

# Northeast Wisconsin Technical College

Affirmative Action/Equal Opportunity Annual Update

2014-2015

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## 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.

## Employment Program Affirmative Action Initiatives

**Program Initiative #1:** Implement targeted recruitment plans focusing on minority populations.

**Goal:** Work with College staff and community experts to identify new, non-traditional, minority recruitment strategies.

### Annual Summary

Graduate data was analyzed and emails were sent to diverse graduates for specific faculty openings for the fall 2014 semester. Emails were sent for the following positions:

- Structural Systems Instructor – 18 diverse graduates
- Marketing Instructor – 44 diverse graduates
- Auto Collision Repair Instructor – 66 graduates from 2004-2011, 12 of which were diverse
- AD Nursing Instructor – 64 graduates from 1992-2011

Future Faculty Career Fair, a program targeted for diverse professionals and NWTC graduates, was held on April 8, 2015. This program highlighted credentials required to be qualified to become a faculty member, the Instructional Preparation Academy, and mentoring opportunities with current NWTC faculty. The program will also be used to attract a diverse faculty candidate pool for the fall 2015 semester.

Over 2,500 diverse alumni, 32 benefit eligible non faculty employees, and 95 part time employees will receive a personal invitation to attend the Looking at Faculty event in April. The event attracted over 150 individuals attended the event with over 20 percent reflecting diversity.

Local and surrounding state diverse recruitment resources, i.e. websites, organizations, journals, Future Faculty Career Fair participants, NWTC graduates prior to 2010, etc. are being identified for faculty and exempt positions.

**Goal:** Create branding identity and update marketing tools around diversity & inclusion to promote to the employees and the greater district.

### Annual Summary

Human Resources worked collaboratively with Marketing to develop and roll out branding. The tag line of “People. Passion. Purpose.” was incorporated into all marketing pieces. All external NWTC Human Resources web pages were redesigned and launched to provide a more interactive approach to attracting talent. The redesign includes incorporating diverse employee pictures, testimonials (written and verbal), and providing links to resources for multicultural residents and general community resources.

The Diversity & Inclusion pages on NWTC’s internal and external websites were created and launched.

**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.

**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.

#### Annual Summary

The below competency statement was reviewed and will be placed on all job descriptions/postings.

Diversity Oriented - Ability to work effectively with people regardless of their age, gender, race, ethnicity, religion, disability, socio-economic background, or job type.

Progress is being made on this goal and more will be shared in the 2015-2016 Annual Update.

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

**Goal:** Implementation of introductory course on cultural sensitivity for staff.

**Goal:** Implementation of course focused on inclusive teaching for faculty.

#### Annual Summary for Both Goals

A change to the Culturally Responsive Teaching and Diversity Awareness offering for employees changed in August of 2014. The new program structure is:

Living Inclusively – The purpose is to develop the knowledge, skills, process and understanding of culture and how it relates to personal and societal history, social perception and influence, personal values, beliefs, and biases, societal structure, local and global societies, cultural practices, and functions and trends. All employees are required to take this course.

Teaching Inclusively – The purpose is to develop materials and strategies for ensuring that their classrooms are inclusive and engage all students, especially, students of color. All benefit eligible faculty are required to take this course.

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.

Living Inclusively and Teaching Inclusively were launched in the Fall of 2014. To date (2016) there are 189 employees who have gone through both courses. That number does not include the employees who are currently enrolled.

In the 2014-2015 there have been approximately 31 diversity and cultural awareness programs offered and supported through Talent Development. These sessions offered faculty and staff a chance to learn more about veterans, disabilities, global issues and current matters around equity that impede the growth of ourselves and our students. Members of the Diversity Team have developed a tentative diversity plan for offering electives around social justice, Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) issues, disability, culture and generational differences and other topics, to help our employees understand the populations they work with and serve. Even as important, these will be offered to our students to build a more understanding and inclusive community.

### **Student Program Affirmative Action Initiatives: Enrollment**

**Program Initiative #1:** Continue to grow and create new partnerships and programs with local minority groups in the District to increase their enrollment numbers.

**Goal:** Hold events on campus for prospective students to show the services offered at the College and to provide professional assistance to them.

#### Annual Summary

Marketing/Recruitment piloted two events focused on local minority groups in 2015:

- Hispanic Night took place on July 30, 2015 (14 attendees, 3 applications)
- Operation Quick Start (Veteran Focus) took place on November 12, 2015 (20 attendees, 8 applications)

The goal of both events was to provide information for these targeted audiences to showcase our services, academics, and provide application assistance to anyone wishing to continue their education.

Marketing/Recruitment has also given tours specifically to Cesa 7 students. In addition, the department continues to work with the Oneida Tribe on summer Tech Camp programming for Oneida members. In 2015 two camps were held – one focusing on Health careers and one focusing on STEM careers. 23 total attendees.

