

# Northeast Wisconsin Technical College

**Affirmative Action/Equal Opportunity Annual Update**

2016-2017

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

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

Goal/Initiatives	Activities
<b>Program Initiative #1:</b> Implement targeted recruitment plans focusing on minority populations.	
<p><b>Goal:</b> Work with College staff and community experts to identify new, non-traditional, minority recruitment strategies.</p> <p><b>Goal:</b> Implement recruitment strategies targeted towards minority employees.</p>	<p><u>Annual Summary for both Goals</u> Recruitment activities identified in the “Guide to Recruiting, Interviewing, and Hiring a Diverse Workforce” during 2016-2017 continue to be utilized.</p> <p>In addition, a “Faculty Fellowship Program” has been brought forward to develop a program that provides employment to diverse individuals who demonstrate potential to be an Instructor. The Faculty Fellowship program is designed to support programs that have:</p> <ul style="list-style-type: none"> <li>• High use of overage or part time faculty</li> <li>• Anticipated retirements within five years</li> <li>• Diverse population of students in courses</li> </ul> <p>Based on the above criteria, the Associate Degree Nursing program is being targeted to pilot the Faculty Fellowship Program. This program is still in development and more will be shared in the 2017-2018 Annual Update.</p>
<p><b>Goal:</b> Create branding identity and update marketing tools around diversity &amp; inclusion to promote to the employees and the greater district.</p>	<p><u>Annual Summary</u> This goal has been completed and is the iRespect! Campaign. Ongoing maintenance.</p>
<p><b>Goal:</b> Create and establish a formal connection with minority employees to support and generate ideas for recruitment and retention.</p>	<p><u>Annual Summary</u> This initiative is still in development. More will be shared in the 2017-2018 Annual Update.</p>
<p><b>Goal:</b> Develop recruitment internal pipeline to hire through the multicultural internship programs.</p>	<p><u>Annual Summary</u> This initiative is currently in development through a program called “Student Today, Instructor Tomorrow.” During the upcoming fiscal year, work will be done to create a program that provides opportunities to diverse students in terminal degree programs who demonstrated potential to be an instructor following attainment of occupational</p>

	experience. More will be shared in the 2017-2018 Annual Update.
<b>Program Initiative #2:</b> Implement process for tracking new and current disabled employees.	
<b>Goal:</b> Implement tool to track new employees and update the records on continuing employees who identify as disabled.	<u>Annual Summary</u> Disability question has been added to new employee sheet. We also have a tracking process in place if anyone needs an accommodation due to a disability.
<b>Program Initiative #3:</b> Establish programs to focus on the onboarding and retention of minority employees.	
<b>Goal:</b> Research onboarding programs designed for minority employees.	<u>Annual Summary</u> This goal has been completed.
<b>Program Initiative #4:</b> Implement a standard diversity-related qualification for all College positions. Implement a standard diversity-related interview question(s) for all College positions.	
<b>Goal:</b> Research purposeful, relevant diversity-related qualification requirement for all levels and groups of employees; seek input from other colleges, businesses, community organizations and employees. <b>Goal:</b> Update job descriptions and job postings, as appropriate to include the qualification statement.	<u>Annual Summary for Goals</u> This goal has been completed.
<b>Goal:</b> Create leadership communication event to aid the further understanding of the importance and benefit of having diverse teams and an inclusive environment	<u>Annual Summary</u> Leader Communications are required training sessions for all campus leaders. Three Leader Communication sessions were offered on the following topic: <b><u>Managing Bias: Insights for Inclusive Hiring</u></b> We all have bias, and much of it lies beyond our level of awareness. When it comes to hiring, hidden bias can unintentionally hinder efforts to hire a diverse and inclusive workforce. This training provides an opportunity for individuals and teams involved in recruitment, screening, interviewing and/or final decision making to explore unconscious bias through an action oriented/activity driven approach designed with NWTC in mind.  More on this session will be developed in the 2017-2018 fiscal year.
<b>Goal:</b> Research and consider a standard diversity interview question(s) for all positions (including work study).	<u>Annual Summary</u> Most of the interviewing that took place (phone screens and in-person) had a diversity related question that was more tailored to the position. More

