

Northeast Wisconsin Technical College

Affirmative Action/Equal Opportunity Annual Update

2015-2016

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Section 1 – Goals/Initiatives Activities: Employment Program Affirmative Action Initiatives

Indicate the Goals/Initiatives on the 5 year plan and the efforts made to achieve those Goals/Initiatives in the past year. Provide all Goals/Initiatives even if there has been no activity on them. Specify if the Goal/Initiative is new or has changed from the 5 year plan.

Goal/Initiatives	Activities
Program Initiative #1: Implement targeted recruitment plans focusing on minority populations.	
<p>Goal: Work with College staff and community experts to identify new, non-traditional, minority recruitment strategies.</p> <p>Goal: Implement recruitment strategies targeted towards minority employees.</p>	<p><u>Annual Summary for both Goals</u> A “Guide to Recruiting, Interviewing, and Hiring a Diverse Workforce” was created and communicated to college leaders. The guide focuses on the best practices for creating a diverse workforce and outlines the intentional recruitment steps that will be taken to create a diverse workforce. Access to labor market reports was garnered and the diversity in our district for specified positions is now being compared to our applicant pool. Additional diverse community organizations and websites were identified to reach diverse candidates. Faculty and exempt positions will be posted a minimum of three months to maximize a diverse applicant pool.</p> <p>In addition to the active recruitment enhancements, a LinkedIn recruiter package was purchased. The package allows us to actively recruit passive candidates.</p> <p>The 2nd annual Future Faculty Career Fair, a program targeted for diverse professionals and NWTC graduates, was held on April 6, 2016. 120 individuals attended with over 16 percent of the attendees being racially diverse. 11 percent of the Future Faculty applications for employment completed indicated racial diversity.</p>
<p>Goal: Create branding identity and update marketing tools around diversity & inclusion to promote to the employees and the greater district.</p>	<p><u>Annual Summary</u> In January 2016, the College introduced a new campaign to cultivate a welcoming and safe environment for all. iRespect! is all about nurturing an inclusive NWTC. We believe that inclusion inspires excellence.</p> <p>The College has created events and activities around campus designed to help students, faculty and staff work together to nurture a welcoming environment.</p>

	<p>Students and employees also show their support with pledge cards, t-shirts and buttons.</p> <p>Human Resources continues to work with Marketing to incorporate the tag line of “People. Passion. Purpose” and the iRespect! Campaign in advertising. An image-driven recruiting piece that illustrates NWTC’s inclusive culture has been requested and is currently in the design stage.</p>
<p>Goal: Create and establish a formal connections with minority employees to support and generate ideas for recruitment and retention.</p>	<p><u>Annual Summary</u> A Diversity Team subcommittee developed a survey that was given to all diverse and veteran status, benefit eligible staff within NWTC. The results of the survey indicated individual interested in participating in an event focused on sustaining an inclusive environment. The event was planned and held on November 20th, and involved approximately 22 individuals. The individuals responded to a number of questions related to the cultural climate at NWTC. Data from this session was analyzed and categorized under the areas of: Welcoming Environment; Retention; Sustainable Practices; Recruitment/Hiring; and Promotion/Advancement. From the feedback in each area, action items have been developed and champions have been identified. The team's next step is to discuss implementation of action items within the core team, the larger Diversity team, and with those individuals.</p>
<p>Goal: Develop recruitment internal pipeline to hire through the multicultural internship programs.</p>	<p><u>Annual Summary</u> <i>This initiative is still in development. More will be shared in the 2016-2017 Annual Update.</i></p>
<p>Program Initiative #2: Implement process for tracking new and current disabled employees.</p>	
<p>Goal: Implement tool to track new employees and update the records on continuing employees who identify as disabled.</p>	<p><u>Annual Summary</u> A form has been created and activated for new employees to complete upon hire.</p>
<p>Program Initiative #3: Establish programs to focus on the onboarding and retention of minority employees.</p>	
<p>Goal: Research onboarding programs designed for minority employees.</p>	<p><u>Annual Summary</u> All new employees (part-time and full-time) engage in an on-boarding program. The program includes a three-hour new employee orientation where new employees learn about our intended culture and are provided a high level overview of NWTC. Employees learn the importance of providing equity and inclusion services to all of our companies and regional learning centers</p>

