

Northeast Wisconsin Technical College

Affirmative Action/Equal Opportunity Annual Update

2017-2018

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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> The activities noted in the 2016-2017 update are still in progress.</p> <p>-Recruitment activities identified in the “Guide to Recruiting, Interviewing, and Hiring a Diverse Workforce” during 2016-2017 continue to be utilized.</p> <p>-A “Faculty Fellowship Program” has been brought forward to develop a program that provides employment to diverse individuals who demonstrate potential to be an Instructor. The Faculty Fellowship program is designed to support programs that have:</p> <ul style="list-style-type: none"> • High use of overage or part time faculty • Anticipated retirements within five years • Diverse population of students in courses <p>-The Associate Degree Nursing program has been targeted to pilot the Faculty Fellowship Program with an Instructor starting in FY19.</p> <p>-The Student Today Instructor Tomorrow program is currently being piloted in the Trades and Engineering Technology Division. The goal is to build a pipeline of racially diverse students to who have expressed an interest to become instructors.</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> This goal has been completed and is the iRespect! Campaign. Ongoing maintenance.</p>
<p>Goal: Create and establish a formal connection with minority employees to support and generate ideas for recruitment and retention.</p>	<p><u>Annual Summary</u> This initiative is still being explored. There is conversation and research being done surrounding the implementation of Employee Resource Groups.</p>
<p>Goal: Develop recruitment internal pipeline to hire through the multicultural internship programs.</p>	<p><u>Annual Summary</u> The Multicultural Internship Program is still providing students another point to access work at the College. The Program Coordinator has taken the process a step further by conducting exit interviews to match the students with future</p>

	<p>openings. In addition, the Coordinator reaches out to connect the students who show promise or was not given the opportunity with employment.</p> <p>The end goal is to have students prepared for full time employment at the College.</p>
Program Initiative #2: Implement process for tracking new and current disabled employees.	
Goal: Implement tool to track new employees and update the records on continuing employees who identify as disabled.	<p><u>Annual Summary</u></p> <p>A disability question was developed and added to the New Employee Sheet and was scheduled to deploy. However, more conversation needed to happen to ensure the process for documenting, receiving, and tracking this particular question. A broader conversation about the alignment of this process is being discussed in FY19.</p>
Program Initiative #3: Establish programs to focus on the onboarding and retention of minority employees.	
Goal: Research onboarding programs designed for minority employees.	<p><u>Annual Summary</u></p> <p>This goal has been completed.</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>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></p> <p>This goal has been completed.</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><u>Annual Summary</u></p> <p>This goal is being accomplished through the various required diversity and inclusion trainings the College.</p>
Goal: Research and consider a standard diversity interview question(s) for all positions (including work study.	<p><u>Annual Summary</u></p> <p>This goal has been completed. Ongoing maintenance includes: FY19 – the HR Diversity Recruitment Team will be reviewing the processes associated with creating interviewing questions and selecting and training interviewing teams.</p>
Program Initiative #5: Implement diversity related questions in exit interview process.	
Goal: Research and consider a standard diversity exit interview question(s) for all positions.	<p><u>Annual Summary</u></p> <p>This goal is still in development. More will be shared in the 2017-2018 Annual Update.</p>
Program Initiative #6: Provide employees with resources needed to promote cultural awareness and sensitivity.	

<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>Goal: Development and implementation of cultural sensitivity training for frontline staff.</p>	<p><u>Annual Summary for Goals</u> This goal has been completed. Ongoing maintenance.</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> There were approximately 55 diversity related trainings, facilitations, or presentations offered to students and employees. 28 of the 55 were related global or domestic issues of diversity that were offered by Student Involvement and Diversity & Inclusion. The remainder were employee related professional development classes from the Inclusively Course Series.</p>
<p>Goal: Develop a grouping of related trainings, offered as electives, to increase diversity awareness and competence. Offer recognition for completion of the trainings and capstone project.</p>	<p><u>Annual Summary to Goals</u> The diversity electives have been developed. The College's Diversity Team has put together a recognition program that incorporates diversity offerings at the College, as well as in the community. Roll out is scheduled during FY19.</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.</p> <p>Goal: Create a proposal to present the campus climate survey to the Executive Leadership 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><u>Annual Summary to Goals</u> Currently, work is being done to finalize the survey results and to develop a college wide communication plan to assist with driving Team Action Plans for FY19 and moving forward.</p>
<p>Goal: Research diversity scorecard and develop implementation plan.</p>	<p><u>Annual Summary to Goals</u> This goal will reviewed in the Spring of 2018. More will be shared in the 2017-2018 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> This goal has been completed.</p>
<p>Goal: Contact organizations to offer assistance and develop a stronger relationship.</p>	<p><u>Annual Summary</u> The Center for Equity and Growth was developed and launched. A Community Partners Group was assembled to focus on diversity and inclusion efforts within one's organization. The Group is comprised of individuals from various organizations in Brown County who do diversity and inclusion work or have expressed an interest in it.</p>