	work is still being done with this goal and will be shared in the 2017-2018 Annual Update.
<b>Program Initiative #5:</b> Implement diversity related questions in exit interview process.	
<b>Goal:</b> Research and consider a standard diversity exit interview question(s) for all positions.	<u>Annual Summary</u> This goal is still in development. More will be shared in the 2017-2018 Annual Update.
<b>Program Initiative #6:</b> Provide employees with resources needed to promote cultural awareness and sensitivity.	
<b>Goal:</b> Implementation of introductory course on cultural sensitivity for staff. <b>Goal:</b> Implementation of course focused on inclusive teaching for faculty. <b>Goal:</b> Development and implementation of cultural sensitivity training for frontline staff.	<u>Annual Summary for Goals</u> This goal has been completed. Ongoing maintenance.
<b>Goal:</b> Identify and implement co-curricular opportunities for employees and student to have dialogues around diversity, equity and current global topics.	<u>Annual Summary</u> There were approximately 55 diversity related trainings, facilitations, or presentations offered to students and employees. 28 of the 55 were related global or domestic issues of diversity that were offered by Student Involvement and Diversity & Inclusion. The remainder were employee related professional development classes from the Inclusively Course Series.
<b>Goal:</b> Develop a grouping of related trainings, offered as electives, to increase diversity awareness and competence. Offer recognition for completion of the trainings and capstone project.	<u>Annual Summary to Goals</u> This goal is still in development and will be merged with the previous goal to “ <i>identify and implement co-curricular opportunities for employees and student to have dialogues around diversity, equity and current global topics.</i> ” More will be shared in the 2017-2018 Annual Update.
<b>Program Initiative #7:</b> Provide appropriate College staff with an understanding of the campus climate around diversity and inclusion.	
<b>Goal:</b> Research campus climate surveys focusing around race, ethnicity, gender and sex targeting students and employees. <b>Goal:</b> Create a proposal to present the campus climate survey to the Executive Leadership Team. <b>Goal:</b> Administer campus climate survey and review results. Identify ways to inform the campus community on results and next steps.	<u>Annual Summary to Goals</u> A subcommittee through the College’s Diversity Team was created to support, and monitor strategic College-wide diversity indicators and standards to ensure responsibility and accountability for achieving diversity, cultural competency and affirmative action-related goals and objectives. This subcommittee created a proposal and received approval to move forward with creating and conducting a student campus climate survey internally. Currently, work is being done to finalize the survey and develop a college wide communication plan to launch the

	Campus Climate Survey in the Fall of 2017. More will be shared in the 2017-2018 Annual Update.
<b>Goal:</b> Research diversity scorecard and develop implementation plan.	<u>Annual Summary to Goals</u> This goal will reviewed in the Spring of 2018. More will be shared in the 2017-2018 Annual Update.
<b>Program Initiative #8:</b> Expand Human Resources community outreach to included organizations that focus on servicing minority/underrepresented populations in Brown County.	
<b>Goal:</b> Develop a comprehensive listing of various community based advocacy organization within the district	<u>Annual Summary</u> This goal has been completed.
<b>Goal:</b> Contact organizations to offer assistance and develop a stronger relationship.	<u>Annual Summary</u> Human Resources continues to maintain a level of visibility in by sponsoring and/or attending cultural related events in Brown County.  In addition, Human Resources is in the beginning stages of developing a Center for Equity & Growth. More will be shared in the 2017-2018 Annual Update.
<b>Program Initiative #9:</b> Promote and increase visibility of the SUNG (St. Norbert, UWGB, NWTC and GBAPS) Committee in Brown County.	
<b>Goal:</b> Identify initiatives that each school system will support in an effort to educate Brown County around diversity, equity and inclusion.	<u>Annual Summary</u> The SUNG Committee held two networking events targeted to professionals of color called Cultural Connections. Approximately, 65 individuals attended the 90 minutes events to network with other professionals.
<b>Program Initiative #10:</b> Revisit vision and projects of the College's Diversity Team.	
<b>Goal:</b> Organize a team member retreat to outline goals and objectives for the team.	<u>Annual Summary</u> This goal has been completed and is done on an annual basis.
<b>Goal:</b> Examine team's charter and team action plans to (1) to create the desired team vision (2) align project and roles to fit the desired change for the team.	<u>Annual Summary</u> This goal has been completed.
<b>Goal:</b> Tie in all diversity and inclusion initiatives and create, then implement new look and feel for diversity and inclusion.	<u>Annual Summary</u> This goal is still in development and is being tied with the iRespect! Campaign. More will be shared in the 2017-2018 Annual Update.

