

Equal Opportunity/ Affirmative Action Five Year Plan 2024-2029



WAUKESHA
COUNTY TECHNICAL
COLLEGE

800 Main Street
Pewaukee, Wisconsin 53072
www.wctc.edu

Table of Contents

Introduction.....	3
Equal Opportunity/Affirmative Action Goals.....	4
Section I.....	5
Equal Opportunity/Affirmative Action Policy Statements.....	5
Administrative Policy COMP-601.....	6
Section II.....	14
Distribution of Equal Opportunity/Affirmative Action Information.....	14
Section III.....	15
Workforce Demographics and Goals.....	15
Section IV.....	18
Employment Programs and Affirmative Action Initiatives.....	18
Section V.....	20
Student Demographics and Initiatives.....	20
Section VI.....	25
Wisconsin Technical College System Annual Updates.....	25
Appendix A.....	26
Employment Category Definitions.....	26

Introduction

The College is committed to the concept and practice of equal opportunity and affirmative action in all aspects of employment and education. This Affirmative Action Plan is designed to satisfy the College's Equal Employment Opportunity/Affirmative Action responsibilities under Executive Order 11246, as amended, Title VII of the Civil Rights Act of 1964, Section 503 of the Rehabilitation Act of 1973, Section 4212 of the Vietnam Veterans Readjustment Assistance Act of 1974, various state of Wisconsin statutes and codes and various other related rules and regulations.

In developing and implementing this plan, the College has undertaken an analysis of its policies and practices with a view toward enhancing equal employment opportunity without regard to any status protected by applicable state or federal law. This plan is adopted in reliance on the Equal Employment Opportunity Commission's Affirmative Action Guidelines as well as those of the Office of Federal Contract and Compliance Programs. This Affirmative Action Plan does not create any rights for any person or entity and is not developed nor intended to be used as a vehicle to sanction the unlawful discriminatory treatment of any group or individual.

Sincerely,

A handwritten signature in black ink, appearing to read "R. G. Barnhouse", with a long horizontal flourish extending to the right.

Richard G. Barnhouse
President & CEO
Waukesha County Technical College

Equal Opportunity/Affirmative Action Goals

July 1, 2024-June 30, 2029

Waukesha County Technical College (WCTC) is committed to the Wisconsin Technical College System (WTCS) Board statewide affirmative action efforts, equal employment opportunity policies, and commitment to diversity, equity, and inclusion. WCTC will implement an Equal Opportunity/Affirmative Action program that will:

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

Section I

Equal Opportunity/Affirmative Action Policy Statements

Policy Statements:

WCTC has reviewed and updated our Equal Employment Opportunity/Affirmative Action Discrimination/Harassment/Retaliation policy statement and complaint procedure. The updated policy and procedure include:

- A. The identification of specific EEO/AA laws and executive orders that apply to the district.
- B. A statement about equal opportunity, as required in Chapter 38, Wis. Stats. and the Wisconsin Fair Employment Law (Sec. 111.31-111.395, Wis. Stats.).
- C. Affirmative Action is required for women, racial/ ethnic minorities, and persons with disabilities throughout the district in educational programs and job categories.
- D. Affirmative Action will be implemented in all employment practices including but not limited to: recruitment, hiring, transfers, promotions, training, layoffs, terminations, retention, certification, testing and committee appointments.
- E. Harassment by employees or students on the basis of race, color, sex, national origin, age, disability or other protected status is an unlawful practice and is prohibited.
- F. A procedure to process complaints, including the title, telephone number and address of the appropriate person(s) with whom to file the complaint and where copies of the procedures are available and/or can be obtained.
- G. A statement that reasonable accommodations for persons with disabilities will be made to assure access to programs, employment, and facilities.
- H. A statement committing the district to providing services to students in a non-discriminatory manner and that the educational climate will be conducive to, and supportive of, cultural and ethnic diversity.
- I. WCTC certifies that vendors and suppliers of services do not discriminate, and that the policy of the district will be to encourage purchase of services and/or products from women, minority, and disabled business owners.
- J. The district will provide reasonable accommodations to employees for religious observances and practices.

ADMINISTRATIVE POLICY-COMPLIANCE EQUAL OPPORTUNITY, HARASSMENT, DISCRIMINATION, AND RETALIATION COMP 601

The Director of Cultural Engagement & Compliance serves as the Title IX Coordinator and oversees implementation of WCTC's policy prohibiting sexual harassment and sex discrimination and its related investigation and resolution procedure. The Title IX Coordinator chairs the Title IX Committee, and acts with independence and authority free of conflicts of interest or bias. To raise a concern involving the Title IX Coordinator, contact the Chief Culture & Compliance Officer. To raise a concern involving the Vice President of Human Resource Services or the Vice President for Student Services, contact the WCTC President. To raise concerns with other administrators, contact the Title IX Coordinator.

