. Generally, an increase in number of minority students enrolled and retained will indicate success. In addition we will use the WESTERN Executive Dashboard by tracking minority student data on demand reporting to evaluate and review each year through the Annual Update. Key stakeholders for each program initiative will review and evaluate progress, and provide annual input through the College's AA/EO Five Year Plan Annual Update.

Program 2: Increase enrollment rates for racial Minority and Female Students

Our primary goal is to increase enrollment rates for racial minority students. To assist with this, we would strive to have more racial minority and female students take Western's placement tests. Our secondary goal is to have personal follow up for each racial minority student post-test, to ensure they know of their next steps and the resources available to them. While reviewing our numbers from the past three years, the number of females completing the placement test at the College has declined (1,381 in 2012, to 1,292 in 2013 to 1,033 in 2014.) In addition the racial minority student population has seen a decrease in placement tests completion to program enrollment from 59% in 2012, to 57% in 2013, to 50% in 2014. These declines may be related to an overall increasing decline in our enrollment over the past few years. The information we have does not indicate the decline in placement test completion or program enrollment is specific to minorities or females based on the Fall 2014 enrollment numbers provided above.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Research racial minority and female enrollments via WESTERN applications.	Institutional Effectiveness and Research staff, Director of Admissions, Admissions and Advising Manager, Equal Opportunity Officer, Career and Recruitment Services	2014-2015
Determine point in process where racial minority and female students are dropping out of the enrollment process.	Director of Admissions, Admissions and Advising Manager, Admissions staff, Enrollment Services staff, Equal Opportunity Officer, Career and Recruitment Services	2015-2016
Develop at least two strategies to assist racial minority and female students in completing the enrollment process.	Director of Admissions, Admissions and Advising Manager, Admissions staff, Enrollment Services staff, Equal Opportunity Officer, Career and Recruitment Services	2016-2017
Implement the two strategies listed above.	Director of Admissions, Admissions and Advising Manager, Admissions staff, Enrollment Services staff, Equal Opportunity Officer, Career and Recruitment Services	2017-2018
Assess and create additional strategies and/or expand to general student population.	Director of Admissions, Admissions and Advising Manager, Admissions staff, Enrollment Services staff, Equal	2018-2019

	Opportunity Officer, Career and Recruitment Services	
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Method of Evaluation:

Review the number of students who take Western's placement tests vs. the number of actual follow up sessions. The application numbers from application to enrollment should increase. This program initiative will be evaluated and reviewed annually through the College's AAVEO Five Year Plan Annual Updates.

Program 3: Implement Student Veterans and Military Student retention strategies.

WESTERN began tracking all Military Students and Student Veterans from the time of their application for admission through their present status on July 1, 2013.

Activity/ Steps	Persons Responsible for Implementation	Timetable
<p><i>Implement an early alert system to connect veterans to supportive services before challenges become overwhelming:</i></p> <p>Veteran services staff will host breakout sessions during college wide orientation. Veterans and servicemembers will be introduced to the members of the "Veteran Support team". This team is made up of staff in key areas (Financial aid, Disability Services and Counseling) They will also be given an overview of academic supportive services on campus; writing lab, math lab and tutoring. Information about community resources for veterans will be made available to collaborate and align with local community organizations and coordinate various services. Early alert process will be implemented to reach out to at risk veteran's connecting them to counseling early on. Each term the manager of veteran services will identify and provide counseling a list of the most at risk veteran and service member students. Counseling will make contact early on to improve persistence and retention.</p>	Veteran Services Specialist, Veteran Services Manager, Counseling services, Equal Opportunity Officer	2014-2015
<p><i>Ensure consistent and sustained support from campus leadership, faculty and staff:</i></p> <p>Provide professional development on military culture and issues and challenges unique to veterans and servicemembers. Implement training and resources for faculty on military sensitivity and common transition issues. Bring in guest lectures that can address war related consequences from an academic perspective.</p>	Professional Development Manager, Veteran Services Manager, Equal Opportunity Officer	2014-2019
<p><i>Retention Strategies:</i></p> <p>All veterans and servicemembers will be tracked and put into a blackboard course called myVetracker. This will serve as a personalized communication hub from the veteran service office to the veteran/servicemember students providing checklists for processing VA benefits,</p>	Equal Opportunity Officer, Veteran Services Manager, Senior Leadership	2017-2019

financial aid and other campus supportive services. The check list will help the students keep track of all the things required for certification and provide a road map for support on campus. This will be monitored by the Veteran services manager.

A veteran's lounge will be built to Improve the campus ecology for student veterans and servicemembers. This space will serve as a safe zone and provide peer-peer connections and mentoring opportunities.

This cohort was created regardless of a Veteran receiving educational benefits. As this cohort continues to grow, we will monitor our retention numbers to see how effective our efforts have been. Success will be shown by increased retention rates. This program initiative will be evaluated and reviewed annually through the College's AA/EO Five Year Plan Annual Updates.

Program 4: Establish multicultural scholarships designed to attract the top minority students in our District.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Work with Multicultural Liaisons, local high schools, community partners and Director of College Advancement to identify and/or create Multicultural scholarships for minority students.	Equal Opportunity Officer, Director of College Advancement, Financial Aid Manager	2014-2016
Communicate opportunities via a new website and assist local high school staff members with the scholarship application process.	Recruitment staff	2016-2018
Establish scholarship sponsorships with companies, AC/Chambers of Commerce and businesses in our District. This would include minority owned businesses.	Equal Opportunity Officer, Director of College Advancement, Financial Aid Manager	2018-2019

Method of Evaluation:

Each year the number of available scholarships will be evaluated against the available numbers at the beginning of the 2014-15 school year. Increased multicultural and minority students will be a general indicator of success. This program initiative will be evaluated and reviewed annually through the College's AA/EO Five Year Plan Annual Updates.

