Madison Area Technical College

Five-Year Equal Opportunity/ Affirmative Action Compliance Plan

2019-2024

Madison Area Technical College

Contents

Madison Area Technical College

Madison Area Technical College

Executive Summary

The EO/AA Compliance Plan is submitted on a five-year basis to the Wisconsin Technical College System (WTCS) Board. The Madison Area Technical College (Madison College) policy statements, commitments and dissemination methods have been slightly modified as a result of updated College vision, mission and values and the lapse of time considering that there was no plan completed for the 2010-2015 period.

The following areas as requested by WTCS are covered in detail in the report: Policy Statement, Dissemination of EO/AA information, Federal and State Law Compliance, analysis of workforce and goals establishment and AA program initiatives for employees and students.

EMPLOYMENT DATA

Madison College has a stable workforce, with 1008 full-time faculty, administrators and paraprofessional school related personnel (PSRP) as of May 30, 2018. Of this number, 177 or approximately 17.5 percent are from minority populations. Further analysis shows that of the 1008 full-time employees at the Madison campuses, female employees comprise 57.4 percent of the workforce. The minority and female workforce numbers at Madison College compare favorably with the entire district workforce availability, which is comprised of 13.6 percent minority and 48.4 percent women. Based on the current data, the Madison College workforce has more minority employees than the district service area; though there are gaps in each classification that needs to be addressed; E.g., faculty.

STUDENT DATA

Madison College currently educates approximately 35,000 students. Of the student population, many complete their career or professional studies at Madison College through graduation. Others successfully complete or exit early through transfer services and certification programs; thus, as the percentages identified in this document may appear that there are great disparities among women and minorities, it is essential to consider these facts.

Methods to improve graduation and student retention are found in the basis of new program offerings such as the Cares Title III Strengthening Institutions Grant Project, The Students of Color College Success Initiative, and the strategic enrollment management plan initiative.

Madison Area Technical College

Equal Opportunity/Affirmative Action

INTRODUCTION

The purpose of this Affirmative Action Plan at Madison Area Technical College (Madison College) is to establish a set of specific and results-oriented programmatic objectives, which provide for the recruitment, access and advancement of qualified persons of color, women and persons with disabilities with respect to employment and enrollment opportunities. The goals and initiatives outlined in the Affirmative Action Plan coupled with the College's good faith efforts will assist with ensuring Equal Employment Opportunity.

Affirmative Action (AA) is required for women, racial/ethnic groups and persons with disabilities throughout the district in educational programs and job categories as specified in student and staff reports. The purpose of the Equal Opportunity/Affirmative Action (EO/AA) plan is to identify areas of concern and to establish measures to overcome the effects of any past discrimination that might exist, balance the work force, and implement established minority recruitment and retention guidelines. Affirmative Action will be implemented in all employment practices including but not limited to: recruitment, hiring, transfers, promotions, training, layoffs, terminations, retention, certification, and testing and committee appointments.

Madison Area Technical College

SECTION I

EQUAL OPPORTUNITY / AFFIRMATIVE ACTION POLICY

It is the policy of Madison College not to discriminate against any employee, applicant for employment, or student regardless of political affiliation, age, race, creed, color, physical or mental disability, marital status, sex (including pregnancy, childbirth and related medical conditions), national origin, ancestry, sexual orientation, arrest or conviction record, service in the military, genetic information and the use or non-use of lawful products off the employer's premises during non-working hours.

Madison College will provide equal employment opportunity and ensure affirmative action in all personnel actions including, but not limited to: recruitment, retention, recruitment advertising, employment/hiring decisions, testing, working conditions, benefits and privileges of employment, committee appointments, social and recreational programs, compensation, certification, training and education, tuition assistance, appointment for advancement including upgrading and promotions, transfers, and terminations including layoffs and recalls for all employees without discrimination. All management employees will continue to be informed of this policy and share in the responsibility for its enforcement.

The College recognizes that the goal of equal opportunity generally requires AA to be implemented. This District is, therefore, committed to assuring that if any underutilization of particular minority groups or women or other affected classes is determined to exist, EO/AA will be taken to correct such underutilization while assuring that all Madison College employees are qualified individuals committed to the District's mission.

All officials and employees of this District will be informed of this policy and that this policy will affect all employment practices and delivery of services. Decisions on employment and delivery of service will be made to further the principle of equal opportunity.

APPLICABLE LAWS AND LEGISLATION

Madison College is committed to EO/AA for its employees and students as required by Titles VI and VII of the Civil Rights Act of 1964 as amended, Title IX of the Educational Amendments Act of 1972, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the Carl D. Perkins Vocational Education Act, the Equal Pay Act of 1973, the Age Discrimination Acts of 1967 and 1975, the Civil Rights Restoration Act of 1987, Wisconsin Fair Employment Law, and other appropriate laws and executive orders and/or administrative directives and codes including the Office of Civil Rights Guidelines for Elimination of Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Programs (34 CFR, Part 100, Appendix B).

Equal opportunity, as required in Chapter 38 of Wisconsin Statutes and the Wisconsin Fair Employment Law (Sec. 111.31-111.395, Wis. Stats.), is for everyone regardless of political affiliation, age, race, creed, color, handicap (disability), marital status, sex, national origin,

Madison Area Technical College

ancestry, sexual orientation, arrest or conviction record, service in the armed forces, genetic testing and the use or non-use of lawful products off the employer's premises during non-working hours.

Non Discrimination and Non HARASSMENT

Madison Area Technical College ("Madison College") will provide a working and learning environment that is free of harassment, discrimination and unfair treatment. Madison College will prevent, and if necessary, remedy discrimination or harassment that is so abased on age, race, creed, color, disability, marital status, sex, national origin, ancestry, sexual orientation, a record of arrest or conviction, genetic testing, and pregnancy or childbirth, unless such distinction is a result of a program requirement or a bona fide occupational qualification.

Madison College will prove a complaint procedure and form for individuals who believe they are victims of discrimination, harassment or unfair treatment. If it's determined that discrimination, harassment or unfair treatment has occurred, Madison College will take appropriate remedial action as identified in the procedure.

SEXUAL MISCONDUCT

Madison College strives to provide an educational environment that preserves the safety and dignity of each member of our community. In order to foster a climate of respect for all, and provide for the safety and security of our community, the College expects community members to take appropriate action to prevent acts of sex-based discrimination, to include sexual misconduct. Sexual misconduct is a broad term that identifies forms of discrimination and harassment based on sex including, sexual harassment, sexual assault, sexual exploitation, dating violence, domestic violence, and stalking. Sexual misconduct includes other acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature. Creating a safe campus environment is the responsibility of all members of the College community, both individually and collectively. The College prohibits acts of sex and gender based discrimination, to include sexual misconduct. For discriminatory harassment of a non-sexual nature or gender-based nature, see policy #418.

REASONABLE ACCOMMODATION

Madison College provides reasonable accommodations for qualified individuals with a disability who are employees or applicants for employment to afford equal employment opportunity. Employment opportunities will not be denied because of the need to make reasonable accommodations for an individual's disability. Reasonable accommodations will be provided by the employing unit or department in a timely and cost-effective manner. In addition, Madison College will ensure physical accessibility to programs and facilities and provide reasonable accommodation to employees for religious observances and practices. Madison College commits to providing all services to employees, students and the community in a nondiscriminatory manner and to creating an educational climate that is conducive to, and supportive of, cultural and ethnic diversity.

VENDORS

The District certifies that vendors and suppliers of services do not discriminate by conducting business only with vendors and suppliers who maintain a nondiscrimination policy. The district further holds to the practice of encouraging the patronage of entities owned by women, minorities, and disabled persons. District staff and departments are encouraged to utilize women-owned, minority-owned, veteran-owned and small businesses in the procurement of commodities or services.

COMPLAINTS

The College seeks to resolve all reports of harassment/discrimination and sexual misconduct within sixty (60) working days. Circumstances may arise that require the extension of time frames, including extension beyond sixty (60) working days. Such circumstances may include the complexity of the allegations, the number of witnesses involved, the availability of the parties or witnesses, the effect of a concurrent criminal investigation, any intervening school break or vacation, or other unforeseen circumstances.

In general, the complainant and respondent can expect that the process will proceed according to the time frames provided in the harassment and discrimination procedure and sexual misconduct procedure. In the event that the investigation and adjudication exceed this time frame, the College will notify all parties in writing of the reason for the delay and the expected adjustment in time frames. Best efforts will be made to complete the process in a timely manner by balancing principles of thoroughness and fundamental fairness with promptness.

At the request of law enforcement, the College may agree to defer its fact-gathering until after the initial stages of a criminal investigation (generally not more than 10 working days). The College will nevertheless communicate with the complainant regarding procedural options, and the implementation of interim measures to ensure safety and well-being. The College will promptly resume its fact-gathering as soon as law enforcement has completed its initial investigation.

ROLES AND RESPONSIBILITIES

President
As primary administrator of the College's EO/AA program, the President is responsible for:

- Overseeing the College's EO/AA policies, procedures and programs; and assuring compliance with all related state and federal laws, rules and regulations;
- Ensuring the commitment of adequate staffing and resources to implement EO/AA policies and programming;
- Imparting direction that assures total involvement and commitment to EO/AA and promote a proactive effort to create an employment and educational environment free of discrimination and harassment; and,
- Promoting the sustainability of an employment and educational environment free of discrimination and harassment.

Madison Area Technical College

Affirmative Action Officer

Under the direction of the President the Associate Vice President of Human Resources serves in the role of the Affirmative Action Officer, the AA Officer is responsible for:

- Developing, implementing, monitoring, and evaluating the College's EO/AA plans and guidelines;
- Reviewing and revising applicable campus policies and procedures to ensure compliance with College policy and federal and state laws and regulations governing EO/AA;
- Assisting management staff in the interpretation and administration of the AA programs, identification of problem areas and the development of solutions for the AA programs;
- Serving as liaison between the College, community organizations, and EEO enforcement agencies to facilitate internal and external communications to ensure the AA plan and policies are made known to employees and external constituents;
- Scheduling and conducting meetings and training sessions with managers, supervisors and other personnel of the College to ensure they are aware of their responsibilities with regard to EO/AA;
- Providing the WTCS Office, District Board and College community with an annual summary of the College's accomplishments in meeting goals; and,
- Monitoring the hiring process to ensure good-faith efforts are made to recruit, interview, and appoint women and minorities.

Administrators/Supervisors

Administrators/supervisors are responsible for enforcing and implementing EO/AA policies, procedures, and programs within their functional areas of responsibility that include, but are not limited to:

- Monitoring employment practices for conformity with the College's obligation for AA and assuring that all EO/AA policies, plans, and procedures are complied with and carried out;
- Providing a work environment and management practices which support EO/AA and a policy of non-discrimination in all terms and conditions of employment;
- Assisting the AA Officer in identifying problem areas and establishing departmental goals and objectives;
- Conducting periodic audits of training programs, as well as hiring and promotion patterns in order to remove impediments to the attainment of goals and objectives; and,
- Making periodic checks to ensure that all EO/AA posters are properly displayed; all facilities are maintained for the use and benefit of all employees, and rest room and other similar facilities are comparable for both sexes.
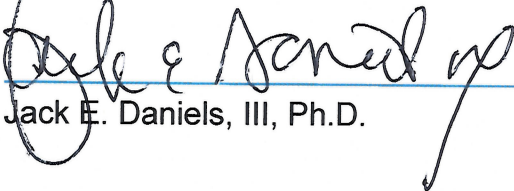
Madison Area Technical College

PRESIDENT'S STATEMENT

As President and Chief Executive Officer of Madison College, I declare my personal commitment to Affirmative Action. The Affirmative Action Officer is designated to assist with the development and implementation of this Affirmative Action Program. All management personnel will share responsibility for EO/AA and will be assigned specific tasks. The Affirmative Action Officer will report to me on a periodic basis about the District's progress toward meeting its EO/AA goals.

It is my firm belief that the District will benefit overall by the full utilization of individuals of color and other persons within the protected classes at all levels and in all segments of the workforce where deficiencies exist.

Through the efforts of all District employees and the local community, we will make every good-faith effort to accomplish the commitments, goals and objectives of this program.

Jack E. Daniels, III, Ph.D.