	<p>In addition, on-boarding and retention is part of the Diversity Team subcommittee working to establish formal connections with minority employees. Progress is being made and future discussions will be had with stakeholders to layout action items.</p>
<p>Program Initiative #4: Implement a standard diversity-related qualification for all College positions. Implement a standard diversity-related interview question(s) for all College positions.</p>	
<p>Goal: Research purposeful, relevant diversity-related qualification requirement for all levels and groups of employees; seek input from other colleges, businesses, community organizations and employees.</p> <p>Goal: Update job descriptions and job postings, as appropriate to include the qualification statement.</p>	<p><u>Annual Summary for Goals</u> The following statements have been added to the job postings and job descriptions:</p> <p>Opening Statement Northeast Wisconsin Technical College is committed to promoting a learning environment where employees and students of differing perspectives and cultural backgrounds pursue career and academic goals embraced in an environment of respect and shared inquiry.</p> <p>Competency Statement Diversity Oriented - Ability to work effectively with people regardless of their age, gender, race, ethnicity, religion, disability, socio-economic background, or job type.</p> <p>EOE Statement NWTC does not discriminate on the basis of age, race, color, disability, sex, gender, sexual orientation, gender identity, national origin or other protected classes.</p>
<p>Goal: Create leadership communication event to aid the further understanding of the importance and benefit of having diverse teams and an inclusive environment</p>	<p><u>Annual Summary</u> The next phase of the “Guide to Recruiting, Interviewing, and Hiring a Diverse Workforce” calls for building the guide into trainings series focused on the College’s diversity goals, inclusive interviewing and unconscious bias.</p> <p>Progress is being made and more will be shared in the 2016-2017 Annual Update.</p>
<p>Program Initiative #6: Provide employees with resources needed to promote cultural awareness and sensitivity.</p>	
<p>Goal: Implementation of introductory course on cultural sensitivity for staff.</p> <p>Goal: Implementation of course focused on inclusive teaching for faculty.</p>	<p><u>Annual Summary for Goals</u> Living Inclusively, as noted in the 2014-2015 updated was launched and implemented in the Fall of 2014. This goal is complete.</p>

<p>Goal: Development and implementation of cultural sensitivity training for frontline staff.</p>	<p>Teaching Inclusively, as noted in the 2014-2015 updated was launched and implemented in the Fall of 2014. This goal is complete.</p> <p>Serving Inclusively - The purpose is to develop policies and skills for ensuring that the campus environment is inclusive and engages all. All benefit eligible staff will be required to take this course. Curriculum for Servicing Inclusively has been finalized and the piloted in the Fall 2016.</p>
<p>Goal: Identify and implement co-curricular opportunities for employees and student to have dialogues around diversity, equity and current global topics.</p>	<p><u>Annual Summary</u> A college wide dialogue event (A Place at the Table) was created and is offered on a consistent basis to staff and faculty. This event recreates the after-dinner table atmosphere to encourage candid, safe, respectful, and informal conversation on serious social topics. Topics have included “Who is American?” and “Macroaggressions and Bias.” Progress is being made to offer this programming to students in Fall 2016.</p> <p>Student Involvement offered and coordinated 32 cultural programs that were offered to the campus community. These programs focused on international issues, race and ethnicity, gender, and were centered around the Heritage Months. A version of the Race Card Project took place during Celebrate Diversity Week. This project gave students and employees the chance to answer the questions “what does race mean to you?” in six words or less. Those thoughts were written down on iRespect! Cards and displayed in the Commons.</p> <p>There were approximately 32 cultural programs offered. Progress continues to be made to create and offer electives around social justice, LGBTQ issues, disability, culture and generational differences and other topics to our students.</p>
<p>Program Initiative #7: Provide appropriate College staff with an understanding of the campus climate around diversity and inclusion.</p>	
<p>Goal: Research campus climate surveys focusing around race, ethnicity, gender and sex targeting students and employees. Goal: Create a proposal to present the campus climate survey to the Executive Leadership Team.</p>	<p><u>Annual Summary to Goals</u> An outside consultant was brought to campus to discuss the impact of climate surveying as it relates to diversity and equity, with the College’s Dream Core Team and the Diversity Team.</p>

<p>Goal: Administer campus climate survey and review results. Identify ways to inform the campus community on results and next steps.</p>	<p>A number of diversity questions were added to the PACE climate survey for employees including a racial subset which focused on environmental and leadership experiences around race and ethnicity.</p> <p>Progress continues to be made around climate surveying. More will be shared in the 2016-2017 Annual Update.</p>
<p>Program Initiative #8: Expand Human Resources community outreach to included organizations that focus on servicing minority/underrepresented populations in Brown County.</p>	
<p>Goal: Develop a comprehensive listing of various community based advocacy organization within the district</p>	<p><u>Annual Summary</u> The New North, Inc., a non-profit organization, created a regional guide called “Resources for Multicultural Residents”. This booklet lists activities, community resources, educational resources, and culturally-specific businesses in the Green Bay, and Appleton, WI area. NWTC HR has made this document available online.</p>
<p>Goal: Contact organizations to offer assistance and develop a stronger relationship.</p>	<p><u>Annual Summary</u> Key stakeholders from the Wisconsin Hispanic Chamber of Commerce, Menominee Tribe and Oneida Tribe have been identified and a meeting took place to begin developing relationships.</p>
<p>Program Initiative #9: Promote and increase visibility of the SUNG (St. Norbert, UWGB, NWTC and GBAPS) Committee in Brown County.</p>	
<p>Goal: Identify initiatives that each school system will support in an effort to educate Brown County around diversity, equity and inclusion.</p>	<p><u>Annual Summary</u> <i>Progress is being made and more will be shared in the 2016-2017 Annual Update.</i></p>
<p>Program Initiative #10: Revisit vision and projects of the College’s Diversity Team.</p>	
<p>Goal: Organize a team member retreat to outline goals and objectives for the team.</p>	<p><u>Annual Summary</u> A team retreat took place, early spring, at the Artisan & Business Center. During this retreat, high school students from De Pere West and Preble participated in the creation of an art-based project.</p>
<p>Goal: Examine team’s charter and team action plans to (1) to create the desired team vision (2) align project and roles to fit the desired change for the team.</p>	<p><u>Annual Summary</u></p> <ol style="list-style-type: none"> (1) The foundation was started at the retreat to approach team action planning in a way that pulls in the strengths and interest of the team members. In addition, the team charter was reviewed to make sure it fits the direction the College and interests of the team. (2) A survey was later created to gather the interests of the team members that was used in creating the team action plan. More information will be shared in the 2016-2017 Annual Update.