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

<b>Goal/Initiatives</b>	<b>Activities</b>
<b>Program Initiative #1:</b> Continue to grow and create new partnerships and programs with local minority groups in the District to increase their enrollment numbers.	

<p><b>Goal:</b> Hold events on campus for prospective students to show the services offered at the College and to provide professional assistance to them.</p>	<p><u>Annual Summary</u>  Student Support Services office hosts many events dedicated to prospective students:</p> <ul style="list-style-type: none"> <li>• The Fostering Futuremakers team is dedicated to working with foster youth who have been in or currently are in foster care. Educational awareness activities and workshops are provided to youth throughout WI. Through a partnership with UWGB and St. Norbert College, the Foster Youth Student Support Specialist at NWTC develops workshops and programs that highlight college awareness and experiences. These workshops are held approximately 4 -6 times per academic year on each college campus which provides the youth an opportunity to learn about the different college experiences.</li> <li>• Women at Work – Women at Work is a STEM/NTO (Non-traditional occupation), hands-on, college experience offered to middle school girls every year. Over a 150 middle-school girls from local middle schools attended to learn about the Trades and Technology area, interact with employers and participate in hands-on learning. We have implemented a second Women at Work, focusing on the IT Cluster area.</li> <li>• Boys and Girls Club – Student Support Specialists visits with the students who are involved with Teens to Work Program in order to provide awareness of college options, financial literacy and career opportunities twice per semester. The students involved with this program are invited to campus to tour, go through possible careers, and discuss how NWTC is affordable</li> <li>• FAN – Family Appreciation Network – FAN is a special event for families of incoming students to learn and understand the services and resources available at NWTC designed to support students. This event is held the week before the fall and spring semester starts.</li> <li>• Oneida YES program/area Title VII workers- The Student Support Specialist who works with our Native American student population sends</li> </ul>
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	<p>invitations for all enrollment events to the area Title VII workers encouraging them to bring students.</p> <ul style="list-style-type: none"> <li>• The Native American Student Support Specialist has work closely with the Oneida paper, Kalihwisaks and WIEA (Wisconsin Indian Education Association) affiliation (meetings, info sharing groups, conference)</li> <li>• Green Bay Area Public School partnerships: <ul style="list-style-type: none"> <li>– Connections to College – Teen Parent Project – The Student Support Specialist is visiting all 4 Green Bay public high schools (weekly Monday through Thursday). There are currently 28 students enrolled in the program at all 4 schools.</li> <li>– The Academy - Student Support Services began an initiative with the Green Bay Public School District to help transition students from at-risk programs successfully to their post-secondary goals. Student Support Specialists visited The Academy classrooms weekly</li> <li>– Minoka Hill – Student Support Specialists visited Minoka Hill PACE program in order to assist with transitional supports for the students enrolled in that alternative education program.</li> </ul> </li> </ul> <p>NWTC Career Coaches partner with GED instructor and GED advisor on providing a presentation about postsecondary education and a campus tour introducing students to careers in Health Sciences, Business, IT, Digital Arts, Education and Human Services, Trades and Engineering and Public Safety career clusters. We served 50 GED students in academic year 2016-2017.</p> <ul style="list-style-type: none"> <li>• The Academy at Green Bay East High School is designed for students who were unsuccessful in a regular high school setting. Often times the students have criminal backgrounds and convictions. NWTC Career Coach provided a presentation about postsecondary education and a campus tour introducing students to careers in</li> </ul>