Inquiries about, and reports regarding, this policy and procedure may be made internally to:

Director, Cultural Engagement & Compliance

C-125

262.691.5082

compliance@wctc.edu

Dean of Students (Students)

C-121

262.691.5295

Director, Talent Strategy (Employees)

C-217G

262.691.5223

Inquiries may be made externally to:

Office for Civil Rights (OCR)

U.S Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-1100

Customer Service Hotline: 1-800-421-3481

Fax: 202-453-6012

TDD: 877-521-2172

E-mail: OCR@ed.gov

Website: <http://www.ed.gov/ocr>

Local inquiries can be made to:

Equal Employment Opportunity Commission (EEOC) Contact:

<http://www.eeoc.gov>

Reuss Federal Plaza

310 West Wisconsin Avenue, Suite 500

Milwaukee, WI 53203-2292

Phone: 1-800-669-4000

Fax: 414-297-4133

TTY: 1-800-669-6820

ASL Video Phone: 844-234-5122

Wisconsin Department of Workforce Development Division of

Equal Rights

Contact: erinfo@dwd.wisconsin.gov

819 N 6th Street Room 723

Milwaukee, WI 53203

Phone: 414-227-4384

Fax: 414-227-4084

TTY: 414-227-4081

Jurisdiction:

This policy applies to behaviors that take place on any WCTC campus, at WCTC sponsored events, and at WCTC supervised programs or functions. WCTC may also take appropriate actions against individuals for conduct occurring in other settings, including off-campus, if the Director determines that the conduct affects a substantial WCTC interest. A substantial WCTC interest is defined to include:

- Any action that constitutes a criminal offense as defined by law. This includes, but is not limited to, single or repeat violations of any local, state or federal law;
- Any situation where it appears that the responding party may present a danger, or threat to the health or safety of self or others;
- Any situation that significantly impinges upon the rights, property, or achievements of self or others, or significantly breaches the peace and/or causes social disorder;
- Any situation that is detrimental to the educational or workplace interests of WCTC.

Any online postings, or other electronic communication by students or employees, including cyber-bullying, cyber-stalking, cyber-harassment, etc. occurring completely outside of WCTC's control (e.g. not on WCTC's networks, websites, or between e-mail accounts) will only be subject to this policy when those online behaviors can be shown to cause a substantial on-campus disruption.

Off-campus discriminatory or harassing speech by employees may be regulated by WCTC only when such speech is made in an employee's official or work-related capacity.

1. Statement on Equal Employment Opportunity

The College will provide equal opportunity in all of its employment practices to all persons without unlawful discrimination on the basis of political affiliation, age, race, color, national origin, ancestry, citizenship, genetic information, religion, disability, sex, sexual orientation, gender identity, gender expression, marital status, parental status, pregnancy, arrest or conviction record, membership in any reserve component of the armed forces, or use or non-use of lawful products off College premises during nonworking hours, or any other status protected by applicable state or federal law.

Statement on Equal Educational Opportunity

The College will provide equal educational opportunities to all students and applicants for admission without unlawful discrimination on the basis of political affiliation, age, race, color, national origin, ancestry, citizenship, genetic information, religion, disability, sex, sexual orientation, gender identity, gender expression, marital status, parental status, pregnancy, membership in any reserve component of the armed forces, or any other status protected by applicable state or federal law. This concept of equal educational opportunity serves as a guide for the District Board and the staff in making decisions relating to selection of educational equipment, materials and regulations affecting students and College facilities. The lack of English-speaking skills is not a barrier for admission to the College or its programs.

2. Statement Prohibiting Discrimination and Harassment

It is the policy of the College to maintain an academic and work environment free of illegal discrimination or harassment for students, faculty, and staff. Discrimination and harassment are contrary to the standards of the College's community; they diminish individual dignity and impede equal employment and educational opportunities. Thus, the College prohibits discrimination or harassment based on any status protected by applicable state or federal law. This policy is intended to cover discrimination and harassment based on any protected characteristic other than sex, sexual orientation, gender identity and gender expression.

No employee or student at the College should have to tolerate discrimination or harassment from any vendor or other person doing business with the College or others with whom they come in contact while the College's functions. The College is committed to taking appropriate action, to the extent practical, to protect and assist each

person from discrimination or harassment by vendors or third parties.