Student Support Services office hosts many events dedicated to prospective students:

- 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. This academic year 152 middle-school girls from Bayview Middle School, Denmark Middle School

and Oneida Nation Turtle School came to NWTC to learn about the Trades and Technology area, participating 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.
- Oneida YES program/area Title VII workers- invitations to all enrollment events/welcoming
- Submitting articles to Oneida paper/Recruitment stories
- WIEA (Wisconsin Indian Education Association) affiliation (meetings, info sharing groups, conference)

**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).

#### Annual Summary:

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.

Tech Camps were offered for Oneida students in three areas; Oneida turtle school students participated in Women at Work; Internships were established in key areas; 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

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

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

NWTC has established a Minority Peer Mentoring Program which provides support for new, incoming minority students, pairing them with current, experienced, minority students.

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.

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 has two major student clubs/organizations on campus that have consistent activity and two that are currently being reestablished.

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.

African American Club

- Progress is being made on the reestablishment of this club. More information will be shared in the 2015-2016 Annual Update.

Intertribal Club

- Progress is being made on the reestablishment of this club.
- Six interest meetings were held for possible club members during the Spring 2015. Interest meeting included surveys to students identifying as Native American/American Indian to identify goals and actions of the club, social and food events, and one volunteer opportunity at UWGB Powwow.

Hispanic American Student Association

- Visited k-8<sup>th</sup> 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.

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

Annual Summary:

NWTC has re-established a Minority Peer Mentoring Program which provides support for new, incoming minority students, pairing them with current minority students. The program matches successful continuing students with new students, connecting them as partners for a one year commitment. Currently they are 20 mentors and 30 mentees in the program. Peer mentors support student success by working with program coordinator and Student Support Services Staff along with a monthly meeting-where mentors and mentees come together to share their experience to each other.

The College also implemented the Alumni Mentoring Program (AMP) to address the achievement gap between minority students as measured by course completion, credential completion and acquisition of employment. AMP is committed to serving and supporting 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.

Program Updates

- 14 student applications with 12 Mentees matched for Spring-Fall 2015
- 14 Alumni Mentors were trained
- 6 matches turned in activity logs
- Held 3 recruiting events
- Distributed AMP bookmarks through the bookstore

Proposed Plans are noted below:

- Support the comprehensive mentoring team, develop one point of entry
- Expand outreach to academic programs
- Implement marketing & recruitment strategies, such as student involvement events-FAN & food truck
- Offer more specific programming, such as career services workshops
- Research other models

**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

Annual Summary:

NWTC's Veteran Services has created a number of co-curricular experiences and activities focused on Veterans. Within the past year some of those events have been:

- Holding the second annual Student Veterans of America-NWTC Chapter scholarship scramble, which will provide 3 Student Veterans with a \$500 scholarship to be used on books and tools.
- The Student Veterans of America sponsored 2 Veteran families over the holidays, and raised over \$2000 in gifts.
- Veteran Services held a week-long celebration honoring Student Veterans during Veteran's Day.
- Professional Development opportunities are provided to help faculty and staff understand the unique experiences Veterans face when transitioning to the campus environment.
- This past year we purchased an online training tool through Kognito that was presented to all staff. In addition, a peer to peer version was provided to Intro to Diversity Studies instructors for their classes.
- The Veteran Resource Center continues to provide community based outreach services for Student Veterans to increase engagement with the Veterans' Resource Center.

**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.

Annual Summary

This group disbanded at the end of 2015 as their organizational leadership was lost due to budget reductions. NWTC is continuing to explore new ways to deliver these services. A scholarship for descendants of Mexican citizens was awarded to NWTC by the Mexican Consulate in partnership with the NWTC Foundation.

### **Completion Rates**

**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.

Annual Summary:

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.

Annual Summary:

The Starfish early alert system has been utilized by faculty and staff to identify struggling students early in the semester and connect them with resources to help them be successful. Utilized by many teams across the college, the focus on minority course success was a goal of the academic coaching team in 2015 and continues into 2016. The goal of reaching 38% of the students of color enrolled in courses supported by coaching was surpassed in the Fall of 2015 when the participation rate increased to 50%.

**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.

Annual Summary:

This project is still in the planning stages. Cohorts for all ethnicities, including African American/Black and Native American, are available in Starfish to aid in the research project.

**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.

Annual Summary:

A benefit-eligible faculty member for NWTC's new Intensive English Program (IEP) was hired.