Section VI
Student Program Affirmative Action Initiatives

Completion Rates

Program 1: Increase Course Completion rates for Black Students

The overall course completion rate for all racial minorities is lower than students who are white, 78% vs. 86%. The lowest course completion rate among racial minorities is in the Black student population at 72%. Black students also have the highest number of unsuccessful grades, 150 in 2014, when compared to other racial minority student populations.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Develop a black student cohort group including alumni and conduct a focus group session to identify barriers to successful course or program completion.	Academic Advisors, Equal Opportunity Officer	2014-2015
In addition to focus group, survey black students and alumni to track barriers to successful completion.	Research Staff, and Equal Opportunity Officer	2015-2016
Develop at least two strategies to assist black students in successful course or program completion.	Academic Advisors, Equal Opportunity Officer	2016-2017
Implement the two strategies determined above.	Academic Advisors, Equal Opportunity Officer	2017-2019

Method of Evaluation:

Annually review course completion rates for black students. A general indicator of success will be increases in completion rates for black students. This program initiative will be evaluated and reviewed annually through the College's AA/EO Five Year Plan Annual Updates.

Program 2: Increase Semester to Semester Retention for female students and students with disabilities in the Alcohol and Other Drug Abuse Associate (AODA) Program.

While the overall college-wide retention rate for female students has increased from 76% in 2012 to 79% in 2014, the AODA program for 2014 has a 66% retention rate among female students. Further, in 2014, 100% of the student attrition in the AODA program were female students.

In terms of our disabled student population, the college-wide retention rate has increased from 76% in 2012 to 78% in 2014. The AODA program retention rate of disabled students has gone from 67% in 2012 to 60% in 2014.

Activity/ Steps	Persons Responsible for Implementation	Timetable
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Develop new long-term retention strategies targeting proactive communication to female students and disabled students that include detailed AODA program information.	Academic Advisor (NTO), Program Associate Dean, Equal Opportunity Officer.	2014-2015
Conduct analysis of AODA program students who graduate vs. students who drop out.	Academic Advisor (NTO), Counselors, Equal Opportunity Officer.	2015-2016
Provide academic, programmatic and peer support for AODA program students.	Academic Advisor (NTO), AODA Faculty, Student Peers, Equal Opportunity Officer	2016-2019

Method of Evaluation:

Annually review persistence and completion rates in the AODA program. An increased number of retained female students and students with disabilities in the AODA program will be the indicators of success. These program initiatives will be evaluated and reviewed annually through the College's AA/EO Five Year Plan Annual Updates.

Program 3: Implement Student Veterans and Military Student retention strategies.

WESTERN began tracking all Military Students and Student Veterans from the time of their application for admission through their present status on July 1, 2013.

Activity/ Steps	Persons Responsible for Implementation	Timetable
<p><i>Implement an early alert system to connect veterans to supportive services before challenges become overwhelming:</i></p> <p>Veteran services staff will host breakout sessions during college wide orientation. Veterans and servicemembers will be introduced to the members of the "Veteran Support team". This team is made up of staff in key areas (Financial aid, Disability Services and Counseling). They will also be given an overview of academic supportive services on campus; writing lab, math lab and tutoring.</p> <p>Information about community resources for veterans will be made available to collaborate and align with local community organizations and coordinate various services.</p> <p>Early alert process will be implemented to reach out to at risk veteran's connecting them to counseling early on. Each term the manager of veteran services will identify and provide counseling a list of the most at risk veteran and service member students. Counseling will make contact early on to improve persistence and retention.</p>	Veteran Services Specialist, Veteran Services Manager, Counseling services, Equal Opportunity Officer	2014-2015
<p><i>Ensure consistent and sustained support from campus leadership, faculty and staff:</i></p> <p>Provide professional development on military culture and issues and challenges unique to veterans and servicemembers.</p>	Professional Development Manager, Veteran Services Manager, Equal Opportunity Officer	2014-2019

Implement training and resources for faculty on military sensitivity and common transition issues. Bring in guest lectures that can address war related consequences from an academic perspective.		
Retention Strategies: All veterans and servicemembers will be tracked and put into a blackboard course called myVetracker. This will serve as a personalized communication hub from the veteran service office to the veteran/servicemember students providing checklists for processing VA benefits, financial aid and other campus supportive services. The check list will help the students keep track of all the things required for certification and provide a road map for support on campus. This will be monitored by the Veteran services manager. A veteran's lounge will be built to Improve the campus ecology for student veterans and servicemembers. This space will serve as a safe zone and provide peer-peer connections and mentoring opportunities.	Equal Opportunity Officer, Veteran Services Manager, Senior Leadership	2017-2019

This cohort was created regardless of Veteran receiving educational benefits. As this cohort continues to grow, we will monitor our retention numbers to see how effective our efforts have been. Success will be shown by increased retention rates. This program initiative will be evaluated and reviewed annually through the College's AA/EO Five Year Plan Annual Updates.

Program 4: Increase undergraduate course completion rates for ESL and Basic Skills students.