Program Initiative #9: Promote and increase visibility of the SUNG (St. Norbert, UWGB, NWTC and GBAPS) Committee in Brown County.	
Goal: Identify initiatives that each school system will support in an effort to educate Brown County around diversity, equity and inclusion.	<u>Annual Summary</u> In FY18 SUNG held two Cultural Connections events. In an effort to identify the next phase of the group, a strategic planning session/retreat was held – in FY18 and another is scheduled to take place in FY19. More information on the group’s next steps will be shared in the FY19 report.
Program Initiative #10: Revisit vision and projects of the College’s Diversity Team.	
Goal: Organize a team member retreat to outline goals and objectives for the team.	<u>Annual Summary</u> This goal has been completed and is done on an annual basis.
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.	<u>Annual Summary</u> This goal has been completed.
Goal: Tie in all diversity and inclusion initiatives and create, then implement new look and feel for diversity and inclusion.	<u>Annual Summary</u> This goal has been completed.

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

Goal/Initiatives	Activities
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.	<u>Annual Summary</u> Student Support Services office hosts many events dedicated to prospective students: <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

	<p>Technology area, interact with employers and participate in hands-on learning. Due to the high demand, a second workshop was held, focusing on the IT Cluster area for middle school girls. Additionally, a workshop for young men was held focusing on the health care field.</p> <ul style="list-style-type: none"> • 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. • 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>In FY18, 14 events were held to showcase NWTC to prospective students as well as participating in additional community based events to represent NWTC. Within the 14 events, 4 major application days were held to bring together all aspects of NWTC. At these events, all areas of the college are represented and provide opportunity for prospective students to learn about all the college has to offer in one location. Throughout FY18, 3495 tours were provided to students; this includes individual and group tours as well as 40 classroom shadows were completed by prospective students.</p>
<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> 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 1,500 individuals for a family fun and educational events at both events over this past year. With participation from the NWTC Early Childcare Education</p>

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.

The partnership with the Oneida Nation has focused on establishing a strategic plan and coordination of services to the Oneida school district. A disability specialist has been assigned to help students with disabilities transition to NWTC. In addition, service learning projects have benefitted both the tribal community and NWTC students.

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. NWTC's Student Support Specialist has the following goal: 100% of new first generation and/or minority program students will have 2-way contact with a Student Support Specialist by the end of their first year.

Fall 2017

Ethnic Cohort	# NEW, INCOMING Students	Unduplicated Contact- NEW	% 2-way Connection
African American/Black	99	56	57%
American Indian	82	39	48%
Asian	62	58	94%
Hispanic	192	178	93%

Spring 2018 -

Ethnic Cohort	# NEW, INCOMING Students	Unduplicated Contact- NEW	% 2-way Connection
African American/Black	56	31	61%
American Indian	43	43	100%
Asian	46	44	96%
Hispanic	67	67	100%

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

	<ul style="list-style-type: none"> • 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 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 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 Scrubs closet will be moving to the Health Sciences area for 2017 in order to allow for more health students to have access and awareness of this support program. • 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.
<p>Goal: Strengthen and evaluate co-curricular activities and campus engagement of minority students through their participation in student clubs and organizations.</p>	<p><u>Annual Summary</u> Student Involvement regularly tracks student participation in events and reviews the data to be sure participation is reflective of the student population. In addition, students from many backgrounds participate in defining the type of activities that the involvement</p>