Section 1 – Goals/Initiatives Activities: Student Program Affirmative Action Initiatives - Enrollment

Goal/Initiatives	Activities
<p>Program Initiative #1: Continue to grow and create new partnerships and programs with local minority groups in the District to increase their enrollment numbers.</p>	
<p>Goal: Hold events on campus for prospective students to show the services offered at the College and to provide professional assistance to them.</p>	<p><u>Annual Summary</u> Student Support Services office hosts many events dedicated to prospective students:</p> <ul style="list-style-type: none"> • The Fostering Futuremakers team is dedicated to working with foster youth who have been in or currently are in foster care. Educational awareness activities and workshops are provided to youth throughout WI. Through a partnership with UWGB and St. Norbert College, the Foster Youth Student Support Specialist at NWTC develops workshops and programs that highlight college awareness and experiences. These workshops are held approximately 4 -6 times per academic year on each college campus which provides the youth an opportunity to learn about the different college experiences. • Women at Work – Women at Work is a STEM/NTO (Non-traditional occupation), hands-on, college experience offered to middle school girls every year. Over a 150 middle-school girls from local middle schools attended to learn about the Trades and Technology area, interact with employers and participate in hands-on learning. • Boys and Girls Club – Student Support Specialists visits with the students who are involved with Teens to Work Program in order to provide awareness of college options, financial literacy and career opportunities twice per semester. The students involved with this program are invited to campus to tour, go through possible careers, and discuss how NWTC is affordable • FAN – Family Appreciation Network – FAN is a special event for families of incoming students to learn and understand the services and resources available at NWTC designed to support students. This event is held the week before the Fall and Spring semester starts.

	<ul style="list-style-type: none"> • Oneida YES program/area Title VII workers- The Student Support Specialist who works with our Native American student population sends invitations for all enrollment events to the area Title VII workers encouraging them to bring students. • The Native American Student Support Specialist has work closely with the Oneida paper, Kalihwisaks and WIEA (Wisconsin Indian Education Association) affiliation (meetings, info sharing groups, conference)
<p>Goal: Continue to evaluate and grow the programs offered to the Oneida Tribe of Indians (ex. Connecting Families, Tech Camps, Adopt a School Program, Placement of Interns, and Cultural Events).</p>	<p><u>Annual Summary</u></p> <p>The Connecting Families events are a strong partnership that NWTC has built with the Oneida Tribe of Indians. The Connecting Families event are held twice per year and are offered to NWTC students, their families and the Oneida Tribal community. In partnership with Oneida BIA Early Intervention and Head Start Programs, we are able to host approximately four hundred and fifty (450) individuals for a family fun and educational events. With participation from the NWTC Early Childcare Education staff, Student Support Services, Career Services, FISC Financial Coach did a fantastic job engaging children in fun and educational activities. Some photography students also gained experience taking pictures for the community event. NWTC Student Support Services representatives along with the Oneida staff have been presenting on this partnership throughout the state of WI as well as at national conferences. Below are listed the conferences where this information was shared:</p> <ul style="list-style-type: none"> • Fulfilling the Promise Conference, Appleton, March • 2016 • Wisconsin Head Start Conference, Wisconsin Dells, April 2016 • Circles of Life Conference, Milwaukee, May 2016 • EPICS (Education for Parents of Indian Children with Special Needs), Albuquerque , NM, Sept. 2016

Two 5-day Tech camps focusing on Medical and STEM programming were offered for Oneida students in three areas.

Oneida Turtle School middle school students participated in Women at Work.

Oneida Cultural events included a week-long exhibit, long-house dance performance, film and food for thought, and a tour of the reservation.

Goal: Strengthen current intensive case management techniques and services for addressing the needs of our minority student populations.

Annual Summary
 NWTTC has 5 Student Support Specialists dedicated to providing case management support services to the Southeast Asian, Native American, Hispanic and African American minority groups:

Direct Student Contact – Minority Breakdown

Minority Group	Unduplicated	Duplicated
American Indian/Alaska Native	210	429
Asian	257	540
Black/African American	139	328
Hispanic	440	1,058
Native Hawaiian/Pacific Island	7	11
Total	1,053	2,366

- Student Support Specialists utilize 4Dx reporting structure for accountability, communication and data collection to assist with the underrepresented populations they serve.

Utilizing the 4DX metrics, please see the charts below which highlight the Fall & Spring Semester data summary.