The College's Sexual Harassment and Sex Discrimination Policy (COMP 602) and accompanying Procedure (COMP 602-01) cover discrimination and harassment based on sex, sexual orientation, gender identity and gender expression.

Discrimination and harassment are defined to include verbal and/or physical conduct that is based upon a protected status that:

- a. Adversely affects a term or condition of an individual's employment, education, or participation in a college activity;
- b. Is used as the basis for a factor in decisions affecting that individual's employment, education, or participation in a college activity; or
- c. Has the purpose or effect of unreasonably interfering with an individual's employment or education performance or creating an intimidating, hostile, offensive, or abusive environment for that individual's employment, education, or participation in a college activity.

Discrimination and harassment can arise from a broad range of physical or verbal behavior (by employees, students, outside contractors, or other individuals), which can include, but is not limited to, the following:

- Physical or mental abuse;
- Racial, ethnic or religious insults, slurs, jokes, or stories;
- Displays or distribution of offensive posters, calendars, or materials;
- Communicating via e-mail any discriminatory messages, videos, photos, or other materials

This is a serious issue not just for the college, but for everyone. An employee or supervisor may be held individually liable as a harasser, subject to the same penalties which may be imposed upon employers under state and federal law, and will be subject to discipline, up to and including termination. Students may be subject to claims by fellow students or staff for their conduct, as well as subject to college discipline, including expulsion or suspension. It is the responsibility of administration, supervisors, employees, and all students to ensure that these prohibited activities do not occur. Further, any individual who retaliates against another individual because he or she made a report of discrimination or harassment or participated in an investigation of a claim of discrimination or harassment, is subject to immediate discipline, up to and including suspension or expulsion.

It is suggested that, if the individual is comfortable doing so, he or she first speak to the person who has engaged in the inappropriate behavior. Explain that the conduct is unwelcome. If the result is not satisfactory or if the individual is not comfortable speaking to the person who has engaged in the inappropriate conduct directly, he or she should notify one of the appropriate people listed above as soon as possible. It is important to inform College officials about the inappropriate conduct as soon as possible to expedite a remedy to the problem. Please retain any notes, letters or other written material that relate to the complaint.

3. Other Offenses

In addition to the forms of discrimination and harassment described above, the following behaviors are also prohibited as forms of discrimination when the act is based upon the reporting party's actual or perceived membership in a protected class.

- a. Threatening or causing physical harm, extreme verbal abuse, or other conduct which threatens or endangers the health or safety of any person;
- b. Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another;
- c. Hazing, defined as acts likely to cause physical or psychological harm or social ostracism to any person within the College community, when related to the admission, initiation, pledging, joining, or any other group-affiliation activity; and

- d. Bullying, defined as repeated and/or severe aggressive behavior that is likely to intimidate or intentionally hurt, control, or diminish another person, physically or mentally, and that is not speech or conduct otherwise protected by the 1st Amendment.

4. Statement on Accommodation of Disabilities (Students)

The College strives to assure that no qualified person with a disability shall, solely by reason of that disability, be denied access to, participation in, or the benefits of any program or activity operated by WCTC. Each such qualified person shall receive reasonable accommodations to provide equally effective access to education opportunities, programs, and activities unless provision of such an accommodation would constitute an undue hardship on the College, would substantially alter the essential elements of the academic program or course of study, or would otherwise compromise academic standards.

Students seeking disability-related accommodations should contact the Director of Student Accessibility and/or Disability/Transition Specialists. Students requesting disability-related accommodations may be required to provide current and adequate documentation of their disability. The Director of Student Accessibility or Disability/Transition Specialist will review the disability documentation and need for requested accommodation(s) and determine what, if any, reasonable accommodations the College can provide. Please be aware that some auxiliary aids may take up to a semester to plan for.

Transition Services are provided by WCTC's Director of Student Accessibility and Disability/Transition Specialists. The purpose is to assist high school students with disabilities that are considering or have decided to come to WCTC. Services provided include vocational counseling, campus orientation, assistance with the application process, registration, and assistance with campus support services.

Statement on Accommodation of Disabilities (Employees)

The College is committed to complying fully with applicable federal, state, and local laws by ensuring equal opportunity in employment for qualified persons with disabilities. The College prohibits discrimination against any qualified employees or applicants because they are related to or associated with a person with a disability.

In accordance with these laws, the College will provide reasonable accommodations to qualified individuals with disabilities so that they may perform the essential functions of their jobs, unless doing so would impose an undue hardship on the College. Any qualified individual with a disability may make a request for reasonable accommodation to the HR Department. Employees requesting disability-related accommodations may be required to provide current and adequate documentation of their disability. The HR Department will review the disability documentation and need for requested accommodation(s) and determine what, if any, reasonable accommodations the College can provide. Cooperation is expected in the event any employee is asked to assist in the accommodation afforded another employee under this policy.