Madison Area Technical College

SECTION II

Dissemination of EO/AA Information

Madison Area Technical College disseminates the EO/AA Policy internally and externally upon initial contact with employees, prospective employees, students, prospective students, clients, organizations, and other entities and on a regular basis as a part of its commitment to the principles of EO/AA.

Copies of the AA Plan and annual updates will be made available to all employees and students upon request and is available for review on the College Human Resources (HR) web page. Interested parties may also contact the AA Officer to review the policy at (608) 246-6900.

Internal Dissemination

- The policy and complaint procedures will be incorporated into all employee and student policy and procedure manuals, guides and handbooks and posted on employee bulletin boards and in work break areas, reviewed at the employee orientation and management training programs; and included on the College's website;

- Updates and announcements will be included on the Madison College website, Matters online publication, employee newsletters and district communications;

- The District holds informational trainings with management and supervisory personnel to explain the intent of the policy, individual responsibility for effective implementation and the President's support for district-wide affirmative action. Informational trainings with all other employees are held to discuss the policy and complaint procedure and explain individual employee responsibilities; and,

- All students and employees will have access to information and an opportunity to familiarize themselves with the policy and the procedures for filing and resolution of discrimination or harassment complaints.

External Dissemination

- All recruitment sources, including employment agencies, colleges, vocational schools, and community-based organizations/agencies involved in the placement of minorities, women, persons with disabilities, veterans, and other protected classes will be informed of the policy;

- The continuous non-discrimination notification statement is included in annual public notifications, employment and student applications and recruitment materials, job

announcements, newspaper advertisements, vacancy notices, brochures, promotional and other education/employment-related materials;

- Communication with appropriate ethnic minority and women's organizations, community agencies, guidance counselors, high schools, colleges and other potential sources of ethnic minority and women applicants, to inform them of the College's employment opportunities and notification of non-discrimination statement; and,

- Subcontractors, vendors and suppliers are notified of the policy along with a request for appropriate action and compliance. Additionally, the clause is incorporated in all relevant purchase orders, leases and contracts.

RESPONSIBILITIES FOR IMPLEMENTATION

Madison College President bears the primary responsibility for implementing the College's policies on EO/AA. The President must assure that every employee and student is fully aware of the College's obligations and expectation under these policies. All manger and department heads of Madison College have a shared responsibility for the implementation of the policies held within the College's EO/AA plan.

In consultation with the Cabinet and the College's AA Officer the President may establish procedures. The employees and students of Madison College are collectively responsible to implement and make actionable the College's EO/AA Plan through eliminating discrimination and providing equality in both education and employment.

A. **President**

As the primary administrator of the College's EO/AA Program, the President is responsible for:

- Meeting with the AA Officer and School and Department heads to discuss the EO/AA policy and to review minority-hiring goals;

- Overseeing the College's EO/AA policies, procedures and programs; and assuring compliance with all related state and federal laws, rules and regulations;

- Imparting personal direction that assures total involvement and commitment to EO/AA and promote a proactive effort to create an employment and educational environment free of discrimination and harassment; and,

- Providing the District Board with an annual summary of the College's accomplishment in meeting goals.

Madison Area Technical College

B. <u>Associate Vice President of Human Resources</u>

- Ensuring that adequate staffing and resources are committed to implement District policies in the area of EO/AA;

- Serves as EO/AA Officer and has responsibility for overseeing, administering, implementing, and monitoring the AA Plan and EO/AA responsibilities;

- Develops personnel processes that are EO/AA compliant; and,

- Designs audit and reporting systems to measure program effectiveness.

- Keeping management informed of the latest developments and requirements in EEO and recommending needed changes in policy and procedures;

- Assisting management staff in the interpretation and administration of the AA programs;

- Identifying problem areas and developing solutions for AA programs;

- Monitoring and auditing the hiring process to ensure compliance of the College's employment policies to recruit, interview, and select women, minorities, and persons with disabilities;

- Developing, implementing and monitoring the reporting systems designed to measure the effectiveness of the AA programs and assessing progress;

- Serving as liaisons between the College, community organizations, and EEO enforcement agencies by arranging meetings with internal/external college advisory councils for input on policy development and implementation;

- Directing dissemination of the Districts AA programs and policy to external stakeholders;

- Developing, implementing, monitoring, and evaluating the College's EO/AA programs, plans and guidelines;

- Reviewing and revising policies and procedures to ensure compliance with applicable local, federal and state laws and regulations governing EO/AA;

- Ensuring that underutilized group members are included on respective committees throughout the College;

- Scheduling and conducting meetings and training sessions with managers, supervisors and other personnel of the college to ensure awareness of responsibilities regarding EO/AA;

- Auditing training programs and hiring and promotion patterns to remove impediments to the attainment of Madison College goals and objectives;

- Reviewing the qualifications of all employees to ensure that minorities and women are given equal opportunity for transfer and promotion;

- Making periodic checks to ensure that all EEO and AAP posters are properly displayed; and,

- Ensure that minority and female employees are equally encouraged to participate in all company-sponsored educational, training, recreational, and social activities.

C. **Administrators/Supervisors**

Administrators/supervisors are responsible for enforcing and implementing EO/AA policies, procedures, and programs within their functional areas of responsibility including, but are not limited to:

- Monitoring interdepartmental employment practices to ensure consistent execution of the College's EO/AA policies, plans, and procedures;

- Make recruitment efforts to achieve AA Program objectives and to maintain a diverse workforce for the department, division, work unit or section;

- Direct department managers, supervisors and hiring managers on matters related to EO/AA;

- Assist the AA Officer in the identification of any problem areas and help to eliminate any barriers to equal employment opportunity;

- Take action to prevent the harassment of employees based on protected class;

- Encourage, promote and provide a working and learning environment that supports EO/AA;

Madison Area Technical College

- Ensuring that committee groups they chair include underutilized group members;

- Conducting periodic discussions with subordinates to ascertain that EO/AA policies and procedures are being followed; and,

- Becoming actively involved with local minority and women's organizations, community action groups, and community service programs.

Madison Area Technical College

SECTION III

Workforce and Goals Establishment

The workforce analysis is designed to assess the district employment population compared to the available workforce according to census data provided by the WTCS. The analysis herein compiles the identified population into EEO categorized groups as identified in Appendix 1. The determined the areas of district underutilization within the identified work categories pertaining to disabled persons, women and ethnic minorities are also included in this document.

To contextualize the analysis of all Madison College staff, it is necessary to recognize that of the 1008 staff and full-time faculty within the college, 454 (45%) are faculty, 95 (9.4%) are administrators and 459 (45.5%) are professional and support related personnel (PSRP).

When looking at all staff, Madison College is underutilized in employees who are disabled and who have self-identified as multi-racial.

Madison College and District Workforce All Staff Demographics Comparison
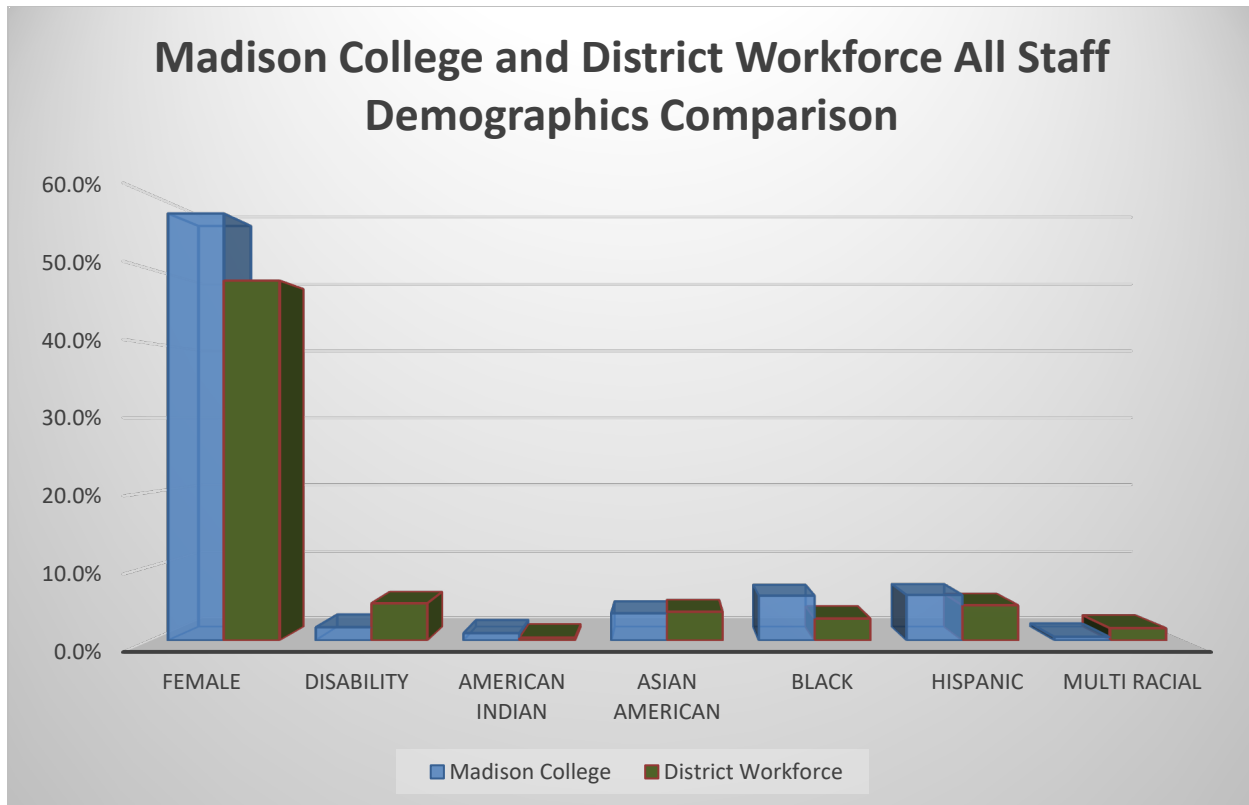
Madison Area Technical College

Disaggregating the data closer shows that full-time faculty may be underutilized in Asian, Hispanic, Disability and multiracial categories.

Full Time Faculty Workforce Comparison
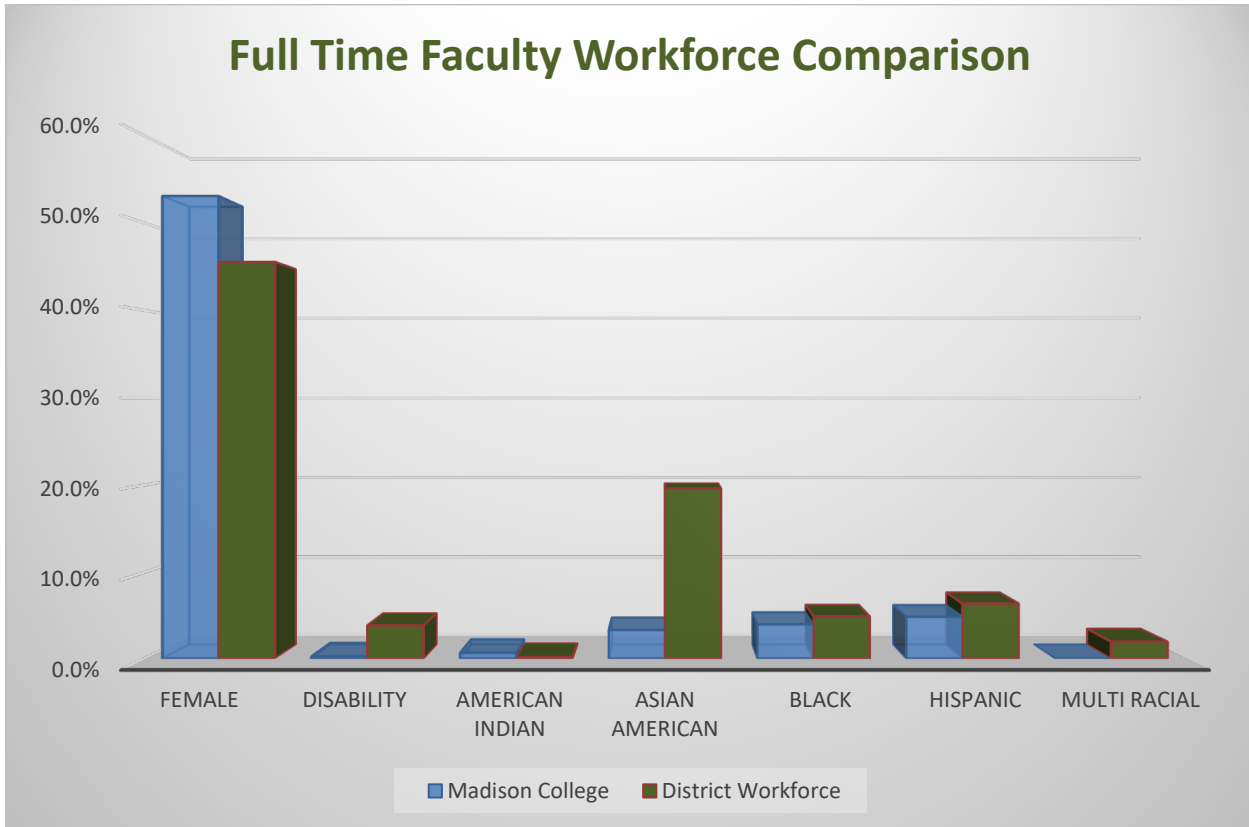
Madison Area Technical College