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	<p>Health Sciences, Business, IT, Digital Arts, Education and Human Services, Trades and Engineering and Public Safety career clusters. We served 8 students in academic year 2016-2017.</p> <ul style="list-style-type: none"> <li>• The Upward Bound Program is a comprehensive academic enrichment program designed to prepare high school students for college who come from low-income and/or first-generation families. It is a federal TRIO program funded by the U.S. Department of Education, created from the passing of the Educational Opportunity Act of 1964. NWTC Career Coaches provided a presentation about postsecondary education and a campus tour introducing students to careers in Health Sciences, Business, IT, Digital Arts, Education and Human Services, Trades and Engineering and Public Safety career clusters. We served 80 students in academic year 2016-2017.</li> <li>• Green Bay GEAR UP (Gaining Early Awareness &amp; Readiness for Undergraduate Programs) is designed to assist low income students succeed in secondary school so that they will graduate from high school and pursue higher education. NWTC Career Coaches provided a presentation about postsecondary education and a campus tour introducing students to careers in Health Sciences, Business, IT, Digital Arts, Education and Human Services, Trades and Engineering and Public Safety career clusters. We served 40 students in academic year 2016-2017.</li> <li>• Full campus tour and presentation every six weeks on campus for Jackie Nitschke Center.</li> <li>• <b>Off Campus Events/Presentations</b> <ul style="list-style-type: none"> <li>– Golden House: presentations, career assessments and connecting with campus resources</li> <li>– Libertas: presentations, career assessments, virtual tours and connecting with campus resources</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• Oneida Higher Ed: consistent communication to provide resources and meet with prospective students</li> </ul>
<p><b>Goal:</b> Continue to evaluate and grow the programs offered to the Oneida Tribe of Indians (ex. Connecting Families, Tech Camps, Adopt a School Program, Placement of Interns, and Cultural Events).</p>	<ul style="list-style-type: none"> <li>• The Connecting Families events are a strong partnership that NWTC has built with the Oneida Tribe of Indians. The Connecting Families event are held twice per year and are offered to NWTC students, their families and the Oneida Tribal community. In partnership with Oneida BIA Early Intervention and Head Start Programs, we are able to host approximately four hundred and fifty (450) individuals for a family fun and educational events. With participation from the NWTC Early Childcare Education staff, Student Support Services, Career Services, FISC Financial Coach did a fantastic job engaging children in fun and educational activities. Some photography students also gained experience taking pictures for the community event. NWTC Student Support Services representatives along with the Oneida staff have been presenting on this partnership throughout the state of WI as well as at national conferences.</li> <li>• Two 5-day Tech camps focusing on Medical and STEM programming were offered for Oneida students in three areas.</li> <li>• Oneida Turtle School middle school students participated in Women at Work.</li> <li>• Oneida Cultural events included a week-long exhibit, long-house dance performance, film and food for thought, and a tour of the reservation.</li> </ul>
<p><b>Goal:</b> Strengthen current intensive case management techniques and services for addressing the needs of our minority student populations.</p>	<p><u>Annual Summary</u> NWTC has 5 Student Support Specialists dedicated to providing case management support services to the Southeast Asian, Native American, Hispanic and African American minority groups.</p> <p>NWTC’s Student Support Specialist has the following goal: 50% of new first generation and/or minority program students will have 2-way contact with a Student Support Specialist by the end of their first year.</p> <p><b><u>Fall Term 2016-2017 measurement</u></b></p>