Development of the Intensive English Program is in progress to include the following:

- Determining three levels within IEP to include Beginner, Intermediate and Advanced
- Determining that there will be a base of four courses per level to include Listening/Speaking, Reading, Writing and Grammar
- Developing a TOEFL and Compass ESL score scale per IEP level
- Curriculum development for the pilot phase has been completed and implemented the week of January 26, 2015 (one integrated course meeting 5-hours per week, or 45-hours for the semester, with 11 students enrolled and completed in May with a 100% Completion Rate)
- 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
- Determining the pathway of an IEP student through entry into IEP (12 credits of IEP coursework per semester), transition from IEP into post-secondary coursework (to

include IEP support courses at 3 – 6 credits combined with post-secondary coursework at 9 – 6 credits), to fully mainstreamed as an international student in full-time post-secondary coursework;

- A recruitment plan, in partnership with the International Recruiter, is in progress and has thus far yielded 25 students for the IEP Summer Academy. There is a potential for an additional 28 I-20's students to arrive for Fall 2015.
- Summer housing options for IEP students has been investigated and an agreement has been signed and approved with St. Norbert College. Housing options will also be available in near-by apartments.
- A marketing plan has been developed to include a new completed website, brochure booklet, elevator pitch one-sided brochure card and FAQs
- Planning has begun for the development 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
- Research has begun for a new IEP placement assessment tool to replace Compass ESL as ACT will no longer support the Compass assessment product, and selection of the new placement assessment will be determined in Summer Term 2155.

**Goal:** Continue to keep a list of community resources to offer to minority students and to make referrals.

#### Annual Summary

The Student Support Specialist work on developing new and maintaining current relationships with community service agencies in order to provide 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 2015-16 Brown County Community Resource Handbook is available in English and Spanish Editions in print in the SC140 office.

**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.

Completion rate of existing of FY15 ELL Career Pathways Bridge program credentials will be a baseline of 15 students or 14% among six programs; Medical Assistant Technical Diploma via Healthcare Customer Service Certificate, Welding 1 Certificate, Nursing Assistant Technical Diploma, Personal Care Worker Certificate, Accounting Assistant Technical Diploma via Small Business Bookkeeping Certificate, Office Professional via Office Support Certificate.

The number of Career Pathways Bridge program student credentials completed in Q1-FY15 is 0, in Q2-FY15 is 29, in Q3-FY15 is 6, and in Q4-FY15 is 18 for a total of 53. Goal of 15 has been met, and exceeded by 38. See Table, below: the 53 credentials were earned with

students graduating in December 2014 with an Office Support Certificate (2), a Small Business Bookkeeping Certificate (3), and a Healthcare Customer Service Certificate (16) for Medical Assistant, Nursing Assistant Technical Diploma (13), or Personal Care Worker certificate (1). Additionally, students graduated in May 2015 with an Accounting Technical Diploma (3), Personal Care Worker certificate (2), Medical Assistant Technical Diploma (10) and a Nursing Assistant Technical Diploma (3).

<b>AY14/15 Career Pathways Bridge Program Enrollments &amp; Credentials</b>				
<b>Career Pathways Bridge Program</b>	<b>Total Students</b>	<b>Number of Cohort Groups</b>	<b>Certificate Completers</b>	<b>Technical Diploma Completers</b>
Medical Assistant	61	4	16	10
Nursing Assistant	23	3	NA	16
HCBS	2	1	0	NA
Personal Care Worker	3	2	3	NA
Office Professional	5	2	2	NA
Human Resources	4	1	0	0
Accounting	7	3	3	3
Welding	28	2	0	NA
Electrical Systems	12	1	0	0
<b>TOTAL = 9 Programs</b>	<b>TOTAL = 145 Bridge Students</b>	<b>TOTAL = 19 Bridge Cohort Groups</b>	<b>TOTAL = 24 Certificates Completed</b>	<b>TOTAL = 29 Technical Diplomas Completed</b>

The increased number of credentials earned are attributed to the effectiveness of case management, which is part of this year’s newly grant-funded position of Career Pathways Bridge Program Assistant. Recent data supports the need and benefit of this position; the time in this position is dedicated to recruitment and case management of Career Pathways Bridge students.

### **Student Counseling**

**Program Initiative #1:** Explore intentional partnerships and resources for Career Services.

**Goal:** Identify employer partnerships who value diversity and equity.

Annual Summary:

Career Services is working on a plan to identify employer partnerships who value diversity and equity. Additionally, Career Services will be strategic in engaging employers who value diversity and equity to participate in classroom presentations, Employer Spotlight, Industry-Specific Career Fairs and other on campus employer-related opportunities.

**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.

Annual Summary:

A survey was created and emailed out to employee to identify those who are bilingual and would be willing to be a resource to other employees and students. Those employee who have identified themselves as bilingual resource will be placed in the campus phonebook and on the internal Diversity & Inclusion web page.