Among PSRP, Hispanics are underutilized in the professional non-faculty category; females and those with disabilities are underutilized in the clerical/secretarial category; and Asians are underutilized in the technical/paraprofessional category
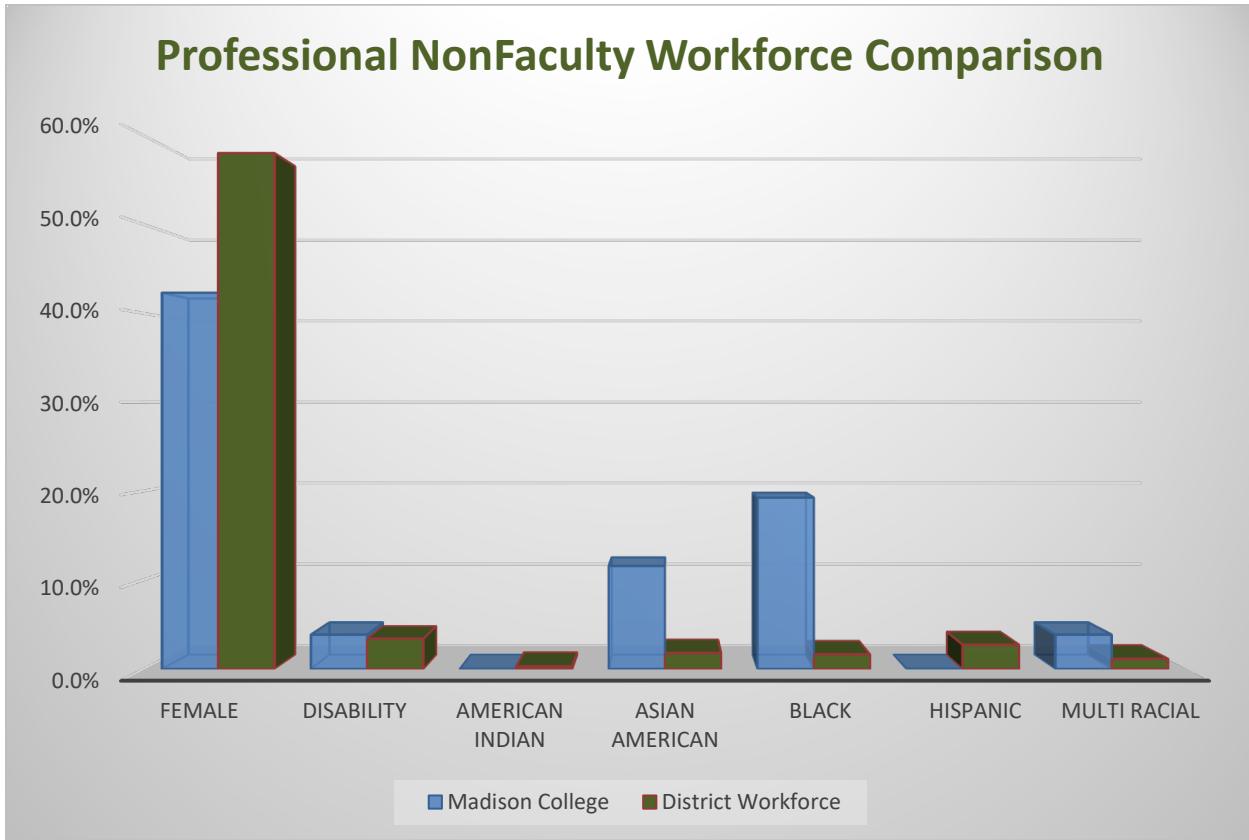
Madison Area Technical College

Technical Paraprofessional Workforce Comparison
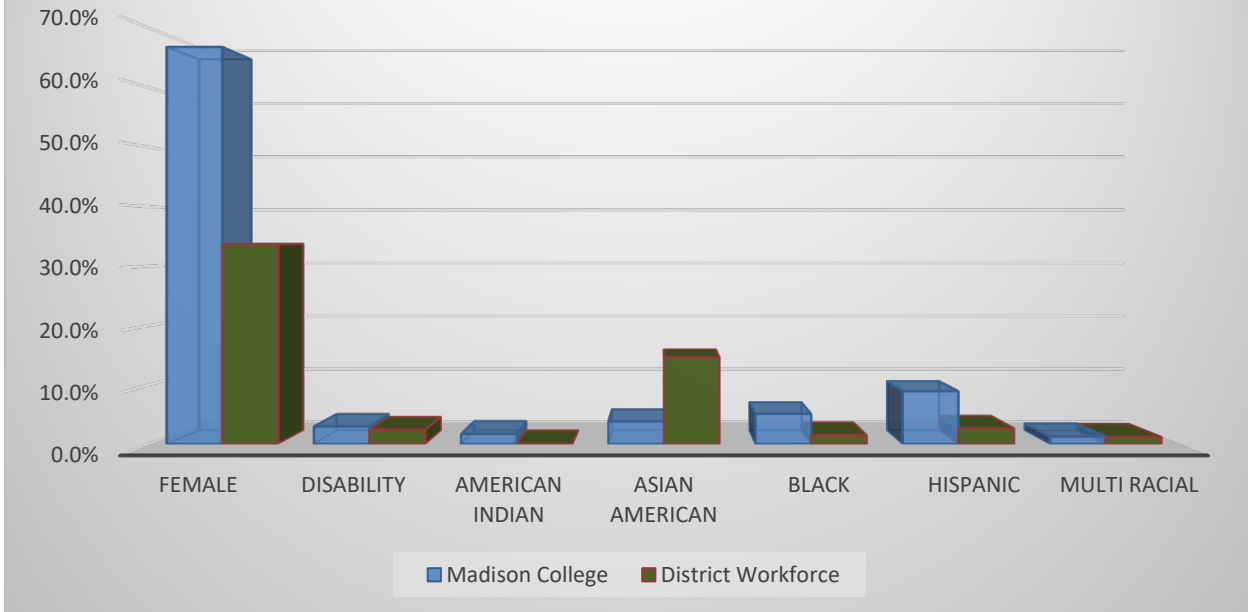
Asian, Hispanic, multiracial and disabled individuals are underutilized in the service/maintenance category.

Service/Maintenance Workforce Comparison
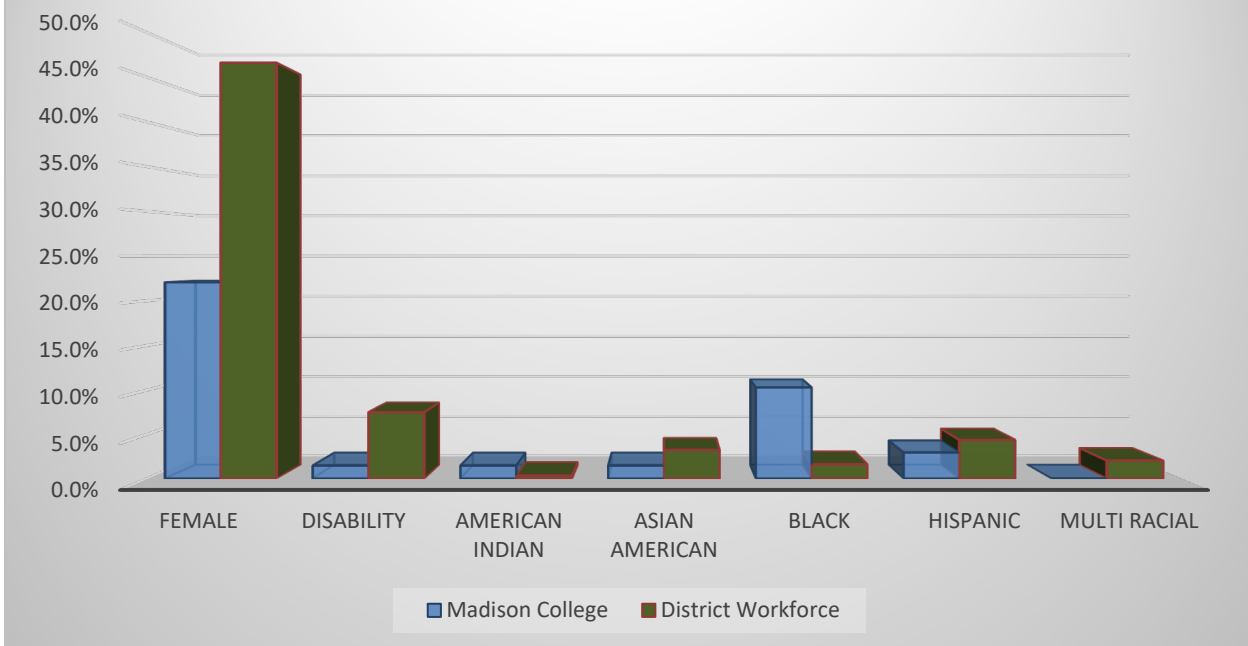
Madison Area Technical College

SECTION IV

Affirmative Action Initiatives (Employment)

Initiative 1: Implement the use of diversified recruitment efforts for minorities, women and people with disabilities

A. Utilize our new applicant tracking system and encourage regular monitoring to determine where racial/ethnic and gender underrepresentation occurs
   - Train hiring managers to regularly monitor this system and identify underrepresentation in their departments (work with Talent Acquisition and the Human Resources Business Partners)
     - Quarterly Hiring Metrics by Gender/Ethnicity
     - Candidate Source Diversity by Gender/Ethnicity
     - Candidate Pipeline Diversity by Gender/Ethnicity
     - Requisition and Job Profile Diversity by Gender/Ethnicity on Job Requisition Composite View

B. Create plan of action for talent acquisition at local, regional and national levels and customize recruitment plans for different job categories at Madison College
   - Identify and partner with key Historically Black Colleges and Universities (HBCU) and Hispanic Serving Institutions (HSI) and their specific schools to assist in identifying potential faculty and administrators
   - Work with career and placement centers in these various colleges and universities
   - Build relationships with professors at the various colleges and universities
   - Invest time in schools that offer degrees in academic and technical fields at Madison   College
   - Find opportunities and ways to advertise in the technical schools nationally

C. Identify key national and regional higher education associations and conferences
   - Survey administrators to determine which conferences Madison College regularly attends
   - Research vendor and exhibition opportunities at conferences
   - Research and identify specific racial/ethnic and gender associations such as National Community College Hispanic Council (part of AACC), NAAC, Faith Based
   - Research newsletters, email distribution opportunities and social media sites for posting positions

D. Identify key national conferences such as the NAACP, Urban League, NBMBA, Essence, NCLR, and specific sororities and fraternities gatherings
- Survey administrators to determine which conferences Madison College regularly attends
- Research vendor and exhibition opportunities at conferences
- Research newsletters, email distribution opportunities and social media sites for posting positions
- Determine which conferences to attend

Responsible Parties: Human Resources and the Office of Equity, Inclusion and Community Engagement.

Initiative 2: Establish programs for the onboarding and retention of minority employees

- Research onboarding programs designed for minority employees
- Research and implement mentoring programs for minority employees
- Research employee affinity groups for minority, female and disabled employees

Responsible Parties: Human Resources and the Office of Equity, Inclusion and Community Engagement.