*Ethnic 1<sup>st</sup> Term-1<sup>st</sup> Gen*

Students: 214

2-way contacts: 149

Percentage: 69.60%

**Spring Term 20162017 measurement**

*Ethnic 1<sup>st</sup> Term-1<sup>st</sup> Gen*

Students: 148

2-way contacts: 108

Percentage: 72.97%

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

- Student Support Services consistently incorporate use of Starfish for a referral point and to check in with student progress as a part of case management.
- Student Support Specialists work with the Green Bay Correctional Institute to help to educate prisoners in the Challenges and Possibilities program who are preparing to be released from prison
- Student Support Specialists participate with the WCTS Diversity committee to share best practices for increasing enrollment, retention, and involvement of minority students.
- Scrub closet is led out of Student Support Services - CNA's, LPN's, ADN's donate used or new scrubs to help their classmates in need. The Scrubs closet will be moving to the Health Sciences area for 2017 in order to allow for more health students to have access and awareness of this support program.
- The Connecting Families events are a strong partnership that NWTC has built with the Oneida Tribe of Indians. Connecting Families events offer free, fun, educational and interactive events to NWTC students and their families and Oneida families. Two events are held over the academic year, with over 600 participants.

	<ul style="list-style-type: none"> <li>• Shared Harvest food pantry is led out of Student Involvement. NWTC Shared Harvest Food Cupboard provides nutritional food support for students in need.</li> <li>• Career Closet is led out of Career Services. The Closet provides free interview clothing to any enrolled NWTC student. Stop in and shop for two outfits per semester.</li> <li>• Student Emergency funds - NWTC has a process in place for distributing funds for short-term emergencies, such as a car repair, childcare, temporary housing assistance after a house fire, or an unexpected medical procedure.</li> <li>• High percentage of minority students are identified as Pell eligible and come from lower income or first generation college student backgrounds. Financial Coaching assists with money management, credit improvement, and stress reduction from financial pressures at home.</li> </ul>
<p><b>Goal:</b> Strengthen and evaluate co-curricular activities and campus engagement of minority students through their participation in student clubs and organizations.</p>	<p><u>Annual Summary</u>  Student Involvement regularly tracks student participation in events and reviews the data to be sure participation is reflective of the student population. In addition, students from many backgrounds participate in defining the type of activities that the involvement office sponsors. Feedback is gathered through survey, evaluation and by inviting students to attend annual event fairs. Club activities aimed at students of color include the Asian-American student club, Native American Student club, African-American student club, Hispanic student club and the International student club. Student clubs have a paid advisor, but students actually provide the leadership for their activities. Club officers participate in student senate and have a strong voice in guiding the college. In addition to these activities, two new groups were formed last year—a Women of Color and Men of Color group, focused on providing a safe space for student conversations, as well as leadership training and networking.</p>
<p><b>Goal:</b> Establish a student to student and alumni to student mentoring program with an emphasis on minority students.</p>	<p><u>Annual Summary</u>  <b>Peer Mentoring</b></p>

The Peer Mentoring Program was launched in fall 2015 with 20 pairs of mentors-mentees. The goal is to assist new students (1st semester students) make the transition to NWTC college life. This program helps new students adjust to the college environment, make connections on campus and feel empowered to chart their own course to success. Student Support Services start with 20 mentors and 30 mentees. Each subsequent semester, more students join the mentoring program, and most of the existing mentees continue to participate.

Semester	Total number of mentees	Number of continuing mentees	Number of new mentees
Fall 2015	30	N/A	30
Spring 2016	30	25	2
Fall 2016	30	30	13
Spring 2017	48	15	33
Semester	Total number of mentors	Number of continuing mentors	Number of new mentors
Fall 2015	20	N/A	20
Spring 2016	20	20	1
Fall 2016	18	18	5
Spring 2017	30	12	18

The NWTC Alumni Mentor Program is committed to serve and support minority student success through a collaborative approach that involves alumni, students, faculty, and college students. AMP is designed to promote the academic success, retention, and graduation of minority students through mentoring activities that support personal and professional growth.

**Alumni Mentoring**

In fall 2016, participants were welcomed into the final cohort of the Alumni Mentor Program. 8 Alumni Mentors were matched with 8 Student Mentees. The pairs wrapped up their two-semester commitment in May/June.

The current status for students are:

- 1 graduated
- 4 are enrolled in summer or fall 2017 classes
- 2 are not yet enrolled for fall 2017 classes
- 1 student withdrew from classes