Increase the number of minority students, in ESL and Basic Skills classes who successfully complete an undergraduate level course.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Research and identify multiple measures that can be used to develop college readiness indicators, along with effective practices to assist students who are underprepared.	Career Pathways Transition Specialist, ESL and Basic Skills faculty, Dean of Basic Education, Dean of General Education, Equal Opportunity Officer.	2014-2016
Provide ESL student training to Student Services staff and develop materials pertaining to college resources, services and classes (include Spanish language)	Career Pathways Transition Specialist, ESL and Basic Skills faculty, Dean of Basic Education, Dean of General Education, Equal Opportunity Officer.	2016-2017
Develop at least two strategies to assist ESL and Basic Skills Students in transitioning to undergraduate courses.	Career Pathways Transition Specialist, ESL and Basic Skills faculty, Dean of Basic Education, Dean of General Education, Equal Opportunity Officer.	2017-2018
Implement the two strategies listed above.	Career Pathways Transition Specialist,	2018-2019

	ESL and Basic Skills faculty, Dean of Basic Education, Dean of General Education, Equal Opportunity Officer.	
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Method of Evaluation:

Annually review the transition rates for Basic Skills and ESL Students into undergraduate courses. Increased numbers of Basic Skills and ESL students transitioning into undergraduate courses will be an indicator of success. This program initiative will be evaluated and reviewed annually through the College's AA/EO Five Year Plan Annual Updates.

Student Counseling

WESTERN provides both counseling and placement services to all students based upon voluntary student participation. To assure non-discrimination in counseling minority, female, disabled and LEP students, WESTERN will create reports showing usage of counseling services by protected category students, place a non-discrimination statement on all counseling materials, conduct analysis of counseling services data to determine usage of service is in line with overall student population and create educational counseling programming of significant impact and interest to protected category students such as Universal Design, Fair Housing, Safe Zone, Minority Women's Group, etc

Activity/ Steps	Persons Responsible for Implementation	Timetable
Collaborate with Hmong Advocate and Violence Prevention Specialist to coordinate care for protected category students.	Counselors, Equal Opportunity Officer, Hmong Advocate, Violence Prevention Specialist	2014-2015
Partner with Diversity Relations, Disability Resources, Learner Support and NTO to make referrals to Counseling.	Counselors, Equal Opportunity Officer, Disability Resources staff, Dean of Learner Support, Academic Advisors	2015-2016
Have counselors present a Counseling services overview at Multicultural events, Disability Resources presentations and New Student Orientations.	Counselors, Disability Resources staff, Equal Opportunity Officer	2016-2017
Offer Career Counseling to HSED/GED students near their graduation dates to help them be admitted in college, set and achieve their next educational and career goals.	Counselors, Careers staff, Dean of Learner Support, Learner Support Faculty, Equal Opportunity Officer	2017-2019

Method of Evaluation:

Track the number of events and the number of students attending each activity. Track the number of increased referrals to Counseling. Generally, increased attendance at events and increased counseling referrals will be an indicator of success. This initiative will be evaluated and reviewed annually through the College's AA/EO Five Year Plan Annual Updates.

APPENDIX A

EEOC Report Categories

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

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

Appendix B



Client Reporting System CLI660A Compliance Indicator I - Program Areas

Run On: 9/25/2014 12:43:56 PM

Fiscal Year: 2014
District: Western Technical College

ALL PROGRAMS																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	6,781	68	1.00 %	216	3.19 %	146	2.15 %	136	2.01 %	5,842	86.15 %	3	0.04 %	136	2.01 %	234	3.45 %
District POP (2)	162,987	4,972	3.05 %	3,247	1.99 %	2,158	1.32 %	3,584	2.20 %	147,763	90.66 %	68	0.04 %	1,195	0.73 %		
% Difference (3)			-2.05 %		1.19 %		0.83 %		-0.19 %		-4.51 %		0.00 %		1.27 %		
** INDIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
** HISPANIC STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	1,325	4	0.30 %	46	3.47 %	6	0.45 %	27	2.04 %	1,200	90.57 %	0	0.00 %	24	1.81 %	18	1.36 %
Total Enrollment (1)	6,781	68	1.00 %	216	3.19 %	146	2.15 %	136	2.01 %	5,842	86.15 %	3	0.04 %	136	2.01 %	234	3.45 %
% Difference (5)			-0.70 %		0.29 %		-1.70 %		0.03 %		4.41 %		-0.04 %		-0.19 %		-2.09 %
** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	

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



Client Reporting System
CLI660A Compliance Indicator I - Program Areas

Run On: 9/25/2014 12:43:56 PM

Fiscal Year: 2014
District: Western Technical College

Agriculture																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	367	2	0.54 %	2	0.54 %	5	1.36 %	6	1.63 %	305	83.11 %	0	0.00 %	2	0.54 %	45	12.26 %
District POP (2)	162,987	4,972	3.05 %	3,247	1.99 %	2,158	1.32 %	3,584	2.20 %	147,763	90.66 %	68	0.04 %	1,195	0.73 %		
% Difference (3)			-2.51 %		-1.45 %		0.04 %		-0.56 %		-7.55 %		-0.04 %		-0.19 %		
** INDIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
** ASIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
** HISPANIC STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	17	0	0.00 %	0	0.00 %	1	5.88 %	0	0.00 %	15	88.24 %	0	0.00 %	0	0.00 %	1	5.88 %
Total Enrollment (1)	367	2	0.54 %	2	0.54 %	5	1.36 %	6	1.63 %	305	83.11 %	0	0.00 %	2	0.54 %	45	12.26 %
% Difference (5)			-0.54 %		-0.54 %		4.52 %		-1.63 %		5.13 %		0.00 %		-0.54 %		-6.38 %
** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	