Fall 2015 semester

Total number in cohort Fall 2015	1,558
TOTAL 2 way contacts of students	795
UNIQUE contacts of students in enrolled cohort	475/30.5%

UNIQUE contacts of students enrolled in FIRST TERM (488 new students)	159/33.5%
UNIQUE contacts of students enrolled but below 2.0 GPA (cumulative) (541 students)	161/30%

Spring 2016 semester

Total number in cohort Spring 2016	1,426
UNIQUE/2-way communication/contacts of students in enrolled cohort	466 (33%)
UNIQUE/2-way communication/contacts of NEW students (307 new students)	79 (26%)
UNIQUE/2-way communication/contacts of students enrolled but below 2.0 GPA (cumulative) (184 students)	78 (42%)
TOTAL 2 way contacts of students (duplicated)	623

- Student Support Specialists work with the Green Bay Correctional Institute to help to educate prisoners in the Challenges and Possibilities program who are preparing to be released from prison.
- Student Support Services consistently incorporate use of Starfish for a referral point and to check in with student progress as a part of case management.
- Student Support Specialists participate with the WCTS Diversity committee to share best practices for increasing enrollment, retention, and involvement of minority students.
- Scrub closet is led out of Student Support Services - CNA's, LPN's, ADN's donate used or new scrubs to help their classmates in need.
- The Connecting Families events are a strong partnership that NWTC has built with the Oneida Tribe of Indians. Connecting Families events offer free, fun, educational and interactive events to NWTC students and their families and Oneida families. Two events are held over the academic year, with over 600 participants.
- Shared Harvest food pantry is led out of Student Involvement. NWTC Shared Harvest Food Cupboard provides nutritional food support for students in need.
- Career Closet is led out of Career Services. The Closet provides free interview clothing to any enrolled NWTC student. Stop in and shop for two outfits per semester.
- Student Emergency funds - NWTC has a process in place for distributing funds for short-term emergencies, such as a car repair, childcare, temporary housing assistance after a house fire, or an unexpected medical procedure.
- High percentage of minority students are identified as Pell eligible and come from lower income or first generation college student backgrounds. Financial Coaching assists with money management, credit improvement, and stress reduction from financial pressures at home.
- Through work with NWTC's Adopt-A-School charter, that has an emphasis on interventions and activities to address the achievement gap of minority populations, three Student Support Specialists

volunteered as mentors to King Elementary School students who are participating in their Y.E.S. Program. (Youth Enrichment Services for Native American students)

Goal: Strengthen and evaluate co-curricular activities and campus engagement of minority students through their participation in student clubs and organizations.

Annual Summary

NWTC Student life tracks participation in co-curricular events and regularly reviews the data to be sure all students are represented appropriately in their activities. In 2015-16, 3,836 students participated in events. The breakdown by ethnic group is in the chart below:

Ethnic Group	Number	% of Total
American Indian	125	3.3
Asian	231	6.0
African American	145	3.8
Hispanic	289	7.5
Pacific Islander	10	0.3
White	3,033	79.1

NWTC has five student clubs/organizations on campus that are focused on ethnic and/or global student’s experiences. Each is advised by an NWTC staff member, with leadership and activities determined within the club. In 2015-16, one club was not active, but efforts have been underway to build a community of students to participate in these activities. Efforts to continuously recruit minority students into program focused clubs and Phi Theta Kappa, national honor society for community colleges are a focus of each of the club advisors. In addition, the International team regularly reviews the demographic data of students participating in study abroad programs and sets annual goals to be reflective of the student body at NWTC. Participants in study abroad programs since 2008:

Participant	Number	% of Total
Males	35	29.4
Females	84	70.5
Native American	5	4.2
Asian	15	12.6
African American	1	.08
Hispanic	4	3.36
White	94	78.9

Asian American Student Association (AASA)

- First 4 Weeks event – hosted an eggroll fundraiser. Held two more eggroll fundraisers throughout the Fall 2015 semester.
- Regularly attend Student Senate meetings and participate in Student Involvement Fair.
- Worked with other organizations and fundraise during Packers games.
- Provide cultural awareness presentations for the International Students.
- Joined MAASU (The Midwest Asian American Students Union is "an effort to unite Asian American groups across the Midwest, to voice the opinions of these groups in regards to pertinent issues, and to promote the varying cultures that comprise the Asian American community.").

- Presentation at the Family Violence Center - Golden House, a domestic abuse shelter for women and children.
- Volunteered at Zoo Boo, a community event.
- Team building day with International Students.
- Participated with many Living Inclusively sessions to provide feedback to instructors on what they can do to help student organizations growth and move forward.
- Volunteer at Memorial Day tournament Brown County Fair Ground as NWTC representative
- Assist FAN
- Assist MLK celebration event
- Visit Preble H.S Asian club

Hispanic American Student Association

- Visited k-8th grade GRACE school district to share Cultural beliefs and celebrations.
- Prepared the TACOS for the end of the year Student Support celebration.
- Participated by providing updates on activities at the Living Inclusively /Teaching Inclusively /Servicing Inclusively (LITISI) groups.
- Volunteered at the New Community Dental Clinic by providing translating services
- Created an Altar to share with NWTC Green Bay campus how el Dia de los Muertos is celebrated.
- Participated at the Green Bay KAWANZA celebration.
- Participated in several fundraisers including working at the Packers Stadium
- Volunteered at the Connecting Families event in December.
- Provides volunteer translating services at Casa Alba
- Outreach to current students to talk about mentoring, scholarship and other college opportunities.
- Reaches out to high school students to talk about NWTC educational opportunities.
- Fundraiser Name- Celebration of Day of the Dead. Mexican Bread & Coffee Sale. The group members demonstrated papier maché, face painting, decorative skulls and gave out candy.