	In place of the Alumni Mentor Program, priorities will shift to two main focuses: increasing alumni communications/visibility on campus and increasing student and alumni connections
<b>Goal:</b> Enhance the Vision of Success program's partnership between the Green Bay Area Public Schools and NWTC by (a) reevaluating the programs' objectives and goals, (b) establishing combined outcomes (c) and tracking the success of the remedial impact on students enrolling into NWTC.	<u>Annual Summary</u> This goal is still in development. More will be shared in the 2017-2018 Annual Update.
<b>Program Initiative #2:</b> Implement Student Veterans and Military student recruitment and retention strategies.	
<b>Goal:</b> Continue to create co-curricular experiences through student clubs, student lounge area and events focused on Veterans	<u>Annual Summary</u> This year Veteran Services has continued to provide co-curricular activities in a number of ways. In addition to continuing the annual scholarship scramble, this year provided a unique grant opportunity that provided some additional opportunities for our student veteran population. Some examples of those activities are the lunch and learn series that was offered throughout each semester that brings recognition to available off-campus resources within the Greater Green Bay area. Another activity gave student veterans the opportunity to learn a little bit more about their personality profile, by completing a seminar that discussed the different Myer's Briggs types. Each of these opportunities was marketed through the Veterans' Resource Center and was made available to our Student Veteran population with their individual needs in mind.
<b>Goal:</b> Research and identify recruitment and retention strategies for Veterans and Military students.	<u>Annual Summary</u> <ul style="list-style-type: none"> <li>As our services to veterans continue to strengthen, our ability to recruit and retain student veterans is constantly being evaluated. As it relates to retention, recent Success Coach training offered by Inside Track will give the Veteran Advisor some tools to better develop relationships with the student veteran population and retain a higher percentage. In addition to this training, a new Veteran Resource Center will also go a long way towards showing this population of students that NWTC has made a long-term commitment towards their academic success. In addition to retention strategies, we</li> </ul>

	<p>will continue to discuss ways to recruit new student veterans. Much of this process will include teaming up with our adult learner recruiters and attending events with them. Further discussion will also focus on developing specific marketing strategies for the veteran population as well.</p> <ul style="list-style-type: none"> <li>• Partner with Veteran’s Services for upcoming business recruitment visits <ul style="list-style-type: none"> <li>- 6/29 at NEW Plastics</li> <li>- 7/13 at Tyco</li> </ul> </li> <li>• Each year we invite representatives from the Oneida Nation VFW to participate in Veteran Week events. They have continued to have a great presence during this week, and will continue to do so moving forward. In addition, we have also looked into exploring opportunities for our student veterans club to partner with the Oneida VFW to support each other’s efforts.</li> </ul>
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**Program Initiative #3:** Establish multicultural scholarships designed to attract the top minority students in our District.

<p><b>Goal:</b> Continue to work with Brown County Local College Access Network to foster a stronger connection between them and creating a bridge to the College.</p>	<p><u>Annual Summary</u> This network disbanded in 2014 and is no longer active in the Green Bay Area.</p>
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<p><b>Goal:</b> Work with the Green Bay Area Public School System to identify potential educational scholarships for minority students.</p>	<p><u>Annual Summary</u> This goal has been completed. Ongoing maintenance with current scholarship offerings.</p>
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**Section 1 – Goals/Initiatives Activities:** Student Program Affirmative Action Initiatives – Completion Rates

<b>Goal/Initiatives</b>	<b>Activities</b>
<p><b>Program Initiative #1:</b> Increase Graduation Rates for minority students.</p>	
<p><b>Goal:</b> Outreach to African American/Black and Native American students who are close to graduation to encourage them to complete.</p>	<p><u>Annual Summary</u> The Student Support Specialists make a concerted effort to reach out to students who have fewer than 15 credits to complete their program. They offer support, services and encouragement and an end-of-year celebration.</p>
<p><b>Goal:</b> Utilize an early alert system to refer students to appropriate services.</p>	<p><u>Annual Summary</u> The Starfish early alert system provides students who instructors identify are in need of assistance with referrals to identified support systems, such as emergency funding, academic coaching, financial coaching and child-care funding.</p>