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



Client Reporting System
CLI660A Compliance Indicator I - Program Areas

Run On: 9/25/2014 12:43:56 PM

Fiscal Year: 2014
District: Western Technical College

Business																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	1,542	38	2.46 %	61	3.96 %	63	4.09 %	35	2.27 %	1,282	83.14 %	1	0.06 %	22	1.43 %	40	2.59 %
District POP (2)	162,987	4,972	3.05 %	3,247	1.99 %	2,158	1.32 %	3,584	2.20 %	147,763	90.66 %	68	0.04 %	1,195	0.73 %		
% Difference (3)			-0.59 %		1.96 %		2.76 %		0.07 %		-7.52 %		0.02 %		0.69 %		
** INDIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	184	2	1.09 %	9	4.89 %	1	0.54 %	1	0.54 %	170	92.39 %	0	0.00 %	0	0.00 %	1	0.54 %
Total Enrollment (1)	1,542	38	2.46 %	61	3.96 %	63	4.09 %	35	2.27 %	1,282	83.14 %	1	0.06 %	22	1.43 %	40	2.59 %
% Difference (5)			-1.38 %		0.94 %		-3.54 %		-1.73 %		9.25 %		-0.06 %		-1.43 %		-2.05 %
** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	

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



Client Reporting System
CLI660A Compliance Indicator I - Program Areas

Run On: 9/25/2014 12:43:56 PM

Fiscal Year: 2014
District: Western Technical College

Family & Consumer Ed																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	352	7	1.99 %	9	2.56 %	11	3.13 %	9	2.56 %	288	81.82 %	1	0.28 %	4	1.14 %	23	6.53 %
District POP (2)	162,987	4,972	3.05 %	3,247	1.99 %	2,158	1.32 %	3,584	2.20 %	147,763	90.66 %	68	0.04 %	1,195	0.73 %		
% Difference (3)			-1.06 %		0.56 %		1.80 %		0.36 %		-8.84 %		0.24 %		0.40 %		
** INDIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	20	0	0.00 %	2	10.00 %	0	0.00 %	1	5.00 %	17	85.00 %	0	0.00 %	0	0.00 %	0	0.00 %
Total Enrollment (1)	352	7	1.99 %	9	2.56 %	11	3.13 %	9	2.56 %	288	81.82 %	1	0.28 %	4	1.14 %	23	6.53 %
% Difference (5)			-1.99 %		7.44 %		-3.13 %		2.44 %		3.18 %		-0.28 %		-1.14 %		-6.53 %
** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	

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



Client Reporting System
CLI660A Compliance Indicator I - Program Areas

Run On: 9/25/2014 12:43:56 PM

Fiscal Year: 2014
District: Western Technical College

General Ed																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	620	5	0.81 %	21	3.39 %	27	4.35 %	15	2.42 %	494	79.68 %	0	0.00 %	13	2.10 %	45	7.26 %
District POP (2)	162,987	4,972	3.05 %	3,247	1.99 %	2,158	1.32 %	3,584	2.20 %	147,763	90.66 %	68	0.04 %	1,195	0.73 %		
% Difference (3)			-2.24 %		1.39 %		3.03 %		0.22 %		-10.98 %		-0.04 %		1.36 %		
** INDIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	2	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	2	100.00 %	0	0.00 %	0	0.00 %	0	0.00 %
Total Enrollment (1)	620	5	0.81 %	21	3.39 %	27	4.35 %	15	2.42 %	494	79.68 %	0	0.00 %	13	2.10 %	45	7.26 %
% Difference (5)			-0.81 %		-3.39 %		-4.35 %		-2.42 %		20.32 %		0.00 %		-2.10 %		-7.26 %
** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	

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



Client Reporting System
CLI660A Compliance Indicator I - Program Areas

Run On: 9/25/2014 12:43:56 PM

Fiscal Year: 2014
District: Western Technical College

Graphics																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	219	1	0.46 %	10	4.57 %	4	1.83 %	6	2.74 %	184	84.02 %	0	0.00 %	9	4.11 %	5	2.28 %
District POP (2)	162,987	4,972	3.05 %	3,247	1.99 %	2,158	1.32 %	3,584	2.20 %	147,763	90.66 %	68	0.04 %	1,195	0.73 %		
% Difference (3)			-2.59 %		2.57 %		0.50 %		0.54 %		-6.64 %		-0.04 %		-3.38 %		
** INDIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	23	0	0.00 %	1	4.35 %	0	0.00 %	0	0.00 %	21	91.30 %	0	0.00 %	1	4.35 %	0	0.00 %
Total Enrollment (1)	219	1	0.46 %	10	4.57 %	4	1.83 %	6	2.74 %	184	84.02 %	0	0.00 %	9	4.11 %	5	2.28 %
% Difference (5)			-0.46 %		-0.22 %		-1.83 %		-2.74 %		7.29 %		0.00 %		0.24 %		-2.28 %
** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	

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



Client Reporting System
CLI660A Compliance Indicator I - Program Areas

Run On: 9/25/2014 12:43:56 PM

Fiscal Year: 2014
District: Western Technical College

Industrial																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	572	5	0.87 %	11	1.92 %	8	1.40 %	9	1.57 %	506	88.46 %	0	0.00 %	4	0.70 %	29	5.07 %
District POP (2)	162,987	4,972	3.05 %	3,247	1.99 %	2,158	1.32 %	3,584	2.20 %	147,763	90.66 %	68	0.04 %	1,195	0.73 %		
% Difference (3)			-2.18 %		-0.07 %		0.07 %		-0.63 %		-2.20 %		-0.04 %		-0.03 %		
** INDIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
** HISPANIC STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	139	1	0.72 %	3	2.16 %	0	0.00 %	3	2.16 %	127	91.37 %	0	0.00 %	2	1.44 %	3	2.16 %
Total Enrollment (1)	572	5	0.87 %	11	1.92 %	8	1.40 %	9	1.57 %	506	88.46 %	0	0.00 %	4	0.70 %	29	5.07 %
% Difference (5)			-0.15 %		0.24 %		-1.40 %		0.58 %		2.91 %		0.00 %		0.74 %		-2.91 %
** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	