5. Statement on Affirmative Action

WCTC will take affirmative action to ensure that all individuals have equal employment and educational opportunities.

While the development and monitoring of the affirmative action program is primarily the responsibility of the Affirmative Action Officer (the Chief Culture & Compliance Officer), the support of every employee, student and recipient of college services is required to assure an environment conducive to the success of the program.

6. Statement on Reporting Relationships-Employment of Relatives

The College may employ qualified relatives of other employees but will not do so if a supervisory and employee reporting relationship is required.

7. Statement on Retaliation

Retaliation is defined as any adverse action taken against a person because he or she engaged in protected activity. Retaliation against an individual for alleging discrimination or harassment, or for filing, testifying, assisting, or participating in any investigation or proceeding involving such allegations is a serious violation of WCTC policy. Acts of alleged retaliation should be reported immediately to the Director of Cultural Engagement & Compliance and will be promptly investigated. WCTC is prepared to take appropriate steps to protect individuals who fear that they may be subjected to retaliation.

Examples of Retaliation:

- a. A faculty member complains of gender inequity in pay within her department; the Department Chair then revokes his prior approval allowing her to attend a national conference, citing the faculty member's tendency to "ruffle feathers."
- b. A student from Organization A participates in a sexual harassment hearing against the responding individual – also a member of Organization A; the student is subsequently removed as a member of Organization A because he participated in the hearing.

8. Statement on Confidentiality and Reporting of Offenses

Except as noted herein, all WCTC employees are expected to promptly report actual or suspected discrimination, harassment, and retaliation to appropriate officials. To make informed choices, it is important to be aware of confidentiality and mandatory reporting requirements when consulting campus resources. On campus, some resources may maintain confidentiality – meaning they are not required to report actual or suspected discrimination, harassment, or retaliation to appropriate College officials – thereby offering options and advice without any obligation to inform an outside agency or campus official unless a reporting party has requested information to be shared. The following describes the reporting options at WCTC:

Confidential Reporting

If a reporting party would like the details of an incident to be kept confidential, the reporting party may speak with:

- a. On-campus licensed professional counselors and staff
- b. Off-campus (non-employees):
 - i. Licensed professional counselors
 - ii. Local rape crisis counselors
 - iii. Domestic violence resources
 - iv. Local or state assistance agencies
 - v. Clergy/Chaplains
 - vi. Employee Assistance Program (employees and work study students only)

Campus counselors and the Employee Assistance Program are available to help free of charge and can be seen on an emergency basis during normal business hours. WCTC employees listed above will submit anonymous statistical information for Clery Act purposes unless they believe it would be harmful to their client or patient.

Formal Reporting Options

All WCTC employees have a duty to report unless they fall under the "Confidential Reporting" section above. Employees must promptly share all details of the reports they receive with the Director. Generally, climate surveys, classroom writing assignments or discussions, human subject's research, or events such as *Denim Day & Awareness Walk* do not provide notice that must be reported to the Director of Cultural Engagement & Compliance by employees, unless the reporting party clearly indicates that they wish a report to be made.

If a reporting party does not wish for their name to be shared, does not wish for an investigation to take place, or does not want to pursue a formal resolution, the reporting party may make such a request to the Director, Cultural

Engagement & Compliance who will evaluate that request in light of the duty to ensure the safety of the campus and comply with federal law. WCTC retains the right to investigate regarding allegations of discrimination, harassment, or retaliation even if the reporting party indicates they do not wish for an investigation to take place. Note that WCTC's ability to remedy and respond to a reported incident may be limited if the reporting party does not wish for their name to be shared or does not want to pursue a formal resolution.

Formal reporting still affords privacy to the reporter, and only a small group of officials who need to know will be told, including but not limited to the Director of Cultural Engagement & Compliance, Dean of Students (Students), Director of Talent Strategy (Employees), Vice President for Student Services, Vice President for Human Resource Services, Behavioral Intervention/CARE Team, and Campus Security. Information will be shared as necessary with investigators, witnesses, and the responding party. The circle of people with this knowledge will be kept as tight as possible to preserve a reporting party's rights and privacy. Additionally, anonymous reports can be made by victims and/or third parties using the online reporting form posted at [Discrimination, Harassment, Retaliation, & Sexual Misconduct Complaint Form](#). Note that these anonymous reports may prompt a need for the institution to investigate.

Failure of a non-confidential employee, as described in this section, to report an incident or incidents of discrimination, harassment, or retaliation of which they become aware is a violation of WCTC policy which may result in disciplinary action, up to and including discharge.