Initiative 3: Implement programs and services that promote a positive and inclusive environment

A. Provide Equity and Inclusion training at Madison College
- Training of each hiring committee prior the start of each interview
- College wide training on bias and how the levels of individual, institution and structural bias work together to perpetrate inequalities
- College wide training on diversity to focus on specific identity and cultural groups
B. Provide climate and culture events aimed at increasing exposer, challenging stereotypes and making community connections.

Responsible Parties: Human Resources and the Office of Equity, Inclusion and Community Engagement.

Evaluation: Madison College is continuing to work on these goals. Progress will be evaluated annually.

Madison Area Technical College

SECTION V

District Student Analysis and Goals

Madison College's AA goal is to achieve equitable representation of disabled, female and racial minority students in each program area, from both an enrollment and graduation perspective.

The student analysis is designed to assess the district student population compared to the available workforce according to census data and Compliance Indicator Reports provided by the WTCS. The analysis herein compiles the identified population into EEO categorized groups as identified in Appendix 1.

Overall, census data (A & B) suggests that although Black and Hispanic students are enrolling at Madison College at a higher rate compared to the district, they are graduating at a lower rate compared to the district. A review of the individual program graduation data (C) reveals that Black student graduation rates may be out of compliance in 7 programs, Hispanic students graduation rates may be out of compliance in 5 programs, and Asian student's graduation rates may be out of compliance in 2 of 7 programs.

Further analysis of graduates by program, as documented in the Compliance Indicator I-Program Areas Report (VE215660) for 2018-2019, show Female student enrollment or graduation rates may be out of compliance in 4 program areas while Disabled student graduation rates may be out of compliance in 5 program areas. Lastly, Minority student graduation rates as a whole may be out of compliance for all programs and for 6 individual program areas.

2018 WTCS identified Program Areas			
All Programs	Minority: -2.44% (G)	Black: -1.99% (G)	
Agriculture	Multi-Race: -2.28 (G)		
Business	Minority: -1.48%(G)	Black: -2.21% (G)	Hispanic: -1.67%(G)
Fam/Cons Ed	Minority: -5.68% (G) Multi-Race: -1.22%	Disabled: -1.73%(G)	Black: -3.12%(G) Hispanic: -1.78%(G)
Gen Ed	Minority: -22.24 (G) Multi-Race: -2.55%(G)	Disabled: -4.23%(G) Hispanic: -9.81%(G)	Female: -50.34%(G) Black: -7.06%(G) Asian: -1.52%(E)/-2.35%(G)
Graphics	Minority: -9.59% Multi-Race: -2.79%(G)	Disabled: -5.69%(G) Hispanic: -1.80%(G)	Asian: -1.74%(G) Black: -3.70%(G)
Health	Minority: -2.08%	Black: -1.17%(G)	
Industrial	Multi-Race: -1.25%	Asian: -2.47%(E)	Female: -43.97% (E)
Marketing	Multi-Race: -1.36%(G)		
Service:	Minority: -6.32% (G) Multi-Race: -1.82%(G)	Disabled: -7.82%(G) Asian: -1.28%(E)	Female: -10.50%(G) Black: -4.87%(G)
Technical and TV	Black: -3.32%(G) Hispanic: -1.54%(G)	Disabled: -7.02%(G)	Female: -1.99%(G)
(E) = Enrollment Comparison; (G) = Graduation Comparison			

Madison Area Technical College

A. **All Student Programs Enrollment Comparison 17-18 Academic Year**

Madison College All Academic Programs Enrollment Comparison

Race	Madison College	District
NATIVE AMERICAN ALASKAN NATIVE	0.5%	0.4%
ASIAN	4.4%	3.9%
BLACK	6.4%	3.0%
HISPANIC	8.6%	4.8%
WHITE	74.1%	86.4%
MULTI RACE	3.1%	1.7%
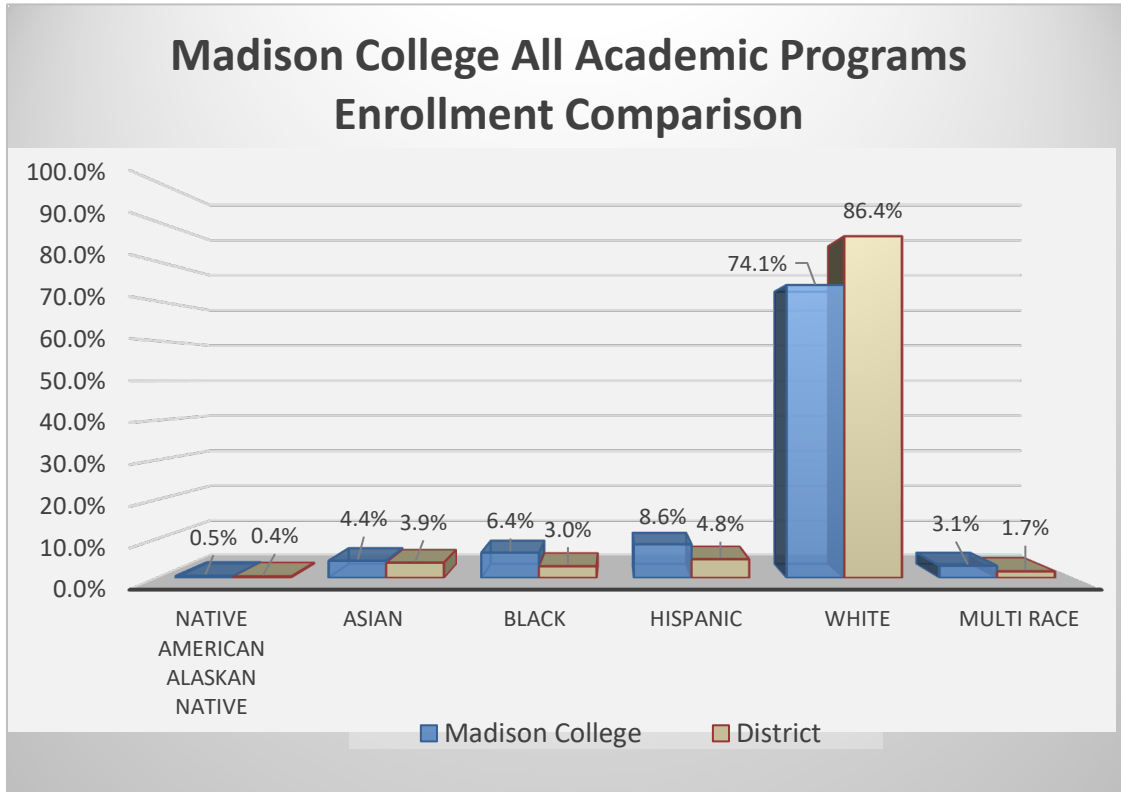
B. **All Student Programs Graduation Comparison**

Madison College Graduation Comparison

Race	Madison College	District
NATIVE AMERICAN ALASKAN NATIVE	0.5%	0.5%
ASIAN	4.8%	4.4%
BLACK	4.5%	6.4%
HISPANIC	7.9%	8.6%
WHITE	76.9%	74.1%
MULTI RACE	2.8%	3.1%
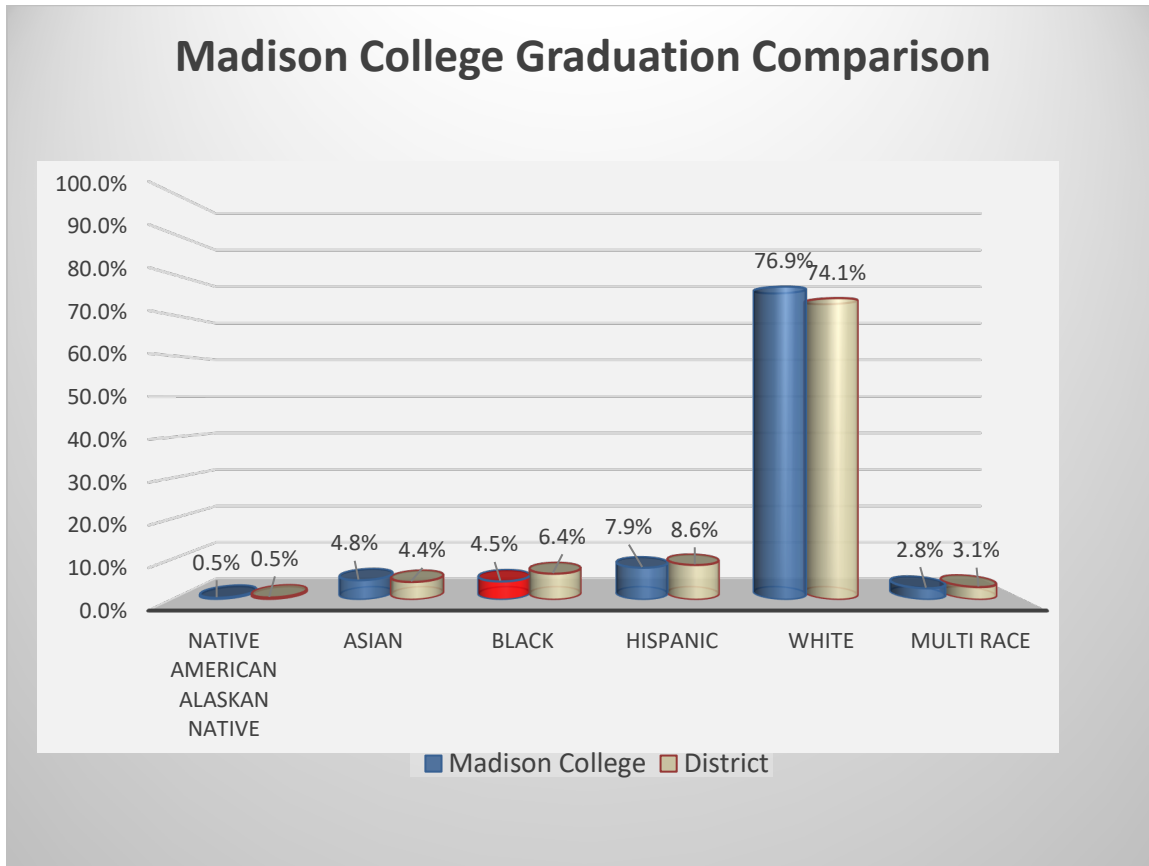
Madison Area Technical College

C. Individual Program Graduation Comparison

Business

GRADUATE COMPARISION

Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	596	2	0.34 %	42	7.05 %	32	5.37 %	39	6.54 %	443	74.33 %	1	0.17 %	31	5.20 %
Total Enrollment (1)	3,971	15	0.38 %	264	6.65 %	301	7.58 %	326	8.21 %	2,867	72.20 %	5	0.13 %	127	3.20 %
% Difference (5)			-0.04 %		0.40 %		-2.21 %		-1.67 %		2.13 %		0.04 %		2.00 %

** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **
** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **

Family & Consumer Ed.

GRADUATE COMPARISION

Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	172	1	0.58 %	7	4.07 %	10	5.81 %	25	14.53 %	122	70.93 %	0	0.00 %	7	4.07 %
Total Enrollment (1)	705	5	0.71 %	24	3.40 %	63	8.94 %	115	16.31 %	443	62.84 %	0	0.00 %	38	5.39 %
% Difference (5)			-0.13 %		0.67 %		-3.12 %		-1.78 %		8.09 %		0.00 %		-1.32 %

** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **
** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **

General Ed.