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



Client Reporting System
CLI660A Compliance Indicator I - Program Areas

Run On: 9/25/2014 12:43:56 PM

Fiscal Year: 2014
District: Western Technical College

Marketing																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	364	1	0.27 %	6	1.65 %	5	1.37 %	5	1.37 %	331	90.93 %	0	0.00 %	10	2.75 %	6	1.65 %
District POP (2)	162,987	4,972	3.05 %	3,247	1.99 %	2,158	1.32 %	3,584	2.20 %	147,763	90.66 %	68	0.04 %	1,195	0.73 %		
% Difference (3)			-2.78 %		-0.34 %		0.05 %		-0.83 %		0.27 %		-0.04 %		2.01 %		
** INDIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
** ASIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
** HISPANIC STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	46	0	0.00 %	0	0.00 %	1	2.17 %	1	2.17 %	41	89.13 %	0	0.00 %	3	6.52 %	0	0.00 %
Total Enrollment (1)	364	1	0.27 %	6	1.65 %	5	1.37 %	5	1.37 %	331	90.93 %	0	0.00 %	10	2.75 %	6	1.65 %
% Difference (5)			-0.27 %		-1.65 %		0.80 %		0.80 %		-1.80 %		0.00 %		3.77 %		-1.65 %
** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	

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



Client Reporting System
CLI660A Compliance Indicator I - Program Areas

Run On: 9/25/2014 12:43:56 PM

Fiscal Year: 2014
District: Western Technical College

Service																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	400	2	0.50 %	15	3.75 %	9	2.25 %	11	2.75 %	345	86.25 %	0	0.00 %	11	2.75 %	7	1.75 %
District POP (2)	162,987	4,972	3.05 %	3,247	1.99 %	2,158	1.32 %	3,584	2.20 %	147,763	90.66 %	68	0.04 %	1,195	0.73 %		
% Difference (3)			-2.55 %		1.76 %		0.93 %		0.55 %		-4.41 %		-0.04 %		2.02 %		
** INDIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	89	0	0.00 %	2	2.90 %	0	0.00 %	2	2.90 %	62	89.86 %	0	0.00 %	1	1.46 %	2	2.90 %
Total Enrollment (1)	400	2	0.50 %	15	3.75 %	9	2.25 %	11	2.75 %	345	86.25 %	0	0.00 %	11	2.75 %	7	1.75 %
% Difference (5)			-0.50 %		-0.85 %		-2.25 %		0.15 %		3.61 %		0.00 %		-1.30 %		-1.15 %
** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	

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



Client Reporting System
CLI660A Compliance Indicator I - Program Areas

Run On: 9/25/2014 12:43:56 PM

Fiscal Year: 2014
District: Western Technical College

Technical And Tv																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	357	1	0.28 %	8	2.24 %	3	0.84 %	6	1.68 %	320	89.64 %	0	0.00 %	12	3.36 %	7	1.96 %
District POP (2)	162,987	4,972	3.05 %	3,247	1.99 %	2,158	1.32 %	3,584	2.20 %	147,763	90.66 %	68	0.04 %	1,195	0.73 %		
% Difference (3)			-2.77 %		0.25 %		-0.48 %		-0.52 %		-1.02 %		-0.04 %		2.63 %		
** INDIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
** BLACK STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
** HISPANIC STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	83	0	0.00 %	2	3.17 %	0	0.00 %	1	1.59 %	59	93.65 %	0	0.00 %	0	0.00 %	1	1.59 %
Total Enrollment (1)	357	1	0.28 %	8	2.24 %	3	0.84 %	6	1.68 %	320	89.64 %	0	0.00 %	12	3.36 %	7	1.96 %
% Difference (5)			-0.28 %		0.93 %		-0.84 %		-0.09 %		4.01 %		0.00 %		-3.36 %		-0.37 %
** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	

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



Client Reporting System
CLI660B Compliance Indicator I - Program Areas

Run On: 9/25/2014 12:45:18 PM

Fiscal Year: 2014
District: Western Technical College

ALL PROGRAMS							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	6,781	3,609	53.22 %	371	5.47 %	705	10.40%
District POP (2)	162,987	78,026	47.87 %	13,453	8.25 %	15,224	9.34%
% Difference (3)			5.35 %		-2.78 %		1.06%
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	1,325	834	62.94 %	65	4.91 %	107	8.08%
Total Enrollment (1)	6,781	3,609	53.22 %	371	5.47 %	705	10.40%
% Difference (5)			9.72 %		-0.57 %		-2.32%
** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

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



Client Reporting System
CLI660B Compliance Indicator I - Program Areas

Run On: 9/25/2014 12:45:18 PM

Fiscal Year: 2014
District: Western Technical College

Agriculture							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	367	124	33.79 %	4	1.09 %	17	4.63%
District POP (2)	162,987	78,026	47.87 %	13,453	8.25 %	15,224	9.34%
% Difference (3)			-14.09 %		-7.16 %		-4.71%
** FEMALE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	17	7	41.18 %	0	0.00 %	1	5.88%
Total Enrollment (1)	367	124	33.79 %	4	1.09 %	17	4.63%
% Difference (5)			7.39 %		-1.09 %		1.25%
** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

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



Client Reporting System
CLI660B Compliance Indicator I - Program Areas

Run On: 9/25/2014 12:45:18 PM

Fiscal Year: 2014
District: Western Technical College

Business							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	1,542	753	48.83 %	89	5.77 %	220	14.27%
District POP (2)	162,987	78,026	47.87 %	13,453	8.25 %	15,224	9.34%
% Difference (3)			0.96 %		-2.48 %		4.93%
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	184	106	57.61 %	9	4.89 %	13	7.07%
Total Enrollment (1)	1,542	753	48.83 %	89	5.77 %	220	14.27%
% Difference (5)			8.78 %		-0.88 %		-7.20%
** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