African American Club

- Re-established the club and at its peak had 14 members involved
- Club members traveled to Appleton to observe an event titled “A Fireside Conversation” about current race relations in America
- Participated in the Kwanzaa Celebration hosted at UW Green Bay (Club member Co-hosted the event)
Took part in the MLK Day Celebration held at NWTC in January
- Joined with other student clubs as a part of the End of Year Celebration

Intertribal Club

- Progress is being made on the reestablishment of this club.

Goal: Establish a student to student and alumni to student mentoring program with an emphasis on minority students.

Annual Summary

NWTC has established a Minority Peer Mentoring Program which provides support for new, incoming minority students, pairing them with current, experienced, minority students. The overall goal is to retain new incoming students and assist them with academic development and adjustment to the college

environment. To alleviate much of the confusion when transitioning to college, the Peer Mentor program at NWTC helps new students adjust to the college environment, make connections on campus and feel empowered to chart their own course to success. Peer Mentors must meet selection criteria based on academic performance, and they pair up with new students for meetings throughout their first year. The match is typically made by similarity of area of study or related field. The program started with 20 mentors and 32 mentees. Once Student Support Services launched the program, we moved to into project management mode by tracking the program enrollment for each semester as below.

Mentors enrollment:

- Fall 2015: 20
- Spring 2016: 20
- Summer 2016: 7
- Fall 2016: 13 TD (will continue enrolling)
- 3 mentors graduated

Mentees enrollment:

- Fall 2015: 32
- Spring 2016: 28
- Summer 2016: 10
- Fall 2016: 18
- 2 moved to St. Paul MN
- 2 international students completed and left for their country, Indonesia
- 9 mentees will be follow up for class enrollment for fall 2016

32 Mentees began in the Fall 2015, 28 persisted into the Spring Semester, therefore we have a 87.5% persistence rate.

The NWTC Alumni Mentor Program is committed to serve and support minority student success through a collaborative approach that involves alumni, students, faculty, and college students. AMP is designed to promote the academic success, retention, and graduation of minority students through mentoring activities that support personal and professional growth. For Spring-Fall 2016, 13 Alumni Mentors matched with 13 Student Mentees. 9 of the 13 Student Mentees are enrolled in classes in

	Fall 2016. Five (5) of the 13 spring pairs are continuing in AMP this fall 2016 with the students not participating as follows: 1 student graduated, 3 students not returning to school, 1 student too busy, 1 pair not a good match, 1 mentor moved, and 1 mentor changed career.
Goal: Enhance the Vision of Success program's partnership between the Green Bay Area Public Schools and NWTC by (a) reevaluating the programs' objectives and goals, (b) establishing combined outcomes (c) and tracking the success of the remedial impact on students enrolling into NWTC.	<u>Annual Summary</u> <i>Progress is being made and more will be shared in the 2016-2017 Annual Update.</i>
Program Initiative #2: Implement Student Veterans and Military student recruitment and retention strategies.	
Goal: Continue to create co-curricular experiences through student clubs, student lounge area and events focused on Veterans	<u>Annual Summary</u> The Student Veterans Association (SVA) continues to be an active club on campus. In addition to fundraising opportunities that support the Patriot Scholarship Fund, and needy Student Veteran families during the holidays, the SVA continues to look for creative ways to engage its members and support other Student Veterans on campus. In addition to the club, Veteran Services promotes a number of resources to encourage usage of the Veterans' Resource Center and has implemented events that focus specifically on the needs of Student Veterans and their families.
Goal: Research and identify recruitment and retention strategies for Veterans and Military students.	<u>Annual Summary</u> Veterans Services continues to work with the NWTC Recruitment Department to discuss creative ways and approaches to recruit Student Veterans. In addition, Veterans Services staff make every effort to attend community based functions to increase NWTC's visibility and promote our Veterans resources and services.
Program Initiative #3: Establish multicultural scholarships designed to attract the top minority students in our District.	
Goal: Continue to work with Brown County Local College Access Network to foster a stronger connection between them and creating a bridge to the College.	<u>Annual Summary</u> This network disbanded in 2014 and is no longer active in the Green Bay Area.
Goal: Work with the Green Bay Area Public School System to identify potential educational scholarships for minority students.	<u>Annual Summary</u> Currently, the NWTC Foundation offers four minority specific scholarships that are available to current and future students. In addition to these scholarships,