GRADUATE COMPARISION

Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %
Total Enrollment (1)	1,488	11	0.74 %	35	2.35 %	105	7.06 %	146	9.81 %	1,119	75.20 %	3	0.20 %	31	2.08 %
% Difference (5)			-0.74 %		-2.35 %		-7.06 %		-9.81 %		-75.20 %		-0.20 %		-2.08 %

** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **
** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **

Graphics

GRADUATE COMPARISION

Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	82	1	1.22 %	3	3.66 %	0	0.00 %	7	8.54 %	69	84.15 %	0	0.00 %	1	1.22 %
Total Enrollment (1)	648	4	0.62 %	35	5.40 %	24	3.70 %	67	10.34 %	482	74.38 %	1	0.15 %	26	4.01 %
% Difference (5)			0.60 %		-1.74 %		-3.70 %		-1.80 %		9.76 %		-0.15 %		-2.79 %

** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **
** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **

Madison Area Technical College

Service

GRADUATE COMPARISION																
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	170	3	1.76 %	5	2.94 %	16	9.41 %	18	10.59 %	115	67.65 %	1	0.59 %	5	2.94 %
Total Enrollment (1)	735	10	1.36 %	19	2.59 %	105	14.29 %	84	11.43 %	460	62.59 %	1	0.14 %	35	4.76 %
% Difference (5)			0.40 %		0.36 %		-4.87 %		-0.84 %		5.06 %		0.45 %		-1.82 %

** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **

Technical and TV

GRADUATE COMPARISION																
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	70	0	0.00 %	5	7.14 %	2	2.86 %	6	8.57 %	52	74.29 %	0	0.00 %	5	7.14 %
Total Enrollment (1)	534	2	0.37 %	28	5.24 %	33	6.18 %	54	10.11 %	383	71.72 %	0	0.00 %	21	3.93 %
% Difference (5)			-0.37 %		1.90 %		-3.32 %		-1.54 %		2.56 %		0.00 %		3.21 %

** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **
** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **

Health

GRADUATE COMPARISION																
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	1,401	4	0.29 %	72	5.14 %	47	3.35 %	96	6.85 %	1,129	80.59 %	2	0.14 %	30	2.14 %
Total Enrollment (1)	4,482	16	0.36 %	207	4.62 %	203	4.53 %	344	7.68 %	3,524	78.63 %	4	0.09 %	122	2.72 %
% Difference (5)			-0.07 %		0.52 %		-1.17 %		-0.82 %		1.96 %		0.05 %		-0.58 %

** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **

Madison Area Technical College

Section VI

Affirmative Action Initiatives (Students)

Madison College's student focused affirmative action initiatives are integrated within other College-wide strategic initiatives which are based firmly on the equity principles of access, persistence, and completion and that every student will succeed to reach their full potential. In order to better serve its students and the community and to address the enrollment and graduation rate gaps that were highlighted in the WTCS Compliance reports, Madison College is focused on five primary initiatives: Madison College Goodman South Campus Initiative, CARES Title III Strengthening Institutions Grant Project, Focus on Focus Faculty/Staff-Student Engagement, Strategic Enrollment Management Plan, and Retention Initiatives and Student Engagement programming.

Additionally, in year one of this five-year plan, Madison College will research and analyze the specific factors that may be leading to the equity gaps in enrollment and graduations for minority students, especially black students; as well as women and students with disabilities. This research will inform current initiatives and future programming. This may lead to the enhancement of existing programming or the creating of new programming.

Program 1: Madison College Goodman South Campus Initiative:

Madison College is committed to providing open access to quality higher education for all its residents. However, there are district residents that due to considerable economic or personal barriers do not have ease of access to the affordable, high quality postsecondary education that the college offers. The investment the college is making in an area where significant opportunities exist is designed to help address the vast racial disparities in the greater south Madison area. While the city is ranked the fifth most highly-educated in the U.S. by the New York Times, 57.8 percent* of the residents of Madison's south side do not have a college credential and nearly 15 percent do not hold a high school diploma.

This campus has been built with privately donated funds and is scheduled to open September 3, 2019. In alignment with the most dynamic industries in Dane County, the campus will offer a broad array of degree programs, plus an Early College STEM Academy partnership with the Madison Metropolitan School District, that prepare residents for employment in health, information technology, advanced manufacturing, or life sciences, plus an on-ramp for a bachelor's degree or additional education.

To meet the need of working adults, the Goodman South Campus will provide student programming and community access seven days a week. Campus Administration staff are collectively bilingual in Spanish, Hmong, and Arabic languages. Wrap-around, onsite student support services will strengthen student success, and the campus will leverage its strategic

location to engage more than a dozen nearby community-based service organizations in delivering holistic support for all students.

Program 2: CARES Title III Strengthening Institutions Grant Project:
The CT3 Project, funded by a Department of Education Title III grant, will allow Madison College to focus on providing personalized support to students based on their individual career and educational goals. It has also supported an initiative to assist students in progressing through remedial math and English courses more quickly and successfully. Currently, only around 50% of students are retained from their first fall semester to the subsequent fall semester. Only about 26% of students at the college graduate with a credential within three years. These already problematic rates disproportionately affect minority students (particularly Black, Hispanic, and Asian, with 44% fall-to-fall retention and 21% graduation).

This grant has allowed the College to continue conversations with stakeholders across the college community about the desired experience for all Madison College students. CT3 teams gathered input through a leadership retreat, team meetings and outreach to stakeholders across the College. The team also visited several different campuses within the Wisconsin Technical College System to gather best practices.

Enrollment: This grant has allowed the college to holistically define registration. The Service Blueprint encourages the college to consider all the factors that go into how a student gets the information they need to register for a class. Through CT3, the registration experience will be improved by allowing students and advisors to create educational plans, creating a process to notify students when a course is planned out of sequence, not part of their primary program or financial aid eligible and providing an intuitive enrollment experience that does not require advisor intervention to complete.

Graduation: This grant will create a clear path to graduation by proactively guiding students to classes that support their program or transfer intent via a new educational planning tool. Students will be able to compare information related to different program outcomes, costs and time to completion. Graduating on time is more likely when students understand program requirements, course sequence, and the ability to plan for classes in the appropriate semester.

Retention: By creating a culture of integrated student support all employees will be provided with the tools to support students and when needed, will be able to make an appropriate referral. An educational planning tool will provide faculty the opportunity to engage and advise their students differently. A tool to capture student interactions, as well as make and track referrals, will ensure that faculty and staff who support students have a common understanding of the student's need and whether or not they accessed recommended services. In-depth advising, in conjunction with an enhanced advising and career services plan and shorter sequence through developmental education courses, will encourage retention and completion of all our students.

Madison Area Technical College

Program 3: Focus on Focus Faculty/Staff-Student Engagement
Focus on Focus is a college-wide effort that that began in spring 2018 with faculty engaging students in the classroom with evidence-based practices intended to improve student course success. The program expanded in fall 2018 to include staff-student engagement best practices outside the classroom, focusing on creating a hospitable environment for students. A team of faculty, staff and administrators co-chaired by Provost Turina Bakken and Vice President of Institutional Learning and Effectiveness Tim Casper met to identify practices to use at Madison College.

Program 4: Strategic Enrollment Management Plan:

Madison College is in the process of developing and implementing a comprehensive, district-wide Strategic Enrollment Management (SEM) plan. The plan will be driven by college data and lead in implementing a systematic approach to enrollment and retention by aligning resources, reducing potential redundancies in services and resource allocation. SEM will include other college-wide plans within these efforts. The SEM teams will focus specifically on these equity areas for 2019-2020 (additional Affirmative Action areas will be identified beyond 2020, as well):

Access – Prospect to Admit

- Key Enrollment Indicator: Headcount by race/ethnicity district representation.
- Target cohort: Men of Color and Scholars of Promise program participants.
- Action Plan: Provide targeted outreach to men of color.

Student Success – 10th Day of Term to Completion

- Key Enrollment Indicator: Persistence term to term.
- Target cohorts:
- African American and Latino Males in 6+ credits.
- Students of color in pre-petition Associate Degree Nursing, Nursing and Criminal Justice programs.

Action Plan:

- Launch "brother to brother" survey to identify male of color support/service needs and deliver through new "Men of Excellence" initiative to support African American and Latino male persistence and retention.
- Expand Scholars of Color Mentoring Program (SCMP) and Academic Coaching support to pre-petition ADN, Nursing and Criminal Justice students (Perkins/GPR grants).

Madison Area Technical College

Additionally, Madison College is undertaking a broad-scale approach to re-envision the alignment of our academic programs and student support services with the focus on student success.

Program 5: Retention Initiatives and Student Engagement:

Retention Initiatives and Student Engagement (RISE) encompasses strategic planning for retention-based services and programming within SDRS while outreaching to the larger campus community in support of retention planning. RISE focuses on targeted, proactive interventions towards at-risk student populations across Madison College. RISE strives to increase access, persistence/retention, and completion-transfer rates among underserved populations, building relationships through a holistic, strength-based approach to student achievement.

An example of these types of programs are: TOPS College Success, TRIO Student Support Services, Veterans Resource Services, and Scholars of Color Mentoring program. These programs provide identified underserved populations wrap-around support in order to increase student success rates. Services include: personal/career/academic advising, personal education planning, transfer/graduation support, financial literacy, academic success coaching, peer and professional mentoring and an overall sense of belonging on campus. Target populations include the following participants from diverse backgrounds and situations: students of color, educationally and economically disadvantaged students, re-entry adults, English language learners, students with disabilities, undocumented students, first-generation students, veterans / military-affiliated, students who have aged out of the foster system and LGBTQIA+ students.

Each student engagement program is in the process of identifying annual objectives that measure impact on student success. These will be modeled off of TRIO.

Disability Resource Services (DRS) engages and creates conditions that empower and support students with disabilities to reach their chosen learning goals. DRS works in partnership with faculty, staff and wider communities on behalf of students with disabilities. Examples of programming, services and data-driven decisions designed to promote student access and engagement:

Data driven interventions:

By utilizing the disability resource services dashboard that connects the accommodation management system we use to deploy and track accommodations in PeopleSoft with success data within COGNOS, we will be able to compare groups of students approved for services with DRS and utilizing approved accommodations with those who do not. This will provide us a robust action point regarding intentional overreach to students that are not engaged in services. This will allow us to use baseline data to tailor recruitment and engagement efforts related to utilization of services for non-engage students, such as students who used

accommodations in one semester and did not engage in services in future semesters. This has the capacity to drastically improve academic persistence and retention success. This will be a primary indicator for PERC moving forward.

Continue current Transition and Recruitment events with an intentional focus on students of color.

Orientation Activities/Outreach

Focus Forward (held yearly in August)

> Transition orientation program aimed at assisting students with disabilities to transition from high school to Madison College.

Disability Awareness Month (held yearly in October)

> Disability Awareness Month aims to increase awareness and promote independence, integration and inclusion of all people with disabilities in society.

Find Your Future (held yearly in March)

> Find your Future is a special event at Madison College for Dane County high school students with disabilities. Through a variety of speakers, breakout sessions and classroom activities, students will learn what it takes to attend Madison College and what careers are available.

Looking Forward (held yearly in November)

> An evening with representatives from organizations offering a variety of post-high school opportunities and support for individuals with disabilities. This event is co-sponsored by area school districts and Madison College.

Parent Preview (held yearly in July)

> Parent Preview is an evening event focused on helping parents and guardians become learn about Madison College and the support services they will be receive. It is intended to help parents understand the differences between high school and college and to ease concerns they may have about their child attending college.

Provide college wide training for working with students with disabilities.

Over the past 3 years, we have worked diligently to intentionally create awareness of Universal Design for Learning via a partnership with Landmark College (LC). LC and Madison College have a long-standing relationship around mutually beneficial programs and trainings. Both institutions are ready to take this to the next level. Madison College is a leader in experiential

Madison Area Technical College

pragmatic programming for college and dual enrollment students; and LC is nationally recognized for its pioneering work with neuro-divergent students.

Both institutions work with diverse populations and are anchored in the fundamental framework of Universal Design. We believe that targeted partnership between these two institutions focused on exploration, innovation, and a system-wide shift in mindset towards supporting neurodiversity and student success, can lead the way to next generation models of higher education.

In summer and fall 2019, we will collaborate to design and implement a customized professional development "suite of products" for DRS to be used with faculty/staff that work with students with ASD/Neurodiversity, Executive Functioning barriers, etc. based on Madison College courses; training products developed as proof of concept for federal/foundation joint grant submission in the future. Product accessible by any number of interested faculty-DRS and CETL will promote College-wide. This will provide a wide breadth of impact, because any faculty will be able to access this training on demand, at any time. Both DRS and CETL will serve as triage for this resource.

This will drastically impact our ability to reach faculty and disseminate brief, high impact training for individual faculty or entire departments via a blended training curriculum for working with students with executive functioning barriers, ADHD, LD, and Autism Spectrum Disorders.

Evaluation of Plans:

All student focused affirmative action programs will be evaluated on a cyclical basis for progress and successes. These updates will be provided in the WTCS annual AA plan update.