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



Client Reporting System
CLI660B Compliance Indicator I - Program Areas

Run On: 9/25/2014 12:45:18 PM

Fiscal Year: 2014
District: Western Technical College

Family & Consumer Ed							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	352	265	75.28 %	22	6.25 %	41	11.65%
District POP (2)	162,987	78,026	47.87 %	13,453	8.25 %	15,224	9.34%
% Difference (3)			27.41 %		-2.00 %		2.31%
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	20	12	60.00 %	1	5.00 %	3	15.00%
Total Enrollment (1)	352	265	75.28 %	22	6.25 %	41	11.65%
% Difference (5)			-15.28 %		-1.25 %		3.35%
** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **							
** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

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



Client Reporting System
CLI660B Compliance Indicator I - Program Areas

Run On: 9/25/2014 12:45:18 PM

Fiscal Year: 2014
District: Western Technical College

General Ed							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	620	332	53.55 %	42	6.77 %	81	13.06%
District POP (2)	162,987	78,026	47.87 %	13,453	8.25 %	15,224	9.34%
% Difference (3)			5.68 %		-1.48 %		3.72%
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	2	0	0.00 %	1	50.00 %	0	0.00%
Total Enrollment (1)	620	332	53.55 %	42	6.77 %	81	13.06%
% Difference (5)			-53.55 %		43.23 %		-13.06%
** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

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



Client Reporting System
CLI660B Compliance Indicator I - Program Areas

Run On: 9/25/2014 12:45:18 PM

Fiscal Year: 2014
District: Western Technical College

Graphics							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	219	102	46.58 %	26	11.87 %	30	13.70%
District POP (2)	162,987	78,026	47.87 %	13,453	8.25 %	15,224	9.34%
% Difference (3)			-1.30 %		3.62 %		4.36%
** FEMALE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	23	10	43.48 %	2	8.70 %	2	8.70%
Total Enrollment (1)	219	102	46.58 %	26	11.87 %	30	13.70%
% Difference (5)			-3.10 %		-3.18 %		-5.00%
** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **							
** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

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



Client Reporting System
CLI660B Compliance Indicator I - Program Areas

Run On: 9/25/2014 12:45:18 PM

Fiscal Year: 2014
District: Western Technical College

Health							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	1,988	1,629	81.94 %	87	4.38 %	174	8.75%
District POP (2)	162,987	78,026	47.87 %	13,453	8.25 %	15,224	9.34%
% Difference (3)			34.07 %		-3.88 %		-0.59%
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	762	637	83.60 %	31	4.07 %	66	8.66%
Total Enrollment (1)	1,988	1,629	81.94 %	87	4.38 %	174	8.75%
% Difference (5)			1.65 %		-0.31 %		-0.09%
** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

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



Client Reporting System
CLI660A Compliance Indicator I - Program Areas

Run On: 9/25/2014 12:43:56 PM

Fiscal Year: 2014
District: Western Technical College

Industrial																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	572	5	0.87 %	11	1.92 %	8	1.40 %	9	1.57 %	506	88.46 %	0	0.00 %	4	0.70 %	29	5.07 %
District POP (2)	162,987	4,972	3.05 %	3,247	1.99 %	2,158	1.32 %	3,584	2.20 %	147,763	90.66 %	68	0.04 %	1,195	0.73 %		
% Difference (3)			-2.18 %		-0.07 %		0.07 %		-0.63 %		-2.20 %		-0.04 %		-0.03 %		
** INDIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
** HISPANIC STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	139	1	0.72 %	3	2.16 %	0	0.00 %	3	2.16 %	127	91.37 %	0	0.00 %	2	1.44 %	3	2.16 %
Total Enrollment (1)	572	5	0.87 %	11	1.92 %	8	1.40 %	9	1.57 %	506	88.46 %	0	0.00 %	4	0.70 %	29	5.07 %
% Difference (5)			-0.15 %		0.24 %		-1.40 %		0.58 %		2.91 %		0.00 %		0.74 %		-2.91 %
** INDIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	

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



Client Reporting System
CLI660B Compliance Indicator I - Program Areas

Run On: 9/25/2014 12:45:18 PM

Fiscal Year: 2014
District: Western Technical College

Marketing							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	364	153	42.03 %	12	3.30 %	27	7.42%
District POP (2)	162,987	78,026	47.87 %	13,453	8.25 %	15,224	9.34%
% Difference (3)			-5.84 %		-4.96 %		-1.92%
** FEMALE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	46	28	60.87 %	3	6.52 %	5	10.87%
Total Enrollment (1)	364	153	42.03 %	12	3.30 %	27	7.42%
% Difference (5)			18.84 %		3.23 %		3.45%
** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

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



Client Reporting System
CLI660B Compliance Indicator I - Program Areas

Run On: 9/25/2014 12:45:18 PM

Fiscal Year: 2014
District: Western Technical College

Service							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	400	190	47.50 %	39	9.75 %	48	12.00%
District POP (2)	162,987	78,026	47.87 %	13,453	8.25 %	15,224	9.34%
% Difference (3)			-0.37 %		1.50 %		2.66%
** FEMALE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	69	23	33.33 %	2	2.90 %	5	7.25%
Total Enrollment (1)	400	190	47.50 %	39	9.75 %	48	12.00%
% Difference (5)			-14.17 %		-6.85 %		-4.75%
** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **							
** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

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



Client Reporting System
CLI660B Compliance Indicator I - Program Areas

Run On: 9/25/2014 12:45:18 PM

Fiscal Year: 2014
District: Western Technical College

Technical And Tv							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	357	39	10.92 %	15	4.20 %	30	8.40%
District POP (2)	162,987	78,026	47.87 %	13,453	8.25 %	15,224	9.34%
% Difference (3)			-36.95 %		-4.05 %		-0.94%
** FEMALE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	63	5	7.94 %	2	3.17 %	3	4.76%
Total Enrollment (1)	357	39	10.92 %	15	4.20 %	30	8.40%
% Difference (5)			-2.99 %		-1.03 %		-3.64%
** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **							
** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