	<p>NWTC created the “NWTC Promise”. This program is design to bring a college education within the reach of district high school seniors who could not otherwise afford it.</p> <p>Through Promise, the NWTC Foundation will pay the tuition and fees, after federal and state financial grant aid and scholarships have been applied, for eligible students for six consecutive semesters (full or part-time; does not include summer semester).</p>
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Section 1 – Goals/Initiatives Activities: Student Program Affirmative Action Initiatives – Completion Rates

Goal/Initiatives	Activities
Program Initiative #1: Increase Graduation Rates for minority students.	
Goal: Outreach to African American/Black and Native American students who are close to graduation to encourage them to complete.	<u>Annual Summary:</u> The Student Support Specialists have been reaching out to students in these cohorts who have fewer than 15 credits to complete their program. They offer support, services and encouragement. A system for tracking these contacts is under development.
Goal: Utilize an early alert system to refer students to appropriate services.	<u>Annual Summary</u> The Starfish early alert system allows faculty or staff to refer struggling students to the appropriate support service. Services include Academic Advising, Mental Health Counseling, Academic Coaching, Accommodations, Student Support Services, Veterans (new) and Career Services (new). 1,319 students received referrals to services in the past academic year. Of those students who responded to the annual survey 58% reported getting connected to the appropriate service for support. 42% of the students referred to academic coaching used the service.
Goal: Identify a group of employees to develop a research project on the current minority students with a focus on African American/Black and Native American students.	<u>Annual Summary</u> A subset of the Data Jedi and Diversity team have gathered data and research on the current outcomes for minority students. The team will present the Equity research to our Achieve the Dream Core Team in 2016-17 with a goal of gaining support to conduct a climate survey of our student population. The climate survey, if approved will be planned in 2016-17 with a potential launch date of

	early 2017-18. This work will provide a benchmark for the experiences of our minority students on our campuses.
Goal: Create research plan and implement project.	<u>Annual Summary</u> <i>This project has been discontinued.</i>
Program Initiative #2: Increase undergraduate course completion rates for ELL and Basic Skills students.	
Goal: Continue to offer Intensive English Program (IEP) to incoming international students.	<p><u>Annual Summary:</u> In FY15/16, development of the Intensive English Program (IEP) has been completed to include the following:</p> <ol style="list-style-type: none"> 1) curriculum development to include syllabi, Above the Lines (ATLs) and Below the Lines (BTLs) has been completed for all Advanced and Intermediate Level courses for July 2015 Summer Academy implementation 2) a recruitment plan, in partnership with the International Recruiter, is in progress and has thus far yielded 19 CCI students, 4 TCCSP students, 2 F1 students for the IEP Summer Academy (25 students), the issuance of 28 I-20's yielding 14 new students for Fall Term 2158, and the issuance of 14 I-20's, thus far, for Spring Term 2162 (39 current students, and a potential of 53+ students for AY16); 3) research, purchasing and implementation of CaMLA (Cambridge Michigan Language Assessments), a new IEP placement assessment, has occurred, which replaces the outgoing Compass ESL 4) planning through collaborative meetings with the Developmental Education team has begun for the AY16 development and AY17 delivery of an IEP College Reading and Writing integrated course, which will mirror the Developmental Education College Reading and Writing course (with additional linguistic competencies), for the purpose of serving both international and domestic ELL students in support of their English linguistic needs and further support in reading and writing for developmental education purposes (this course will satisfy the Developmental Education requirement for necessary reading and writing scores for placement into General Education and post-secondary program coursework that requires placement scores).

	<p>Additionally, the Intensive English Program completed delivery of its first Fall Term to include 20-hours per week of intensive English instruction. Included were two sections of IEP Transitional Writing and two sections of IEP Transitional Listening/Speaking, serving a total of 46 enrollments. Course Success Rate for Fall Term 2158 is 89.47% as compared to Spring Term 2152's IEP Pilot offering that served 11 enrollments with a Course Success Rate at 55.56%.</p> <p>Spring Term 2162 was the first full implementation of the Advanced Level Reading, Writing, Listening/Speaking and Grammar curriculum; 20-hours per week of instruction in English will be delivered to ten new students.</p> <p>Spring Term 2162 was the first full implementation of the Advanced Level Reading (100% Course Success Rate), Writing (60% Course Success Rate), Listening/Speaking (100% Course Success Rate), and Grammar (100% Course Success Rate) curriculum; 20-hours per week of intensive instruction in English, serving 6 new students. Additionally in Spring Term 2162, the IEP Transitional Writing course (100% Course Success Rate) was offered and served an additional 6 international students who began in the IEP in Fall Term 2158. Overall program success rate for Q4 is 92%. Also, 100% of the students successfully completed transition into post-secondary programs at the College and will begin program studies in the new academic year 2016/2017.</p> <p>Finally, in closeout of AY15/16, post CaMLA language tests were proctored to 12 international students (6 – Advanced Level IEP, and 6 Transitional Level IEP), and 100% of the students increased their language scores. And, in preparation for the Intensive English Program's second Summer Academy, program faculty completed 26 Oral Proficiency Interviews, and 26 CaMLA placement language tests were proctored. All 26 international students were enrolled to participate in the IEP Summer Academy (July 2016 – August 2016).</p>
<p>Goal: Continue to keep a list of community resources to offer to minority students and to make referrals.</p>	<p><u>Annual Summary</u> The Student Support Specialist work on developing new and maintaining current relationships with community service agencies in order to provide</p>