Madison Area Technical College

APPENDIX

EEOC Report Categories

1 = ADMINISTRATIVE. Include persons whose assignments require primary (and major) responsibility for management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department or subdivision, etc. It is assumed that assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment, and to direct the work of others. Report in this category all officers holding such titles as Director or Administrator or the equivalent. Report in this category Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, and executive officers of academic departments (chairpersons, heads or equivalents) if their principal activity is administrative. Also include supervisors of professional employees.

2 = FACULTY. Include all persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and now hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any one of these academic ranks. Report in this category Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instructional. Do not include student teaching or research assistants.

3 = PROFESSIONAL NON-FACULTY. Include persons whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background. Included would be all staff members with assignments requiring specialized professional training who should not be reported under Executive (1) and who should not be classified under any of the four "nonprofessional" categories of activities.

4 = CLERICAL / SECRETARIAL. Include persons whose assignments typically are associated with clerical activities, or are specifically of a secretarial nature. Include personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmers) and/or information and other paperwork required in an office, such as bookkeepers, stenographers, clerk typists, office machine operators, statistical clerks, payroll clerks, etc. Also include sales clerks such as those employed full-time in the bookstore, and library clerks who are not recognized as librarians.

5 = TECHNICAL / PARAPROFESSIONAL. Include persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many two-year technical institutes, junior colleges or through equivalent on-the-job training. Include computer programmers and operators, drafters, engineering aides, junior engineers, mathematical aides, licensed practical or vocational

nurses, dietitians, photographers, radio operators, scientific assistants, technical illustrators, technicians (medical, dental, electronic, physical sciences), and similar occupations not properly classifiable in other occupational-activity categories but which are institutionally defined as technical assignments. Include persons who perform some of the duties of a professional or technician in a supportive role, which usually require less formal training and/or experience normally required for professional or technical status.

6 = SKILLED CRAFTS. Include persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job training and experience or through apprenticeship or other formal training programs. Include mechanics and repairers, electricians, stationary engineers, skilled machinists, carpenters, compositors and typesetters.

7 = SERVICE / MAINTENANCE. Include persons whose assignments require limited degrees of previously acquired skills and knowledge, and in which workers perform duties which result in or contribute to the comfort, convenience and hygiene of personnel and the student body or which contribute to the upkeep and care of buildings, facilities or grounds of the institutional property. Include chauffeurs, laundry and dry cleaning operatives, cafeteria and restaurant workers, truck drivers, bus drivers, garage laborers, custodial personnel, gardeners and groundskeepers, refuse collectors, construction laborers, and security personnel.

Client Reporting System
Compliance Indicator I - Program Areas

ALL PROGRAMS																	

ENROLLEE COMPARISION

Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	16,542	93	0.56 %	563	3.40 %	977	5.91 %	1,035	6.26 %	12,897	77.97 %	13	0.08 %	467	2.82 %	497	3.00 %
District POP (2)	486,734	5,941	1.22 %	17,331	3.56 %	16,688	3.43 %	23,766	4.88 %	417,303	85.74 %	152	0.03 %	5,553	1.14 %		
% Difference (3)			-0.66 %		-0.16 %		2.48 %		1.37 %		-7.77 %		0.05 %		1.68 %		

GRADUATE COMPARISION

Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	3,196	10	0.31 %	110	3.44 %	120	3.75 %	155	4.85 %	2,635	82.45 %	2	0.06 %	73	2.28 %	91	2.85 %
Total Enrollment (1)	16,542	93	0.56 %	563	3.40 %	977	5.91 %	1,035	6.26 %	12,897	77.97 %	13	0.08 %	467	2.82 %	497	3.00 %
% Difference (5)			-0.25 %		0.04 %		-2.15 %		-1.41 %		4.48 %		-0.02 %		-0.54 %		-0.16 %

** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE   **

** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE   **

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ENROLLEE COMPARISON

Factors For Consideratio	Total Populatio	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	594	2	0.34%	12	2.02%	22	3.70%	19	3.20 %	492	82.83%	1	0.17%	9	1.52	37	6.23 %
District POP (2)	486,734	5,941	1.22%	17,331	3.56%	16,68	3.43%	23,76	4.88 %	417,302	85.74%	152	0.03%	5,553	1.14%		
% Difference (3)			-0.88%		-1.54%		0.28%		-1.68%		-2.91%		0.14%		0.37%		

** ASIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **

** HISPANIC STUDENT POPULATION MAY BE OUT OF COMPLIANCE **

GRADUATE COMPARISON

Factors For Consideratio	Total Populatio	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	92	0	0.00%	1	1.09%	0	0.00%	0	0.00 %	89	96.74	0	0.00%	2	2.17	0	0.00
Total Enrollment (1)	594	2	0.34%	12	2.02%	22	3.70%	19	3.20 %	492	82.83 %	1	0.17 %	9	1.52 %	37	6.23%
% Difference (5)			-0.34%		-0.93%		-3.70%		-3.20%		13.91%		-0.17%		0.66%		-6.23%

** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **

** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **

Business																

ENROLLE

Factors For Consideratio	Total Population	Native American		Asian		Black		Hispanic		White		Native Hawaiian		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	4,504	18	0.40	219	4.86 %	279	6.19 %	269	5.97 %	3,484	77.35 %	4	0.09 %	135	3.00 %	96	2.13 %
District POP (2)	486,734	5,941	1.22	17,331	3.56 %	16,688	3.43 %	23,766	4.88 %	417,303	85.74 %	152	0.03 %	5,553	1.14 %		
% Difference (3)			-0		1.30 %		2.77 %		1.09 %		-8.38 %		0.06 %		1.86 %		

GRADUAT

Factors For Consideratio	Total Population	Native American		Asian		Black		Hispanic		White		Native Hawaiian		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	408	0	0.00	23	5.64 %	12	2.94 %	18	4.41 %	339	83.09 %	0	0.00 %	8	1.96 %	8	1.96 %
Total Enrollment (1)	4,504	18	0.40	219	4.86 %	279	6.19 %	269	5.97 %	3,484	77.35 %	4	0.09 %	135	3.00 %	96	2.13 %
% Difference (5)			-0		0.77 %		-3.25 %		-1.56 %		5.73 %		-0.09 %		-1.04 %		-0.17 %

** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE   **

** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE   **

** MULTI RACE GRADS POPULATION MAY BE OUT OF COMPLIANCE   **

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Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	737	4	0.54%	18	2.44%	50	6.78%	106	14.38 %	528	71.64%	1	0.14%	22	2.99%	8	1.09 %
District POP (2)	486,734	5,941	1.22%	17,331	3.56%	16,688	3.43%	23,766	4.88%	417,303	85.74%	152	0.03%	5,553	1.14%		
% Difference (3)			-0.68		-1.12%		3.36		9.50%		-14.09%		0.10		1.84%		

** ASIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **

GRADUATE

Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	115	0	0.00%	2	1.74%	2	1.74%	10	8.70%	100	86.96%	0	0.00%	0	0.00%	1	0.87
Total Enrollment (1)	737	4	0.54%	18	2.44%	50	6.78%	106	14.38%	528	71.64%	1	0.14%	22	2.99%	8	1.09%
% Difference (5)			-0.54%		-0.70%		-5.05%		-5.69%		15.31%		-0.14%		-2.99%		-0.22%

** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **

** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **

** MULTI RACE GRADS POPULATION MAY BE OUT OF COMPLIANCE **

	G																
ENROLL																	
Factors For Consideratio	**Total Population**	**Native American Alaskan Native**		**A si**		**Bla ck**		**Hispanic**		**Whi te**		**Native Hawaiian**		**Multi Race**		**Unknown Race**	
		Count	Percent	Count	Percent	Count	Percent	Count	Percen t	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	1,821	9	0.49 %	53	2.91 %	12 7	6.97 %	14 6	8.02 %	1,36 5	74.96 %	1	0.05 %	82	4.50 %	38	2.09 %
District POP (2)	486,734	5,941	1.22 %	17,3 31	3.56 %	16,68 8	3.43 %	23,76 6	4.88 %	417,30 3	85.74 %	152	0.03 %	5,55 3	1.14 %		
% Difference (3)			- 0.73		-0.65 %		3.55 %		3.13 %		-10.78 %		0.02 %		3.36 %		
GRADUA																	
Factors For Consideratio	**Total Population**	**Native American**		**Asi an**		**Bla ck**		**Hispanic**		**Whi te**		**Native Hawaiian**		**Multi Race**		**Unknown Race**	
		Count	Percent	Count	Percent	Count	Percent	Count	Percen t	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	19	0	0.00 %	0	0.00 %	1	5.26 %	0	0.00 %	16	84.21 %	0	0.00 %	2	10.53 %	0	0.00 %
Total Enrollment (1)	1,821	9	0.49 %	53	2.91 %	12 7	6.97 %	14 6	8.02 %	1,36 5	74.96 %	1	0.05 %	82	4.50 %	38	2.09 %
% Difference (5)			- 0.49		-2.91 %		-1.71 %		-8.02 %		9.25 %		-0.05 %		6.02 %		-2.09 %

** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **

** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **

** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **

Graphi																	
ENRO																	
Factors For Consideratio	**Total Populatio**	**Native American**		**Asian**		**Black**		**Hispanic**		**White**		**Native Hawaiian**		**Multi Race**		**Unknown Race**	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	629	7	1.11 %	25	3.97 %	21	3.34 %	38	6.04 %	509	80.92 %	1	0.16 %	14	2.23 %	14	2.23 %
District POP (2)	486,734	5,941	1.22 %	17,331	3.56 %	16,688	3.43 %	23,766	4.88 %	417,303	85.74 %	152	0.03 %	5,553	1.14 %		
% Difference (3)			-0.11 %		0.41 %		-0.09 %		1.16 %		-4.81 %		0.13 %		1.08 %		
GRAD																	
Factors For Consideratio	**Total Populatio**	**Native American**		**Asian**		**Black**		**Hispanic**		**White**		**Native Hawaiian**		**Multi Race**		**Unknown Race**	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	80	1	1.25 %	3	3.75 %	0	0.00 %	3	3.75 %	69	86.25 %	1	1.25 %	2	2.50 %	1	1.25 %
Total Enrollment (1)	629	7	1.11 %	25	3.97 %	21	3.34 %	38	6.04 %	509	80.92 %	1	0.16 %	14	2.23 %	14	2.23 %
% Difference (5)			0.14 %		-0.22 %		-3.34 %		-2.29 %		5.33 %		1.09 %		0.27 %		-0.98 %
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	

		H															

		ENROLL															
Factors For Consideratio	Total Populatio	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percen	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	3,815	13	0.34%	138	3.62%	171	4.48%	199	5.22 %	3,09?	81.05%	2	0.05%	107	2.80%	93	2.44 %
District POP (2)	486,724	5,941	1.22%	17,33?	3.56%	16,68?	3.43%	23,76?	4.88 %	417,30?	85.74%	152	0.03%	5,55?	1.14%		
% Difference (3)			-0.88%		0.06%		1.05%		0.33%		-4.69%		0.02%		1.66%		

		GRADUA															
Factors For Consideratio	Total Populatio	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percen	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	1,944	6	0.31%	65	3.34%	77	3.96%	97	4.99 %	1,59?	81.94%	1	0.05%	48	2.47%	57	2.93%
Total Enrollment (1)	3,815	13	0.34%	138	3.62%	171	4.48%	199	5.22 %	3,09?	81.05%	2	0.05%	107	2.80%	93	2.44%
% Difference (5)			-0.03%		-0.27%		-0.52%		-0.23%		0.90%		0.00%		-0.34%		0.49%

Industrial																
ENROLL																
Factors For Consideratio	**Total Populatio**	**Native American Alaskan Native**		**Asi an**		**Bla ck**		**Hispanic**		**Whi te**		**Native Hawaiian**		**Multi Race**		**Unknown Race**
		Count	Percent	Count	Percent	Count	Percent	Count	Percen t	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	1,5 62	17	1.09 %	22	1.41 %	75	4.80 %	63	4.03 %	1,25 5	80.35 %	1	0.06 %	25	1.60 %	10 4	6.66 %
District POP (2)	486,7 34	5,94 1	1.22 %	17,33 1	3.56 %	16,68 8	3.43 %	23,76 6	4.88 %	417,30 3	85.74 %	152	0.03 %	5,55 3	1.14 %		
% Difference (3)			-0.13 %		-2.15 %		1.37 %		-0.85 %		-5.39 %		0.03 %		0.46 %		
** ASIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																
GRADUA TE																
Factors For Consideratio	**Total Populatio**	**Native American Alaskan Native**		**Asi an**		**Bla ck**		**Hispanic**		**Whi te**		**Native Hawaiian**		**Multi Race**		**Unknown Race**
		Count	Percent	Count	Percent	Count	Percent	Count	Percen t	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	195	2	1.03 %	5	2.56 %	6	3.08 %	5	2.56 %	172	88.21 %	0	0.00 %	2	1.03 %	3	1.54 %
Total Enrollment (1)	1,5 62	17	1.09 %	22	1.41 %	75	4.80 %	63	4.03 %	1,25 5	80.35 %	1	0.06 %	25	1.60 %	10 4	6.66 %
% Difference (5)			-0.06 %		1.16 %		-1.72 %		-1.47 %		7.86 %		-0.06 %		-0.57 %		-5.12 %
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **																
** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **																