	<p>office sponsors. Feedback is gathered through survey, evaluation and by inviting students to attend annual event fairs. Club activities aimed at students of color include the Asian-American student club, Native American Student club, African-American student club, Hispanic student club and the International student club. Student clubs have a paid advisor, but students actually provide the leadership for their activities. Club officers participate in student senate and have a strong voice in guiding the college. In addition to these activities, two new groups were formed last year—a Women of Color and Men of Color group, focused on providing a safe space for student conversations, as well as leadership training and networking.</p>
<p>Goal: Establish a student to student and alumni to student mentoring program with an emphasis on minority students.</p>	<p><u>Annual Summary</u> The Alumni Mentoring Program was discontinued due to low student commitment. In its place, the college has established networking groups for students of color, who incorporate Alumni into their events and programming.</p>
<p>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.</p>	<p><u>Annual Summary</u> Some of the significant changes that were implemented: (1) a template for collecting data from the tutees, (2) stronger participation from the School District through a MOU, and (3) increased the GPA requirements.</p>
<p>Program Initiative #2: Implement Student Veterans and Military student recruitment and retention strategies.</p>	
<p>Goal: Continue to create co-curricular experiences through student clubs, student lounge area and events focused on Veterans</p>	<p><u>Annual Summary</u> 4th Annual SVA Scholarship Scramble – Student Veterans of America Club Raised over \$9,000 towards scholarships for student veterans. This year the student veteran office was remodeled and intentionally designed to meet the needs of active duty and veteran students. The space has even been recently updated again with window film of the American flag to provide more privacy for veteran students.</p>
<p>Goal: Research and identify recruitment and retention strategies for Veterans and Military students.</p>	<p><u>Annual Summary</u> While working with Northeast WI Veterans Treatment Court, the School Certifying Official was able to develop a relationship with the court and participants helping them know which VA Education benefits were available to them if they decided to return to school. The Veteran advisor spent part of the year contacting every new student applicant offering support and creating awareness of services. He also worked with</p>

	students through a coaching framework as he monitored veteran student course and degree success. The advisor did resign his position halfway through the year and his role has been modified to hire a certifying official rather than a veteran advisor.
Goal: Explore a potential collaboration with Oneida Indian Nation's Veterans and NWTC Veteran Services.	During Veterans Week, Oneida Indian Nation's Veterans provided the flag detail for the Opening Ceremony held at NWTC.
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 group disbanded two years ago due to loss of community funding
Goal: Work with the Green Bay Area Public School System to identify potential educational scholarships for minority students.	<u>Annual Summary</u> This goal has been completed. Ongoing maintenance with current scholarship offerings.

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 make a concerted effort to reach out to students who have fewer than 15 credits to complete their program. They offer support, services and encouragement and an end-of-year celebration.
Goal: Utilize an early alert system to refer students to appropriate services.	<u>Annual Summary</u> NWTC has been utilizing Starfish for early alert capabilities since 2013. The software has become part of the college's culture, raising flags and kudos to communicate with students about their academic performance and referrals to connect students to services both on and off campus. In 2018, NWTC began implementing Starfish Data Analytics, which will allow the college to gain insight into the predicted outcomes of our students. The tool will analyze 9 years of historical data to create an algorithm to predict current student outcomes. This form of earlier alert will help staff strategically reach out to at risk groups of students in an effort to increase their retention and graduation rates.
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> This activity has not been pursued due to lack of resources.

<p>Goal: Create research plan and implement project.</p>	<p><u>Annual Summary</u> This activity has not been pursued due to resource limitations.</p>
<p>Program Initiative #2: Increase undergraduate course completion rates for ELL and Basic Skills students.</p>	
<p>Goal: Continue to offer Intensive English Program (IEP) to incoming international students.</p>	<p><u>Annual Summary</u> In FY17/18, Intensive English Programming was offered and served a total of 81 enrollments, or 24 unduplicated International Students. In Summer Term 2175, the 6-week Summer Academy for Intensive English served 3 unduplicated International Students (6 total enrollments); coursework included Reading and Writing (3 enrollments), and Listening/Speaking (3 enrollments). The IEP Summer Academy meets 20-hours per week, 4-hours per day, Monday through Friday, for a period of 6-weeks. In Fall Term 2178, the IEP Advanced Level program was offered (26 total enrollments), including coursework in Reading (6 enrollments), Writing (8 enrollments), Listening/Speaking (6 enrollments), and Grammar (6 enrollments); 8 unduplicated International Students were served. In Spring Term 2182, the IEP Advanced Level programming was offered (50 total enrollments), to include coursework in Reading (12 enrollments), Writing (13 enrollments), Listening/Speaking (13 enrollments), and Grammar (12 enrollments); 13 unduplicated International Students were served. The IEP Advanced Level program meets 20-hours per week, 4-hours per day, 5-days per week, for a period of 15-weeks.</p> <p>Important to note is that there was a total of 6-enrollments within the IEP Advanced Level Writing and IEP Advanced Level Listening/Speaking courses, which were integrated students enrolled in IEP College level courses. The IEP College Level courses permit international students concurrent enrollment in post-secondary program college level courses, while receiving extra language support in the IEP College Reading and Writing, and/or IEP College Listening and Speaking course(s).</p> <p>Finally, in closeout of AY17/18, post CaMLA language tests were proctored to all 24 international students, and 100% of the students increased their language scores. Additionally, 21 of 24 international students completed Intensive English Programming courses with a “C” or better,</p>