<p><b>Goal:</b> Identify a group of employees to develop a research project on the current minority students with a focus on African American/Black and Native American students.</p>	<p><u>Annual Summary</u> This activity has been delayed due to resource limitations. The climate survey, planned for fall of 2017 will provide this data.</p>
<p><b>Goal:</b> Create research plan and implement project.</p>	<p><u>Annual Summary</u> This activity has been delayed due to resource limitations.</p>
<p><b>Program Initiative #2:</b> Increase undergraduate course completion rates for ELL and Basic Skills students.</p>	
<p><b>Goal:</b> Continue to offer Intensive English Program (IEP) to incoming international students.</p>	<p><u>Annual Summary</u> Continue to offer Intensive English Program (IEP) to incoming international students.</p> <ul style="list-style-type: none"> <li>• In FY16/17, the following Intensive English Programming was offered and served a total of 38 unduplicated international students. In Summer Term 2165, the 6-week Summer Academy for Intensive English served 16 international students; coursework included Reading, Writing, Listening/Speaking. In Fall Term 2168, the IEP College Reading and Writing course was offered, serving 23 international students, and the IEP College Listening and Speaking course was offered, serving 9 international students. Specific to the IEP College level courses, these courses permit international students to concurrently enroll in post-secondary program college level courses, while receiving extra language support in the IEP College Reading and Writing, and/or IEP College Listening and Speaking course(s). In Spring Term 2172, 6 new international students participated in the full-time, 20-hour per week, Advanced Level – Intensive English Program; these students were enrolled in four separate five-hour per week courses in Writing, Reading, Grammar and Listening/Speaking.</li> <li>• Finally, in closeout of AY16/17, post CaMLA language tests were proctored to all 38 international students, and 100% of the students increased their language scores. Additionally, 36 of 38 international students completed Intensive English Programming courses with a “C” or better, and as a result moved forward into IEP College level coursework or transitioned into all college level coursework with no supplemental language</li> </ul>

	support; this is a 94% Intensive English Program completion rate.
<p><b>Goal:</b> Continue to keep a list of community resources to offer to minority students and to make referrals.</p>	<p><u>Annual Summary</u> The Student Support Services office is connected to many community service agencies that provide external supports to our students. Examples of referrals we had made are to the following agencies (not an all-inclusive list); Brown County Health and Human Services (provides child-care funding, energy assistance, medical coverage and food share), WIOA (provides tuition support for high-demand occupations), ICS (Integrated Community Solutions provides housing support), St. Vincent De Paul for scholarship resources, Forward Services Corporation (provides an array of supports from emergency eviction housing supports to transportation help), Casa Alba for Hispanic community support and the local food pantry's. A more concerted effort of establishing partnerships and relationships will occur in 2017 with the development of a Community Convening effort, which involves Dr. Rafn, and an array of community social service agencies.</p>
<p><b>Goal:</b> Career Pathways Bridge (CPB) is established in a team teaching approach to avoid remedial classes in programs. Emphasis will be placed on minority students.</p>	<p><u>Annual Summary</u> Career Pathways Bridge (CPB) is established in a team teaching approach to avoid remedial classes in programs. Emphasis will be placed on minority students.</p> <ul style="list-style-type: none"> <li>• In FY16/17, there were 118 English Language Learner (ELL) students participating in Career Pathways Bridge programming. Programs offered in Bridge delivery were the following: Residential Wiring certificate as part of the Electricity technical diploma (3 cohorts, total of 26 students); Healthcare Customer Service certificate as part of the Medical Assistant technical diploma (4 cohorts, total of 62 students); Nursing Assistant technical diploma (1 cohort, 9 students); and, Welding Certificate 1 as part of the Welding technical diploma (2 cohorts, 21 students). The following certificates and technical diplomas were earned in AY16/17: 8 – Residential Wiring Certificates; 8 – Healthcare Customer Service certificates; 5 – Medical Assistant technical diplomas; 8 – Nursing Assistant technical diplomas; and, 5 – Welding 1 certificates. Please note that there are a total of 37 students who are not yet complete with their programs, but will be in the next year or two, at</li> </ul>



which time they will complete a certificate or technical diploma.