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



Client Reporting System CLI670 Compliance Indicator II - Sex

Run On: 9/25/2014 12:45:51 PM

Fiscal Year: 2014
District: Western Technical College

ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Male		Unknown Sex	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	6,781	3,609	53.22 %	3,025	44.61 %	147	2.17 %
District POP (2)	162,987	78,026	47.87 %	84,960	52.13 %	1	0.00 %
% Difference (3)			5.35 %		-7.52 %		
Quotient (4)			1.11		0.86		
Difference = 433.14							
Standard Deviation = 81.38							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Male		Unknown Sex	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (5)	1,319	833	63.15 %	460	34.87 %	26	1.97 %
Total Enrollment (1)	6,781	3,609	53.22 %	3,025	44.61 %	147	2.17 %
% Difference (6)			9.93 %		-9.74 %		
Quotient (7)			1.19		0.78		
Difference = 129.59							
Standard Deviation = 35.82							

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



Fiscal Year: 2014
District: Western Technical College

Client Reporting System

CLI680 Compliance Indicator III - Disabled

Run On: 9/25/2014 12:46:30 PM

ENROLLEE COMPARISON			
Factors For Consideration	Total Population	Disabled	
		Count	Percent
Total Enrollment (1)	6,781	371	5.47 %
Working Age Population (2)	162,987	13,453	8.25 %
% Difference (3)			-2.78 %
Quotient (4)			0.66
Difference = 188.71			
Standard Deviation = 45.32			
*** ENROLLMENT DISABLED POPULATION MAY BE OUT OF COMPLIANCE ***			
GRADUATE COMPARISON			
Factors For Consideration	Total Population	Disabled	
		Count	Percent
Total Graduates (5)	1,319	64	4.85 %
Total Enrollment (1)	6,781	371	5.47 %
% Difference (6)			-0.62 %
Quotient (7)			0.89
Difference = 8.16			
Standard Deviation = 16.52			
*** GRADUATE DISABLED POPULATION MAY BE OUT OF COMPLIANCE ***			

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



Client Reporting System CLI690 Compliance Indicator IV - LEP

Run On: 9/25/2014 12:47:03 PM

Fiscal Year: 2014
District: Western Technical College

ENROLLEE COMPARISON			
Factors For Consideration	Total Population	LEP	
		Count	Percent
Total Enrollment (1)	6,781	79	1.17 %
Adult POP (2)	162,987	3,766	2.31 %
% Difference (3)			-1.15 %
Quotient (4)			0.50
Difference = 77.68			
Standard Deviation = 24.74			
*** ENROLLMENT LEP POPULATION MAY BE OUT OF COMPLIANCE ***			
GRADUATE COMPARISON			
Factors For Consideration	Total Population	LEP	
		Count	Percent
Total Graduates (5)	1,319	19	1.44 %
Total Enrollment (1)	6,781	79	1.17 %
% Difference (6)			0.28 %
Quotient (7)			1.24
Difference = 3.63			
Standard Deviation = 7.79			

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



Staff Accounting System (STF533)
COMPLIANCE INDICATOR V

Run On: 9/25/2014 12:51:50 PM

Fiscal Year: 2013
District: Western Technical College

ALL STAFF																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	458	295	64.41%	6	1.31%	16	3.49%	1	0.22%	11	2.40%	2	0.44%	0	0.00%	2	0.44%	0	0.00%	3	0.66%
Work Force (2)	137,769	66,559	48.31%	7,041	5.11%	8,045	5.84%	944	0.69%	2,649	1.92%	1,296	0.94%	2,371	1.72%	3	0.00%	784	0.57%	N/A	N/A
% Difference (3)			16.10%		-3.80%		-2.35%		-0.47%		0.48%		-0.50%		-1.72%		0.43%		-0.57%		
Quotient (4)			1.33		0.26		0.60		0.32		1.25		0.46		0.00		200.54		0.00		
Female Difference (5) = 73.73																					
Racial Difference (6) = 10.74																					
** MINORITY ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE **																					

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



Staff Accounting System (STF533)
COMPLIANCE INDICATOR V

Run On: 9/25/2014 12:51:50 PM

Fiscal Year: 2013
District: Western Technical College

ADMINISTRATIVE																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	64	38	59.38%	1	1.56%	1	1.56%	0	0.00%	1	1.56%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	10,840	4,851	44.75%	362	3.34%	633	5.84%	122	1.13%	177	1.63%	187	1.73%	70	0.65%	0	0.00%	60	0.55%	N/A	N/A
% Difference (3)			14.62%		-1.78%		-4.28%		-1.13%		-0.07%		-1.73%		-0.65%		0.00%		-0.55%		
Quotient (4)			1.33		0.47		0.27		0.00		0.96		0.00		0.00		0.00		0.00		
Female Difference (5) = 9.36																					
Racial Difference (6) = 2.74																					
** MINORITY ADMINISTRATIVE POPULATION MAY BE OUT OF COMPLIANCE **																					

- (1) : Full-time Staff Count Or Employee Count
 (2) : District 18-64 Work Force value from 3-year ACS
 (3) : (Staff Count Or Employee Count % - District Work Force %)
 (4) : (Staff Count Or Employee Count % / District Work Force %)
 (5) : (Total District Employees * Female Percent of District Work Force - Female Count of District Employees)
 (6) : (Total District Employees * Race/Ethnic Percent of District Work Force - Race/Ethnic Count of District Employees)