9. False Allegations

Deliberately false and/or malicious allegations or reports under this policy, as opposed to allegations which, even if erroneous, are made in good faith, are a serious offense and will be subject to appropriate disciplinary action, up to and including expulsion or discharge.

10. Amnesty for Victims

The Student Development and Human Resource Services Offices may provide amnesty to victims who may be hesitant to report to WCTC officials because they fear that they themselves may be accused of minor policy violations, such as underage drinking, that occurred at the time of the incident. In this situation, an alternative outcome may be that educational options will be explored.

For Those Who Offer Assistance:

To encourage students to offer help and assistance to others, the Dean of Students, may provide amnesty to students who offer help to others in need for minor violations, such as underage drinking, that occurred at the time of the incident. In this situation, an alternative outcome may be that educational options will be explored.

For Those Who Report Serious Violations:

The Student Development and Human Resource Services Offices may also offer amnesty to students who are engaged in minor violations but who choose to bring related serious violations by others to the attention of WCTC. In this situation, an alternative outcome may be that educational options will be explored.

Abuse of amnesty requests by any person may result in a decision by the Dean of Students not to extend amnesty to that person repeatedly.

Safe Harbor:

WCTC has a Safe Harbor rule for students. WCTC believes that students who have a drug and/or addiction problem deserve help. If any WCTC student brings their own use, addiction, or dependency to the attention of WCTC officials, outside the threat of drug tests or conduct sanctions, and seeks assistance, a conduct complaint will not be pursued. A written action plan may be used to track cooperation with the Safe Harbor program by the student.

Failure to follow the action plan will nullify the Safe Harbor protection and campus conduct proceedings will be initiated. This Safe Harbor rule shall not prevent WCTC from investigating complaints of discrimination or harassment brought against a student and issuing disciplinary action based on the results of that investigation.

11. Parental Notification

WCTC reserves the right to notify the parents/guardians of dependent students regarding any conduct situation, particularly alcohol and other drug violations. WCTC may also notify parents/guardians of non-dependent students who are under the age of 21 of alcohol and/or other drug violations. Parental notification may also be utilized discretionarily by administrators when permitted by Federal Education Rights and Privacy Act (FERPA) or consent of the student.

12. Statement on Vendor & Supplier Purchasing

The district certifies that vendors and suppliers of services do not discriminate, and that the policy of the district will be to encourage the purchase of services and/or products from women, minorities, and disabled business owners.

See Board Policy 3.3 Staff Treatment See Wisconsin Statutes 38.23

See Wisconsin Administrative Code Chapter TCS 6

See Administrative Procedure – Compliance COMP-601-01 Equal Opportunity, Harassment, and Discrimination

See Administrative Policy – Student STU-400 Student Rights

See Administrative Policy – Student STU-500 Accommodation of Student Religious Beliefs

See Administrative Procedure – STU 500-01 Accommodation of Student Religious Belief

See Administrative Policy – Compliance COMP-601 Equal Opportunity, Harassment, and Discrimination

See Administrative Procedure – COMP-601-01 Equal Opportunity, Harassment, and Discrimination

See Administrative Procedure-FIN 600-01 Finance Procurement

Policy owner: Chief Culture & Compliance Officer

REVISED: April 2014

April 2017

July 2020

February 2024

Section II

Distribution of Equal Opportunity/Affirmative Action Information

The following measures will be used to communicate to WCTC's community and the public of our commitment to Equal Opportunity and Affirmative Action in all employment and educational policies, procedures, programs, services, and opportunities:

- WCTC's Five-Year Equal Opportunity/Affirmative Action Plan will be distributed to the following persons or offices:
 - District Board of Trustees
 - College President
 - All Employees
 - College Library
 - College Website
- Updates to the plan will be distributed to the above persons or offices when completed and published on the College website.
- The Equal Opportunity/Affirmative Action and Discrimination, Harassment, and Retaliation Policy will be reviewed each year and updated as required.
- The Equal Opportunity/Affirmative Action are available to all employees, students and community members through the [WCTC website](#).
- The statement "An Equal Opportunity/Affirmative Action Employer/Educator" is included in all position opening advertisements. WCTC's Job Opportunities webpage also has a link to the [College's Equal Opportunity/Non-Discrimination Statement](#).
- The Equal Opportunity/Affirmative Action Policy Statement is included in the College's Schedule of Classes publication. This information is also included in the [College's Student Handbook](#) and includes information on who to contact on campus regarding a complaint.
- Continuous non-discrimination notification statements and notification of intent to reasonably accommodate disabilities will be included in recruitment materials and admission and application forms and communication alternatives such as State Relay numbers are provided in the notification.