		Marke																	

ENROLLE																			
Factors For Consideratio	**Total Populatio**	**Native American Alaskan Native**		**Asian**		**Black**		**Hispanic**		**White**		**Native Hawaiian**		**Multi Race**		**Unknown Race**			
		Count	Percent	Count	Percent	Count	Percent	Count	Percen	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Total Enrollment (1)	1,235	9	0.73 %	39	3.16 %	87	7.04 %	68	5.51 %	953	77.17 %	1	0.08 %	23	1.86 %	55	4.45 %		
District POP (2)	486,734	5,941	1.22 %	17,331	3.56 %	16,688	3.43 %	23,766	4.88 %	417,303	85.74 %	152	0.03 %	5,553	1.14 %				
% Difference (3)			-0.49 %		-0.40 %		3.62 %		0.62 %		-8.57 %		0.05 %		0.72 %				

GRADUAT																			
Factors For Consideratio	**Total Populatio**	**Native American Alaskan Native**		**Asian**		**Black**		**Hispanic**		**White**		**Native Hawaiian**		**Multi Race**		**Unknown Race**			
		Count	Percent	Count	Percent	Count	Percent	Count	Percen	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Total Graduates (4)	93	0	0.00 %	4	4.30 %	2	2.15 %	8	8.60 %	75	80.65 %	0	0.00 %	2	2.15 %	2	2.15 %		
Total Enrollment (1)	1,235	9	0.73 %	39	3.16 %	87	7.04 %	68	5.51 %	953	77.17 %	1	0.08 %	23	1.86 %	55	4.45 %		
% Difference (5)			-0.73 %		1.14 %		-4.89 %		3.10 %		3.48 %		-0.08 %		0.29 %		-2.30 %		

**   BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE   **

		S																	

ENROLLMENT

Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	971	11	1.13 %	18	1.85 %	121	12.46 %	84	8.65 %	672	69.21 %	0	0.00 %	32	3.30 %	33	3.40 %
District POP (2)	486,734	5,941	1.22 %	17,331	3.56 %	16,688	3.43 %	23,766	4.88 %	417,302	85.74 %	152	0.03 %	5,553	1.14 %		
% Difference (3)			-0.09 %		-1.71 %		9.03 %		3.77 %		-16.53 %		-0.03 %		2.15 %		

** ASIAN STUDENT POPULATION MAY BE OUT OF COMPLIANCE   **

GRADUATE

Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	178	1	0.56 %	4	2.25 %	18	10.11 %	12	6.74 %	120	67.42 %	0	0.00 %	4	2.25 %	19	10.67 %
Total Enrollment (1)	971	11	1.13 %	18	1.85 %	121	12.46 %	84	8.65 %	672	69.21 %	0	0.00 %	32	3.30 %	33	3.40 %
% Difference (5)			-0.57 %		0.39 %		-2.35 %		-1.91 %		-1.79 %		0.00 %		-1.05 %		7.28 %

** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE   **

** HISPANIC GRADS POPULATION MAY BE OUT
OF COMPLIANCE   **

** MULTI RACE GRADS POPULATION MAY BE OUT OF COMPLIANCE   **

Technical And TV																	

ENROLLEE COMPARISION

Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	674	3	0.45 %	19	2.82 %	24	3.56 %	43	6.38 %	547	81.16 %	1	0.15 %	18	2.67 %	19	2.82 %
District POP (2)	486,734	5,941	1.22 %	17,331	3.56 %	16,688	3.43 %	23,766	4.88 %	417,303	85.74 %	152	0.03 %	5,553	1.14 %		
% Difference (3)			-0.78 %		-0.74 %		0.13 %		1.50 %		-4.58 %		0.12 %		1.53 %		

GRADUATE COMPARISION

Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	72	0	0.00 %	3	4.17 %	2	2.78 %	2	2.78 %	62	86.11 %	0	0.00 %	3	4.17 %	0	0.00 %
Total Enrollment (1)	674	3	0.45 %	19	2.82 %	24	3.56 %	43	6.38 %	547	81.16 %	1	0.15 %	18	2.67 %	19	2.82 %
% Difference (5)			-0.45 %		1.35 %		-0.78 %		-3.60 %		4.95 %		-0.15 %		1.50 %		-2.82 %

** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE   **

Compliance Indicator
IB - Program Areas

ALL PROGRAMS							
ENROLLEE COMPARISION							
Factors For Consideration	**Total Population**	**Female**		**Disabled**		**Minority**	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	16,542	9,022	54.54 %	1,200	7.25 %	3,148	19.03%
District POP (2)	486,734	239,675	49.24 %	37,900	7.79 %	69,431	14.26%
% Difference (3)			5.30 %		-0.53 %		4.77%
GRADUATE COMPARISION							
Factors For Consideration	**Total Population**	**Female**		**Disabled**		**Minority**	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	3,196	2,113	66.11 %	175	5.48 %	470	14.71%
Total Enrollment (1)	16,542	9,022	54.54 %	1,200	7.25 %	3,148	19.03%
% Difference (5)			11.57 %		-1.78 %		-4.32%
** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

Agriculture							
ENROLLEE COMPARISION							
Factors For Consideration	**Total Population**	**Female**		**Disabled**		**Minority**	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	594	353	59.43 %	29	4.88 %	65	10.94%
District POP (2)	486,734	239,675	49.24 %	37,900	7.79 %	69,431	14.26%
% Difference (3)			10.19 %		-2.90 %		-3.32%
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISION							
Factors For Consideration	**Total Population**	**Female**		**Disabled**		**Minority**	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	92	74	80.43 %	4	4.35 %	3	3.26%
Total Enrollment (1)	594	353	59.43 %	29	4.88 %	65	10.94%
% Difference (5)			21.01 %		-0.53 %		-7.68%
** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

Business							
ENROLLEE COMPARISION							
Factors For Consideration	**Total Population**	**Female**		**Disabled**		**Minority**	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	4,504	2,397	53.22 %	354	7.86 %	924	20.52%
District POP (2)	486,734	239,675	49.24 %	37,900	7.79 %	69,431	14.26%
% Difference (3)			3.98 %		0.07 %		6.25%
GRADUATE COMPARISION							
Factors For Consideration	**Total Population**	**Female**		**Disabled**		**Minority**	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	408	211	51.72 %	34	8.33 %	61	14.95%
Total Enrollment (1)	4,504	2,397	53.22 %	354	7.86 %	924	20.52%
% Difference (5)			-1.50 %		0.47 %		-5.56%
** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE ** ** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

Family & Consumer Ed							
ENROLLEE COMPARISION							
Factors For Consideration	**Total Population**	**Female**		**Disabled**		**Minority**	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	737	606	82.23 %	77	10.45 %	201	27.27%
District POP (2)	486,734	239,675	49.24 %	37,900	7.79 %	69,431	14.26%
% Difference (3)			32.98 %		2.66 %		13.01%
GRADUATE COMPARISION							
Factors For Consideration	**Total Population**	**Female**		**Disabled**		**Minority**	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	115	92	80.00 %	17	14.78 %	14	12.17%
Total Enrollment (1)	737	606	82.23 %	77	10.45 %	201	27.27%
% Difference (5)			-2.23 %		4.33 %		-15.10%
** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

General Ed								
ENROLLEE COMPARISION								
Factors For Consideration	**Total Population**	**Female**		**Disabled**		**Minority**		
		Count	Percent	Count	Percent	Count	Percent	
Total Enrollment (1)	1,821	1,036	56.89 %	129	7.08 %	418	22.95%	
District POP (2)	486,734	239,675	49.24 %	37,900	7.79 %	69,431	14.26%	
% Difference (3)			7.65 %		-0.70 %		8.69%	
GRADUATE COMPARISION								
Factors For Consideration	**Total Population**	**Female**		**Disabled**		**Minority**		
		Count	Percent	Count	Percent	Count	Percent	
Total Graduates (4)	19	8	42.11 %	0	0.00 %	3	15.79%	
Total Enrollment (1)	1,821	1,036	56.89 %	129	7.08 %	418	22.95%	
% Difference (5)			-14.79 %		-7.08 %		-7.16%	

** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE   **

** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **

** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **

Graphics							
ENROLLEE COMPARISION							
Factors For Consideration	**Total Population**	**Female**		**Disabled**		**Minority**	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	629	330	52.46 %	74	11.76 %	106	16.85%
District POP (2)	486,734	239,675	49.24 %	37,900	7.79 %	69,431	14.26%
% Difference (3)			3.22 %		3.98 %		2.59%
GRADUATE COMPARISION							
Factors For Consideration	**Total Population**	**Female**		**Disabled**		**Minority**	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	80	48	60.00 %	8	10.00 %	10	12.50%
Total Enrollment (1)	629	330	52.46 %	74	11.76 %	106	16.85%
% Difference (5)			7.54 %		-1.76 %		-4.35%
** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

Health							
ENROLLEE COMPARISION							
Factors For Consideration	**Total Population**	**Female**		**Disabled**		**Minority**	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	3,815	3,058	80.16 %	193	5.06 %	630	16.51%
District POP (2)	486,734	239,675	49.24 %	37,900	7.79 %	69,431	14.26%
% Difference (3)			30.92 %		-2.73 %		2.25%
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISION							
Factors For Consideration	**Total Population**	**Female**		**Disabled**		**Minority**	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	1,944	1,541	79.27 %	68	3.50 %	294	15.12%
Total Enrollment (1)	3,815	3,058	80.16 %	193	5.06 %	630	16.51%
% Difference (5)			-0.89 %		-1.56 %		-1.39%
** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

Industrial							
ENROLLEE COMPARISON							
Factors For Consideration	**Total Population**	**Female**		**Disabled**		**Minority**	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	1,562	70	4.48 %	94	6.02 %	203	13.00%
District POP (2)	486,734	239,675	49.24 %	37,900	7.79 %	69,431	14.26%
% Difference (3)			-44.76 %		-1.77 %		-1.27%
** FEMALE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	**Total Population**	**Female**		**Disabled**		**Minority**	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	195	9	4.62 %	17	8.72 %	20	10.26%
Total Enrollment (1)	1,562	70	4.48 %	94	6.02 %	203	13.00%
% Difference (5)			0.13 %		2.70 %		-2.74%
** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

Marketing							
ENROLLEE COMPARISON							
Factors For Consideration	**Total Population**	**Female**		**Disabled**		**Minority**	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	1,235	671	54.33 %	92	7.45 %	227	18.38%
District POP (2)	486,734	239,675	49.24 %	37,900	7.79 %	69,431	14.26%
% Difference (3)			5.09 %		-0.34 %		4.12%
GRADUATE COMPARISON							
Factors For Consideration	**Total Population**	**Female**		**Disabled**		**Minority**	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	93	53	56.99 %	6	6.45 %	16	17.20%
Total Enrollment (1)	1,235	671	54.33 %	92	7.45 %	227	18.38%
% Difference (5)			2.66 %		-1.00 %		-1.18%
** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

Service						
ENROLLEE COMPARISION						
Factors For Consideration	**Total Population**	**Female**		**Disabled**		**Minority**
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	971	422	43.46 %	103	10.61 %	266	27.39%
District POP (2)	486,734	239,675	49.24 %	37,900	7.79 %	69,431	14.26%
% Difference (3)			-5.78 %		2.82 %		13.13%
** FEMALE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **						
GRADUATE COMPARISION						
Factors For Consideration	**Total Population**	**Female**		**Disabled**		**Minority**
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	178	66	37.08 %	13	7.30 %	39	21.91%
Total Enrollment (1)	971	422	43.46 %	103	10.61 %	266	27.39%
% Difference (5)			-6.38 %		-3.30 %		-5.48%
** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **						
** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **						
** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **						