	<p>accurate referrals for students in need. Members of the Student Support Services team participate in the Brown County Human Services Network team which meets regularly. The Student Support Specialists have invited community agency representatives to our team meetings to talk about their services and share resources. Community agency information is available within the Student Support Services office, SC140. In addition, the Brown County Community Resource Handbook is available in English and Spanish Editions in print in the SC140 office.</p>
<p>Goal: Career Pathways Bridge (CPB) is established in a team teaching approach to avoid remedial classes in programs. Emphasis will be placed on minority students.</p>	<p><u>Annual Summary</u> In FY15/16, there were 233 English Language Learner (ELL) students participating in Career Pathways Bridge programming. Please note that these numbers are a combination of ELL Level 6 students transitioning on their own into post-secondary (30 students), and of ELL students transitioning into post-secondary via Career Pathways Bridge Programming (203 students).</p> <p>The total increased number of ELL students transitioning into post-secondary programs is attributed to the effectiveness of recruitment and case management, which are the job responsibilities of the Career Pathways Bridge Program Navigator. In FY15/16, recruitment efforts by the Career Pathways Bridge Program Navigator consisted of a new Open House event for partner agencies, which was coordinated and facilitated in June. This event was modeled after what has been done in support of GED Bridge to College and Career programming. The purpose of this event was to provide information and a hands on experience regarding NWTC's Career Pathways Bridge Programming to agencies who share clients/students with NWTC, all in an effort to educate partners on a service many of their clients need.</p> <p>The Open House Event included a presentation on Career Pathways Bridge Programming, including student testimonials and tours of Health Sciences – Medical Assistant and Trades and Engineering Technologies – Welding and Machine Tool laboratories. Engagement in hands on activities within the laboratories were included, as was a general Q/A session. 112 individuals representing 30 Organizations were invited; 20 RSVPs were received,</p>

	<p>and 16 individuals attended. Representation from the following agencies and community based organizations were present: Family Services, St. Vincent de Paul, Golden House, Forward Services (WIOA, FSET), NEW Cap, the Center of Veterans Issues, Crossing the Bridges, Green Bay Diocese - Catholic Charities, Department of Workforce Development, Prison Aftercare Network, and Neighbor Works Green Bay. Upon the event concluding, 5 Organizations requested the Career Pathways Bridge Program Navigator to come to their Organization to speak directly to groupings of clients who need educational services such as Career Pathways Bridge programming and/or GED, and/or ELL services.</p> <p>These agencies were The Hispanic Interagency (Catholic Charities), Golden House, FSET, Crossing the Bridges (Consortium of CBOs in the Micah House) - Prison Aftercare Network (PAN), and Family Services. The goal is to foster these new relationships to work collaboratively in support of their clients and our students overall success, in rebuilding their lives to include a credential to lead them into employment with a life sustaining wage.</p>
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Section 1 – Goals/Initiatives Activities: Student Program Affirmative Action Initiatives – Student Counseling

Goal/Initiatives	Activities
Program Initiative #1: Explore intentional partnerships and resources for Career Services.	
<p>Goal: Identify employer partnerships who value diversity and equity.</p>	<p><u>Annual Summary:</u> Career Services has worked to create messaging to introduce the topic of diversity and equity with all employers that are interacted with. This messaging is being finalized and implemented for use no later than January 2017. Career Services has met with Humana on several occasions to create a strategic plan/direction to work with one another on an inclusive approach to partnership to include: diversity/equity, alumni relations, internship development, and career-focused events and speaker opportunities. A current plan is created and will be ready to launch on January 3, 2017. Other employer relationships focused on diversity/equity have been built with Salm Partners and Alliant Energy.</p>

Program Initiative #2: Revisit internal resources and promotional pieces to support inclusion and customer service for our students.	
Goal: Promote bilingual employees to students and staff to identify those support services.	<u>Annual Summary:</u> Bilingual employees continue to be identified and those willing to be a resource to other employees and students have their information placed in the campus phonebook and on the internal Diversity & Inclusion webpage.
Goal: Include inclusive language in all advising, admissions and support services materials.	<u>Annual Summary:</u> In Advising, a team has been working on a student intake survey that is delivered to new program students. The questions are consistently reviewed for inclusivity and are used to address early barriers to success in college. Students of color are contacted by their case managers to discuss their survey results. The application to the college has been identified for revision in 2015-16. Inclusive language continues to be a focus when any materials are reviewed or revised. A recently added in-take survey was evaluated through student feedback and the language was edited based on student feedback to increase clarity.
Goal: Create bilingual promotional materials (Recruitment general brochure, Financial Aid overview sheet and Basic Ed brochure).	<u>Annual Summary:</u> There has been no activity on this goal.