Staff Accounting System (STF533)
COMPLIANCE INDICATOR V

Run On: 9/25/2014 12:51:50 PM

Fiscal Year: 2013
District: Western Technical College

PROFESSIONAL NONFACULTY																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	28	17	60.71%	0	0.00%	3	10.71%	0	0.00%	3	10.71%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	6,417	4,900	76.36%	118	1.84%	239	3.72%	11	0.17%	113	1.76%	45	0.70%	36	0.56%	0	0.00%	34	0.53%	N/A	N/A
% Difference (3)			-15.65%		-1.84%		6.99%		-0.17%		8.95%		-0.70%		-0.56%		0.00%		-0.53%		
Quotient (4)			0.80		0.00		2.88		0.00		6.08		0.00		0.00		0.00		0.00		
Female Difference (5) = 4.38																					
Racial Difference (6) = 1.96																					
** FEMALE PROFESSIONAL NONFACULTY POPULATION MAY BE OUT OF COMPLIANCE **																					

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



Staff Accounting System (STF533)
COMPLIANCE INDICATOR V

Run On: 9/25/2014 12:51:50 PM

Fiscal Year: 2013
District: Western Technical College

PROFESSIONAL NONFACULTY																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	28	17	60.71%	0	0.00%	3	10.71%	0	0.00%	3	10.71%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	6,417	4,900	76.36%	118	1.84%	239	3.72%	11	0.17%	113	1.76%	45	0.70%	36	0.56%	0	0.00%	34	0.53%	N/A	N/A
% Difference (3)			-15.65%		-1.84%		6.99%		-0.17%		8.95%		-0.70%		-0.56%		0.00%		-0.53%		
Quotient (4)			0.80		0.00		2.88		0.00		6.08		0.00		0.00		0.00		0.00		
Female Difference (5) = 4.38																					
Racial Difference (6) = 1.96																					
** FEMALE PROFESSIONAL NONFACULTY POPULATION MAY BE OUT OF COMPLIANCE **																					

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



Staff Accounting System (STF533)
COMPLIANCE INDICATOR V

Run On: 9/25/2014 12:51:50 PM

Fiscal Year: 2013
District: Western Technical College

CLERICAL/SECRETARIAL																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	86	79	91.86%	0	0.00%	5	5.81%	0	0.00%	2	2.33%	2	2.33%	0	0.00%	1	1.16%	0	0.00%	1	1.16%
Work Force (2)	9,326	8,555	91.73%	587	6.29%	309	3.31%	43	0.46%	46	0.49%	139	1.49%	24	0.26%	3	0.03%	56	0.60%	N/A	N/A
% Difference (3)			0.13%		-6.29%		2.50%		-0.46%		1.83%		0.84%		-0.26%		1.13%		-0.60%		
Quotient (4)			1.00		0.00		1.75		0.00		4.71		1.56		0.00		36.15		0.00		
Female Difference (5) = .11																					
Racial Difference (6) = 2.15																					

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 (5) : (Total District Employees* Female Percent of District Work Force - Female Count of District Employees)
 (6) : (Total District Employees* Race/Ethnic Percent of District Work Force - Race/Ethnic Count of District Employees)



Staff Accounting System (STF533)
COMPLIANCE INDICATOR V

Run On: 9/25/2014 12:51:50 PM

Fiscal Year: 2013
District: Western Technical College

TECHNICAL/PARAPROFESSIONAL																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	47	28	59.57%	1	2.13%	2	4.26%	0	0.00%	2	4.26%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	3,175	1,816	57.20%	229	7.21%	202	6.36%	19	0.60%	49	1.54%	67	2.11%	20	0.63%	0	0.00%	38	1.20%	N/A	N/A
% Difference (3)			2.38%		-5.08%		-2.11%		-0.60%		2.71%		-2.11%		-0.63%		0.00%		-1.20%		
Quotient (4)			1.04		0.29		0.67		0.00		2.76		0.00		0.00		0.00		0.00		
Female Difference (5) = 1.12																					
Racial Difference (6) = .99																					
** MINORITY TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE **																					

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Staff Accounting System (STF533)
COMPLIANCE INDICATOR V

Run On: 9/25/2014 12:51:50 PM

Fiscal Year: 2013
District: Western Technical College

SKILLED CRAFTS																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	2	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	2,904	1,238	42.63%	151	5.20%	232	7.99%	9	0.31%	47	1.62%	86	2.96%	89	3.06%	0	0.00%	7	0.24%	N/A	N/A
% Difference (3)			-42.63%		-5.20%		-7.99%		-0.31%		-1.62%		-2.96%		-3.06%		0.00%		-0.24%		
Quotient (4)			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		
Female Difference (5) = .85																					
Racial Difference (6) = .16																					
<p align="center">** FEMALE SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE **</p> <p align="center">** MINORITY SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE **</p>																					

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Staff Accounting System (STF533)
COMPLIANCE INDICATOR V

Run On: 9/25/2014 12:51:50 PM

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SERVICE/MAINTENANCE																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	23	7	30.43%	0	0.00%	3	13.04%	0	0.00%	2	8.70%	0	0.00%	0	0.00%	1	4.35%	0	0.00%	0	0.00%
Work Force (2)	13,136	7,128	54.26%	771	5.87%	657	5.00%	74	0.56%	292	2.22%	95	0.72%	134	1.02%	0	0.00%	58	0.44%	N/A	N/A
% Difference (3)			-23.83%		-5.87%		8.04%		-0.56%		6.47%		-0.72%		-1.02%		4.35%		-0.44%		
Quotient (4)			0.56		0.00		2.61		0.00		3.91		0.00		0.00		0.00		0.00		
Female Difference (5) = 5.48																					
Racial Difference (6) = 1.85																					
** FEMALE SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE **																					

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