Technical And TV							
ENROLLEE COMPARISION							
Factors For Consideration	**Total Population**	**Female**		**Disabled**		**Minority**	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	674	79	11.72 %	55	8.16 %	108	16.02%
District POP (2)	486,734	239,675	49.24 %	37,900	7.79 %	69,431	14.26%
% Difference (3)			-37.52 %		0.37 %		1.76%
** FEMALE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISION							
Factors For Consideration	**Total Population**	**Female**		**Disabled**		**Minority**	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	72	11	15.28 %	8	11.11 %	10	13.89%
Total Enrollment (1)	674	79	11.72 %	55	8.16 %	108	16.02%
% Difference (5)			3.56 %		2.95 %		-2.13%
** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **							

Compliance Indicator II - Sex

ENROLLEE COMPARISION							
Factors For Consideration	**Total Population**	**Female**		**Male**		**Unknown Sex**	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	16,542	9,022	54.54 %	7,516	45.44 %	4	0.02 %
District POP (2)	486,734	239,675	49.24 %	247,061	50.76 %	(2)	0.00 %
% Difference (3)			5.30 %		-5.32 %		

GRADUATE COMPARISION							
Factors For Consideration	**Total Population**	**Female**		**Male**		**Unknown Sex**	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (5)	3,010	1,980	65.78 %	1,030	34.22 %	0	0.00 %
Total Enrollment (1)	16,542	9,022	54.54 %	7,516	45.44 %	4	0.02 %
% Difference (6)			11.24 %		-11.22 %		

Compliance Indicator III

Disabled

ENROLLEE COMPARISION			
Factors For Consideration	**Total Population**	**Disabled**	
		Count	Percent
Total Enrollment (1)	12,631	985	7.80 %
Working Age Population (2)	486,734	37,900	7.79 %
% Difference (3)			0.01 %

GRADUATE COMPARISION			
Factors For Consideration	**Total Population**	**Disabled**	
		Count	Percent
Total Graduates (5)	345	12	3.48 %
Total Enrollment (1)	12,631	985	7.80 %
% Difference (6)			-4.32 %

Madison College Students with Disabilities

- 3.48% — TOTAL GRADUATES
- 7.80% — TOTAL ENROLLMENT
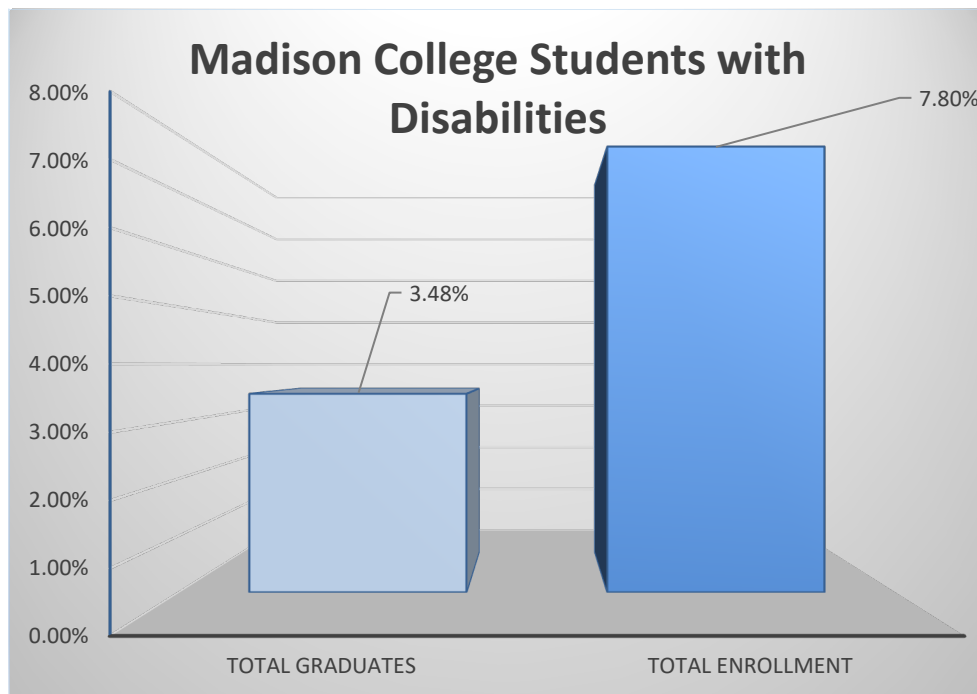
Client Compliance Indicator IV
Limited English Proficiency (LEP)

ENROLLEE COMPARISION			
Factors For Consideration	**Total Population**	**LEP**	
		Count	Percent
Total Enrollment (1)	12,631	276	2.19 %
Adult POP (2)	486,734	19,825	4.07 %
% Difference (3)			-1.89 %
Quotient (4)			0.54

Difference = 238.47

Standard Deviation = 44.43

*** ENROLLMENT LEP POPULATION MAY BE OUT OF COMPLIANCE ***

GRADUATE COMPARISION			
Factors For Consideration	**Total Population**	**LEP**	
		Count	Percent
Total Graduates (5)	345	2	0.58 %
Total Enrollment (1)	12,631	276	2.19 %
% Difference (6)			-1.61 %
Quotient (7)			0.27

Difference = 5.54

Standard Deviation = 5.43

*** GRADUATE LEP POPULATION MAY BE OUT OF COMPLIANCE ***

COMPLIANCE INDICATOR V
Staff Accounting System

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	1,008	579	57.44%	18	1.79%	177	17.56%	10	0.99%	37	3.67%	61	6.05%	62	6.15%	2	0.20%	5	0.50%	38	3.77%
Work Force (2)	404,608	195,908	48.42%	20,322	5.02%	55,160	13.63%	1,485	0.37%	15,657	3.87%	11,974	2.96%	19,252	4.76%	76	0.02%	6,715	1.66%	N/A	N/A
% Difference (3)			9.02%		-3.24%		3.93%		0.63%		-0.20%		3.09%		1.39%		0.18%		-1.16%		
Quotient (4)			1.19		0.36		1.29		2.70		0.95		2.04		1.29		10.56		0.30		
Female Difference (5)	90.93																				
Racial Difference (6)	39.58																				

** DISABILITY ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE **

** MULTI RACIAL ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE **

ADMINISTRATIVE																						
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	96	42	43.75%	1	1.04%	18	18.75%	3	3.13%	2	2.08%	10	10.42%	3	3.13%	0	0.00%	0	0.00%	6	6.25%
Work Force (2)	42,299	18,054	42.68%	1,845	4.36%	3,485	8.24%	148	0.35%	1,287	3.04%	659	1.56%	919	2.17%	0	0.00%	454	1.07%	N/A	N/A
% Difference (3)			1.07%		-3.32%		10.51%		2.78%		-0.96%		8.86%		0.95%		0.00%		-1.07%		
Quotient (4)			1.03		0.24		2.28		8.93		0.68		6.69		1.44		0.00		0.00		
Female Difference (5) = 1.03																					
Racial Difference (6) = 10.09																					
** DISABLED ADMINISTRATIVE POPULATION MAY BE OUT OF COMPLIANCE ** ** MULTI RACIAL ADMINISTRATIVE POPULATION MAY BE OUT OF COMPLIANCE **																					

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	54	26	48.15%	0	0.00%	8	14.81%	0	0.00%	2	3.70%	3	5.56%	3	5.56%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	23,919	16,845	70.43%	842	3.52%	1,415	5.92%	26	0.11%	327	1.37%	635	2.65%	354	1.48%	0	0.00%	65	0.27%	N/A	N/A
% Difference (3)			-22.28%		-3.52%		8.90%		-0.11%		2.34%		2.90%		4.08%		0.00%		-0.27%		
Quotient (4)			0.68		0.00		2.50		0.00		2.71		2.09		3.75		0.00		0.00		

PROFESSIONAL NONFACULTY

Female Difference (5) = 12.03

Racial Difference (6) = 4.81

** FEMALE PROFESSIONAL NONFACULTY POPULATION MAY BE OUT OF COMPLIANCE   **

** DISABLED PROFESSIONAL NONFACULTY POPULATION MAY BE OUT OF COMPLIANCE   **

CLERICAL/SECRETARIAL																							
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	192	166	86.46%	4	2.08%	30	15.63%	2	1.04%	7	3.65%	6	3.13%	14	7.29%	1	0.52%	0	0.00%	6	3.13%
Work Force (2)	30,113	25,995	86.32%	1,873	6.22%		7.61%	28	0.09%	420	1.39%	656	2.18%	659	2.19%	1	0.00%	511	1.70%	N/A	N/A
% Difference (3)			0.13%		-4.14		8.01%		0.95%		2.25%		0.95%		5.10%		0.52%		-1.70%		
Quotient (4)			1.00		0.33		2.05		11.20		2.61		1.43		3.33		156.84		0.00		

Female Difference (5) = .26

Racial Difference (6) = 15.39

**   DISABLED CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE   **

**   MULTI RACIAL CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE   **

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	167	103	61.68%	1	0.60%	20	11.98%	3	1.80%	5	2.99%	5	2.99%	7	4.19%	0	0.00%	0	0.00%	4	2.40%
Work Force (2)	15,059	7,324	48.64%	570	3.79%	1,670	11.09%	23	0.15%	721	4.79%	218	1.45%	446	2.96%	0	0.00%	280	1.86%	N/A	N/A
% Difference (3)			13.04%		-3.19%		0.89%		1.64%		-1.79%		1.55%		1.23%		0.00%		-1.86%		
Quotient (4)			1.27		0.16		1.08		11.76		0.63		2.07		1.42		0.00		0.00		

Female Difference (5) = 21.78

Racial Difference (6) = 1.48

** DISABLED TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE **

** ASIAN AMERICAN TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE **

** MULTI RACIAL TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE **

		SERVICE/MAINTENANCE																			

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	81	18	22.22%	0	0.00%	11	13.58%	2	2.47%	1	1.23%	6	7.41%	2	2.47%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	39,688	19,828	49.96%	3,683	9.28%	6,886	17.35%	197	0.50%	909	2.29%	1,349	3.40%	3,707	9.34%	0	0.00%	709	1.79%	N/A	N/A
% Difference (3)			-27.74%		-9.28%		-3.77%		1.97%		-1.06%		4.01%		-6.87%		0.00%		-1.79%		
Quotient (4)			0.44		0.00		0.78		4.97		0.54		2.18		0.26		0.00		0.00		

Female Difference (5) = 22.47

Racial Difference (6) = 3.05

** FEMALE SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE   **

** DISABLED SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE   **

** RACE/ETHNIC SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE   **

** ASIAN AMERICAN SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE   **

** HISPANIC SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE   **

** MULTI RACIAL SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE   **

Date Completed:

Fiscal Year: 2017-18
District: Madison Area Technical College

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American		Asian		Black		Hispanic		Pacific		Multi Racial		Unknown	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	454	241	53.08%	1	0.22%	58	12.78%	3	0.66%	15	3.30%	18	3.96%	22	4.85%	0	0.00%	0	0.00%	22	4.85%
Work Force (2)	9,795	4,461	45.54%	376	3.84%	3,229	32.97%	14	0.14%	1,923	19.63%	477	4.87%	625	6.38%	0	0.00%	190	1.94%	N/A	N/A
% Difference (3)			7.54%		-3.62%		-20.19%		0.52%		######		-0.91%		-1.53%		0.00%		-1.94%		
Quotient (4)			1.17		0.06		0.39		4.62		0.17		0.81		0.76		0.00		0.00		
Female Difference (5)	34.23																				
Racial Difference (6)	91.66																				

**** DISABILITY FACULTY POPULATION MAY BE OUT OF COMPLIANCE ****

**** RACE/ETHNIC FACULTY POPULATION MAY BE OUT OF COMPLIANCE ****

**** ASIAN AMERICAN FACULTY POPULATION MAY BE OUT OF COMPLIANCE ****

**** HISPANIC FACULTY POPULATION MAY BE OUT OF COMPLIANCE ****

**** MULTI RACIAL FACULTY POPULATION MAY BE OUT OF COMPLIANCE ****