Section 2 – Diversity/Equity Activities for Culture

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

This information has been provided above in the Employment Program Affirmative Action Initiatives section:

Program Initiative #6 – *Provide employees with resources needed to promote cultural awareness and sensitivity.*

Section 3 – Policy Change

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

NWTC created an implemented the following policy on religious beliefs:

TYPE: HUMAN RESOURCES

POLICY TITLE: Accommodation for Religious Beliefs

Northeast Wisconsin Technical College is committed to embracing the worth of every individual, creating a place for all people, and promoting the respectful environment necessary for intellectual and personal discovery. Removing barriers to serve a diverse population with a variety of religious beliefs and practices sustains this principle.

NWTC may provide a reasonable accommodation based on a person's sincerely held religious belief. In making this determination, NWTC reviews a variety of factors, including whether the accommodation would create an undue hardship for the College. The accommodation request imposes responsibilities and obligations on both the requesting individual and the College.

Once a request is made, NWTC will explore reasonable accommodations. Both parties are expected to be engaged in the attempts to accommodate the request. When more than one accommodation is possible, the College may select any of the accommodations, provided the accommodation will effectively eliminate the religious conflict. NWTC may request documentation to support the need for an accommodation. Further, the College may need to discuss the nature of the religious belief(s) or practice(s) with the religion's spiritual leader (if applicable) or a religious scholar. A [list of religious observances and holidays](#) of which the College is aware are posted on the [Policy's webpage](#) and the [Diversity intranet](#) page.

At any point in the process, an employee or student may contact the Director of Diversity & Inclusion/Title IX Coordinator, Mohammed Bey, at mohammed.bey@nwtc.edu or (920) 498-6826, for guidance and feedback. If an employee or student feels they have been discriminated against, they may submit a complaint to Director of Diversity & Inclusion/Title IX Coordinator or via the online [reporting form](#). The grievance procedure can be found in the [Nondiscrimination and Anti-Harassment Policy](#).

Students

Students who have sincerely held religious beliefs and/or practices and require exemption from participation in specific classroom activities, examinations or other academic requirements, or an absence, will be subject to the following procedures:

Student Responsibilities

1. Students are responsible to meet with their instructors to discuss, in confidence, their potential absence or conflicts with academic requirements based on sincerely held religious beliefs after course competencies, curriculum and expectations have been discussed with the class.
2. Students are to report in writing to the course instructor, during the first five academic days of class, of known potential conflicts with religious observations. **Any exceptions to this timeframe need to be mutual agreed upon between student and instructor.**
3. Make-up assignments provided by instructors will be within seven academic days to avoid prejudicial effect to a student's preparation. The instructor is not obligated to schedule a make-up assignment before the regularly scheduled requirements are due.

Instructor Responsibilities

The instructor is expected to treat information conveyed by a student regarding their religious beliefs as confidential. The instructor also has a responsibility to facilitate reasonable accommodations based on student request and to schedule make-up work in a timely manner to avoid prejudicial effect to the student.

Student Grievance Procedure

A student who feels that an instructor did not make a reasonable accommodation should appeal the decision through the [Student Academic Grievance Procedure](#) found in the Student Handbook.

Employees

Employee Responsibilities

An employee who is seeking a religious accommodation must submit a written request to their immediate supervisor. The written request will include the type of religious conflict that exists and the employee’s suggested accommodation.

Supervisor Responsibilities

The immediate supervisor will evaluate the request considering whether a work conflict exists due to a sincerely held religious belief or practice and whether a reasonable accommodation is available. Depending on the type of conflict and suggested accommodation, the supervisor may confer with their leader or their HR Partner.

The supervisor and employee will meet to discuss the request and decision on an accommodation. If the employee accepts the proposed religious accommodation, the immediate supervisor will implement the decision. If the employee rejects the proposed accommodation, he or she may appeal by contacting their area’s Dean, Director, or HR Partner.

Section 4 – Evaluation and Monitoring

The District requires annual action planning from all its divisions, departments, and teams. These goals, directly or indirectly related to student success, are reported out on a quarterly basis.

At the beginning of each fiscal year, the Annual Update and deadlines are communicated out to the appropriate departments. This communication is followed up with reminders for submitting their sections to Human Resources.

Section 5 – Data Analysis

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

NWTC saw an increase in our overall total ethnically diverse workforce of 1.08% due to an increase in the hires of part-time non-exempt ethnically diverse individuals.

Workforce as of 6/30/2016						
	Benefit Eligible Status			Total Workforce		
	Total	Ethnically Diverse	Percent	Total	Ethnically Diverse	Percent

Non Exempt	208	16	7.69%	1112	87	7.82%
Exempt	454	32	7.05%	454	32	7.05%
Total	662	48	7.25%	1566	119	7.60%

Workforce as of 6/30/2015						
	Benefit Eligible Status			Total Workforce		
	Total	Ethnically Diverse	Percent	Total	Ethnically Diverse	Percent
Non Exempt	227	17	7.49%	1166	75	6.43%
Exempt	474	32	6.75%	474	32	6.75%
Total	701	49	6.99%	1640	107	6.52%