Section III

Workforce Demographics & Goals

Districts are required to report data to the System Office annually and every 5 years for compliance with Affirmative Action requirements. Data is cumulative from July 1 to June 30 of the fiscal year. This report is reflective of July 1, 2022-June 30, 2023.

This report includes only Full-Time staff at the district.

WCTC Employees		
Total Employees	Year 2023	5-Year Projection (2029)
Employees	462	478
Female	299	306
Disability	36	36
Race/Ethnicity	61	71
American Indian	1	2
Asian	13	16
Black	25	27
Hispanic	21	23
Pacific Islander	1	3
Multi Racial	0	0
Unknown Race	0	0

Administrative		
Total Employees	Year 2023	5-Year Projection (2029)
Employees	64	64
Female	37	37
Disability	4	4
Race/Ethnicity	11	11
American Indian	0	0
Asian	2	2
Black	5	5
Hispanic	4	4
Pacific Islander	0	0
Multi Racial	0	0
Unknown Race	0	0

Faculty		
Total Employees	Year 2023	5-Year Projection (2029)
Employees	189	198
Female	105	110
Disability	12	12
Race/Ethnicity	15	19
American Indian	0	1
Asian	1	2
Black	7	7

Hispanic	7	8
Pacific Islander	0	1
Multi Racial	0	0
Unknown Race	0	0

Professional Non-Faculty		
Total Employees	Year 2023	5-Year Projection (2029)
Employees	82	86
Female	70	70
Disability	10	10
Race/Ethnicity	16	20
American Indian	0	1
Asian	5	6
Black	9	9
Hispanic	2	3
Pacific Islander	0	1
Multi Racial	0	0
Unknown Race	0	0

Clerical/Secretarial		
Total Employees	Year 2023	5-Year Projection (2029)
Employees	69	69
Female	60	60
Disability	8	8
Race/Ethnicity	9	9
American Indian	1	0
Asian	4	4
Black	1	2
Hispanic	3	3
Pacific Islander	0	0
Multi Racial	0	0
Unknown Race	0	0

Technical Professional		
Total Employees	Year 2023	5-Year Projection (2029)
Employees	44	46
Female	27	27
Disability	2	2
Race/Ethnicity	3	4
American Indian	0	0
Asian	1	1
Black	0	1
Hispanic	1	1
Pacific Islander	1	1
Multi Racial	0	0
Unknown Race	0	0

Service Maintenance		
Total Employees	Year 2023	5-Year Projection (2029)
Employees	14	15
Female	0	2
Disability	0	
Race/Ethnicity	7	8
American Indian	0	0
Asian	0	1
Black	3	3
Hispanic	4	4
Pacific Islander	0	0
Multi Racial	0	0
Unknown Race	0	0

Section IV

Employment Program Affirmative Action Initiatives

GOAL 1: Implement Self-Review: Belonging and Engagement into annual staff/faculty evaluation		
Strategy/Activity	Persons Responsible for Implementation	Timeframe
Reflect on your own contributions to fostering a sense of belonging and inclusion at WCTC over the past year. Provide specific examples of actions you've taken to promote belonging and engagement with fellow staff, faculty, and students.	Director, Organizational, Learning and Development	Launch date August, 2024
Method of Evaluation Leaders will be able to review the evaluations of their team members individually to understand their efforts in fostering an inclusive environment. One-on-one meetings between leaders and employees will be scheduled to discuss goals and initiatives for the upcoming year.		
GOAL 2: Continue to develop partnerships externally with organizations to build talent pipeline		
Strategy/Activity	Persons Responsible for Implementation	Timeframe
Initiate proactive outreach to a variety of diverse organizations to establish partnerships. Targeted organizations include, but not limited to, veterans, women/women in trades, individuals with disabilities and minority groups.	Talent Acquisition Specialist, HR Specialist & Director, Talent Strategy	Ongoing
Method of Evaluation Revise the “How did you learn about this position at WCTC” section on the application to include targeted organizations such as those mentioned above. Regularly review data quarterly with HR leadership and talent team to gain insights into the sources from which applications are coming from.		
GOAL 3: Continue collaborating with hiring managers to cultivate and ensure diversity within selection committees, focusing not only on racial diversity but also on gender, abilities, and employee classification (support staff, professional, faculty, manager etc.).		
Strategy/Activity	Persons Responsible for Implementation	Timeframe
<ul style="list-style-type: none"> Continue to educate and bring awareness on why it's important to have diverse voices and perspectives. Offer strategies to hiring managers for facilitating open dialogue and addressing unconscious biases. 	Talent Acquisition Specialist & HR Specialist	Ongoing
Method of Evaluation Director of Talent Strategy will continuously monitor the composition of selection committees to ensure panels are diverse. Director of Talent Strategy will regularly review selection process and outcomes to identify areas for improvement and make necessary adjustments to promote greater inclusivity.		
GOAL 4: Continue posting job openings on diverse platforms to reach a broad audience		
Strategy/Activity	Persons Responsible for Implementation	Timeframe
<ul style="list-style-type: none"> Review and identify online job boards, forums, social media groups, and underrepresented communities. Continue to ensure that job postings are written with 	Director, Talent Strategy	Ongoing