	<p>and as a result moved forward into IEP College level coursework or transitioned into all college level coursework with no supplemental language support; this is a 92% Intensive English Program completion rate.</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 Services office is connected to many community service agencies that provide external supports to our students. Examples of referrals we had made are to the following agencies (not an all-inclusive list); Brown County Health and Human Services (provides child-care funding, energy assistance, medical coverage and food share), WIOA (provides tuition support for high-demand occupations), ICS (Integrated Community Solutions provides housing support), St. Vincent De Paul for scholarship resources, Forward Services Corporation (provides an array of supports from emergency eviction housing supports to transportation help), Legal Aid, Casa Alba for Hispanic community support and the local food pantry's. A more concerted effort of establishing partnerships and relationships began in 2017 with the development of a Community Convening effort, which involves Dr. Rafn, and an array of community social service agencies. A Student Support Specialist has been leading this project.</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 FY17/18, 40 English Language Learner (ELL) students transitioned into post-secondary. Please note this number is a combination of ELL Level 6 students transitioning on their own into post-secondary (10 students), and ELL students transitioning into post-secondary via Career Pathways Bridge Programming (30 students).</p> <p>In FY17/18, recruitment efforts by the Career Pathways Bridge Program Navigator consisted of presentations to community partners including the Job Center and COMSA as well as monthly postings through Community Connections as part of the United Way. Through the NWTC RUN initiative for ELL/GED/Career Pathways Bridge programming, extensive recruitment efforts were made throughout all the Green Bay Area Public Schools. Flyers were sent home in Tuesday envelopes, posts on Facebook and other district social media outlets were utilized as well as presence at family night events and parent teacher conferences. Additionally, presentations were provided to the student services department at local high schools</p>

	as well as small group informational sessions to students identified as English Learners. Through these efforts, more than 21,000 students and their families were exposed to adult basic education opportunities with NWTC. Additional recruitment included advertising of Career Pathways Bridge programming at local businesses that often serve many minority community members.
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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>Goal: Partner with community organizations that focus on underrepresented populations to help market their benefits and support offered through career services.</p>	<p><u>Annual Summary</u> Career Services continues building partnerships with employers and has cultivated relationships and shared best practices in terms of diversity and inclusion with the following employers: Humana, Associated Bank and Schreiber. Humana and NWTC meet monthly to build an intentional partnership around diversity and inclusion as well as alumni, foundation, internships, employment, student involvement, etc.</p>
Program Initiative #2: Revisit internal resources and promotional pieces to support inclusion and customer service for our students.	
<p>Goal: Include inclusive language in all advising, admissions and support services materials.</p>	<p><u>Annual Summary</u> This is an ongoing process. This past year, a focus was put on the process of applying to the college and creating an account—specifically removing the requirement of an SSN number and asking if the applicant is a US Citizen.</p>
<p>Goal: Create bilingual promotional materials (Recruitment general brochure, Financial Aid overview sheet and Basic Ed brochure).</p>	<p><u>Annual Summary</u> Inclusivity continues to be a focus of all communications with prospective and current students. NWTC contracted with SWIM Digital this year to work on redesigning all student communications from point of inquiry to enrollment. These scripts and all communication content have been evaluated for inclusive language.</p> <p>A bilingual recruiter was hired and placed in Preble; where our highest population of Spanish speakers resides. Marketing has translated some marketing and recruitment materials for the college overall and will continue to expand this option into FY19.</p>

Goal: Create a Student Development Advisory Committee focused on customer service, service provision and meeting needs of all students (with a focus on minority students).	<u>Annual Summary</u> This initiative is still being explored.
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Section 2 – Diversity/Equity Activities for Culture

This information has been provided above in the Employment Program Affirmative Action Initiatives section numbers 6 & 7.

Section 3 – Policy Change

There have been no updates to the existing AA/EO policies.

Section 5 – Data Analysis

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. Increase in the College’s total workforce diversity by .23% and benefit eligible workforce diversity by .76%

Workforce 6/30/2017						
	Benefit Eligible Status			Total Workforce		
	Total	Ethnically Diverse	Percent	Total	Ethnically Diverse	Percent
Non Exempt	206	19	9.22%	1076	86	7.99%
Exempt	456	34	7.46%	456	34	7.46%
Total	662	53	8.01%	1532	120	7.83%

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%