inclusive language (avoid jargon). Highlight WCTC’s commitment to fostering an environment around belonging and inclusion.		
Method of Evaluation Director of Talent Strategy will regularly monitor the effectiveness of efforts by tracking metrics such as applicant demographics and source of hire. Talent team will continue to stay on top of talent acquisition trends and best practices.		

Section V

Student Demographics and Initiatives

Enrollment Access Compared with District Population

Category	Total	Females	Persons with Disabilities	English Language Learner	American Indian	Asian American	Black	Hispanic	Multi-Racial	Pacific Islander, Native Hawaiian
WCTC Enrollments	11,407	50.36% 5,745	11.69% 1,291	3.97% 453	0.35% 40	3.88% 443	6.22% 709	12.28% 1,401	2.80% 319	0.11% 12
WCTC Program Students	5,754	46.98% 2,703	18.09% 1,041	0.56% 32	0.42% 24	2.95% 170	7.37% 424	10.78% 620	2.52% 145	0.10% 6
WCTC Dual Credit Students	3,787	50.30% 1,905	1.29% 49	0.03% 1	0.24% 9	3.99% 151	2.83% 107	9.22% 349	3.56% 135	0.13% 5
District Population	213,848	47.93% 102,492	4.32% 9,229	3.66% 7,833	0.18% 394	3.76% 8,038	1.36% 2,904	4.52% 9,671	1.19% 2,555	0.01% 15
Equity Gap			****	****						

WCTC enrollments are shown for specific student groups:

- Enrolled in FTE-generating postsecondary courses and adult education/ELL courses
- Program-enrolled students
- Students enrolled in dual credit courses

District Population (18-64 years old) Values from 5-year ACS

Evidence of Disproportionate Enrollment Across Programs

Focused on programs with 30 or more enrollments in FY22. ELL program students are significantly underrepresented overall, and thus there is not an additional 'by-program' analysis.

Gender

Enrollments by gender follow nontraditional occupation patterns. Women are significantly underrepresented in:

- Plumbing Apprentice (ABC)
- IT Cybersecurity Specialist
- Electrician Apprentice (ABC)
- IT Web & Software Developer
- IT Network Specialist
- Truck Driving
- Fire Protection Technician
- Welding Technician
- Automation Systems Technology
- Mechanical Engineering Technology
- Welding & Metal Fabrication Adv Manufacturing Tech
- Industrial Electrician Apprentice
- Metal Fabrication Welding
- Electrical Engineering Technology
- Refrigeration, Air Cond & Heating Service Tech
- Electricity
- Criminal Justice Law Enforcement 720 Academy
- Automotive Technology
- Auto Maintenance Technician
- Automotive Maintenance & Light Repair Technician

- Construction Management Technology
- Industrial Maintenance Technician
- Tool & Die Apprentice
- Tool and Die Making
- Mechanical Design Technology
- CNC setup Technician
- Machine Tool Operation
- Building Trades Carpentry
- Apprentice Journey Worker
- Diesel Equipment Mechanic

Race/Ethnicity

Black students make up 7.37% of WCTC program students, but are underrepresented (less than 4%) in:

- Plumbing Apprentice
- Electrician Apprentice (ABC)
- IT Web & Software Developer
- Graphic Design
- Interior Design
- Automation Systems Technology
- Mechanical Engineering Technology
- Architectural Drafting Construction Technology
- Welding & Metal Fabrication Adv Manufacturing Tech
- Industrial Electrician Apprentice
- Foundations of Teacher Education
- Electrical Engineering Technology
- Front End Web Development
- Construction Management Technology
- Tool and Die Apprentice
- Tool and Die Making
- Mechanical Design Technology
- CNC Setup Technician
- Machine tool Operation
- Building Trades – Carpentry
- Apprentice/Journey Worker
- Diesel Equipment Mechanic

Hispanic students make up 10.78% of WCTC program students, but are underrepresented (less than 7%) in:

- Plumbing Apprentice (ABC)
- Automation Systems Technology
- Paramedic Technician
- IT Computer Support Specialist
- Metal Fabrication/Welding
- Supply Chain Management
- Medical Assistant
- Tool & Die Apprentice
- Tool and Die Making

- Mechanical Design Technology
- Paramedic Technician

Students with Disabilities

Students with disabilities make up 18% of WCTC program students, but are underrepresented (less than 12%) in:

- Nursing Assistant
- Plumbing Apprentice (ABC)
- Electrician Apprentice (ABC)
- Truck Driving
- Paramedic Technician
- Architectural Drafting Construction Technology
- Industrial Electrician Apprentice
- Criminal Justice Law Enforcement 720 Academy
- Paramedic Technician

Access from Adult Ed/ELL to Postsecondary Programs

Of the 476 ELL students enrolled in courses at WCTC, only 6.9% are also enrolled in a postsecondary program. Of the 1,663 students with an academic disadvantage enrolled in courses at WCTC, 66% are also enrolled in a postsecondary program.

Equity Gaps in Program Completion

4-year graduation rate for all students who started their program in FY2019 is 50% (have until FY22 to graduate).

- Students with disabilities have a 4-year graduation rate of 37%, while students without disabilities have a rate of 53%.
- Black students have a 4-year graduation rate of 36%, while White students have a rate of 53% and Hispanic students have a rate of 41%. Asian students have a rate of 43%.
- Female graduation rate is 53%, while male graduation rate is 47%

Below is a summary of programs in which there are significant equity gaps in 4-year graduation rates for particular student populations. A significant equity gap is defined as at least a 10-percentage point difference in graduation rates (e.g., difference between students with and without disabilities). Only programs with 30 or more first-year program students in FY2019 are included with at least 10 students in the different populations.

Equity Gaps by Gender

Female students have lower completion rates:

- Human Services Associate
- Web & Digital Media Design
- Paramedic Technician

Male students have lower completion rates:

- Nursing Associate Degree
- Business Management
- IT Web & Software Developer
- Graphic Design
- Architectural Drafting Construction Technology

- Real Estate

Equity Gaps for Students with Disabilities

- IT Network Specialist
- Truck Driving
- Graphic Design
- Welding Technician
- Human Resources
- Interior Design
- Architectural Drafting Construction Technician
- CNC Setup Technician

Equity Gaps for Students of Color

- Nursing Associate (program & waitlist): Asian 27%, Hispanic 29% and White 43%
- Criminal Justice Studies: Black 23%, Hispanic 50% and White 51%
- Business Management: Black 13%, Hispanic 28% and White 34%
- Truck Driving: Black 82%, and White 95%
- Human Services Associate: Black 7%, Hispanic 9% and White 25%
- Human Resources: Black 26% and White 37%

Goal #1: Continue the success of the Multicultural Student Engagement Scholarship Program (MSESP) for students of color, first generation, LGBTQiA+, and undocumented students to increase retention and persistence.

Strategy/Activity	Person(s) Responsible for Implementation	Timeframe
Continue developing the MSESP program to help underrepresented students navigate the College system, attend classes, study effectively, and connect with peers utilizing the same success strategies.	Manager, Global Education & Cultural Engagement	Ongoing
Conduct student panels with current and graduated underrepresented students to identify needs and services.	Manager, Global Education & Cultural Engagement	Once a semester
Conduct College Success Plan workshop to help underrepresented students navigate and transition into the college to increase retention and course completion.	Manager, Global Education & Cultural Engagement	Ongoing

Method of Evaluation

The Manager of Global Education & Cultural Engagement will annually review and analyze the effectiveness of the program based on:

- Number of participating student mentees
- Number of participating mentors
- Number of student mentees retained
- Average GPA of student mentees
- Feedback from student panel identifying needs and services
- Feedback on effectiveness of current services

Goal #2: Continue offering annual programming to promote cultural awareness and to create an environment that reflects, appreciates, and celebrates differences.

- Hispanic Heritage Month
- LGBTQiA+ History Month
- Indigenous History Month
- Human Rights History Month
- MLK, Jr. Day
- Black History Month
- Women's History Month
- Cesar Chavez
- Diversity Month
- Asian Heritage Month
- Juneteenth

Section V

Wisconsin Technical College System

Annual Progress Reports

WCTC will submit an annual report to the WTCS Office on the progress of accomplishing goals identified in our Equal Opportunity/Affirmative Action plan.

Appendix A

Employment Category Definitions

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.

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.

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.

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 salesclerks such as those employed full-time in the bookstore, and library clerks who are not recognized as librarians.

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.