- The number of ELL students transitioning into post-secondary programs and completing certificates and technical diplomas, through Bridge delivery, is attributed to the effectiveness of recruitment and case management, which are the job responsibilities of the Career Pathways Bridge Program Navigator. In FY16/17, recruitment efforts by the Career Pathways Bridge Program Navigator consisted of Career Pathways Bridge Program Informational Sessions, ELL and GED Program classroom visits, Hispanic Fair and other similar events, and an Open House event for partner agencies.
- Specific to the Open House event, the purpose was to provide information and a hand's on experience regarding NWTC's Career Pathways Bridge Programming to agencies who share clients/students with NWTC, all in an effort to educate partners on a service many of their clients need. This event l'm included a presentation on Career Pathways Bridge Programming, including student testimonials and tours of Health Sciences – Medical Assistant and Trades and Engineering Technologies – Welding and Machine Tool laboratories. Engagement in hands on activities within the laboratories were included, as was a general Q/A session. Representation from the following agencies and community based organizations were present: Family Services, St. Vincent de Paul, Golden House, Forward Services (WIOA, FSET), NEW Cap, the Center of Veterans Issues, Crossing the Bridges, Green Bay Diocese - Catholic Charities, Department of Workforce Development, Prison Aftercare Network, and Neighbor Works Green Bay. Upon the event concluding, 5 Organizations requested the Career Pathways Bridge Program Navigator to come to their Organization to speak directly to groupings of clients who need educational services such as Career Pathways Bridge programming and/or GED, and/or ELL services. The goal is to foster these new relationships to work collaboratively in support of their clients and our students overall success, in

	rebuilding their lives to include a credential to lead them into employment with a life sustaining wage.
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**Section 1 – Goals/Initiatives Activities:** Student Program Affirmative Action Initiatives – Student Counseling

Goal/Initiatives	Activities
<b>Program Initiative #1:</b> Explore intentional partnerships and resources for Career Services.	
<b>Goal:</b> Identify employer partnerships who value diversity and equity.	<u>Annual Summary</u> Career Services has created messaging to introduce the topic of diversity and equity with employers that we interact with regarding employment and placement opportunities for students. We have forged 13 intentional relationships with employers who are mindful about diversity and the impact a diverse workforce brings to their organization and its overall culture. Some of these employers include but are not limited to: Belmark, Green Bay 7Up, RGL and Tyson Foods. Career Services has facilitated a strategic partnership with Humana in which a plan will be completed and implemented for academic year 2018. This will be an inclusive strategy to include diversity/inclusion work, alumni relations, the college foundation, internship development and career-focused events and speaker opportunities. Two members of the Career Services Team also attended a diversity-focused Career Fair in spring 2017 to learn of applicant and employer needs.
<b>Goal:</b> Partner with community organizations that focus on underrepresented populations to help market their benefits and support offered through career services.	<u>Annual Summary</u> This goal is still in development. More will be shared in the 2017-2018 Annual Update.
<b>Program Initiative #2:</b> Revisit internal resources and promotional pieces to support inclusion and customer service for our students.	
<b>Goal:</b> Promote bilingual employees to students and staff to identify those support services.	<u>Annual Summary</u> This goal has been completed. Ongoing maintenance.
<b>Goal:</b> Include inclusive language in all advising, admissions and support services materials.	<u>Annual Summary</u> This work continues as the Student Services team is revamping the admissions process to move to multiple measures for placement into programs and courses. Questions about citizenship and the requirement for a SSN are being removed. In addition, the application to the college and the

	<p>messaging that students receive once they take action are all under review and will be updated in FY18. The director of diversity and inclusion, as well as many staff have reviewed the work for inclusive language. Students will also provide feedback in the testing phase of the project. An outside vendor will help with the language and messaging and provide additional feedback to the college on the materials that student's receive.</p>
<p><b>Goal:</b> Create bilingual promotional materials (Recruitment general brochure, Financial Aid overview sheet and Basic Ed brochure).</p>	<p><u>Annual Summary</u>  Work Study students were utilized as the first Advisory Committee for Student Services. This has since transitioned to onboarding Work Study students through our Human Resources New Employee Orientation to assist them in feeling a part of the campus community. When needed for input and advisory on student services' needs, this group of students is called upon to provide feedback to improve student services provided at the college. The lens that the Work Study students brings is that of being socioeconomically of which disproportionally students from diverse backgrounds are represented.</p> <ul style="list-style-type: none"> <li>• Bilingual posters with NWTC Student Testimonials were created in Spanish and Hmong languages.</li> <li>• A bilingual postcard was created for NWTC's PROMISE Scholarship in Spanish.</li> </ul>
<p><b>Goal:</b> Create a Student Development Advisory Committee focused on customer service, service provision and meeting needs of all students (with a focus on minority students).</p>	<p><u>Annual Summary</u>  This goal is still in development. More will be shared in the 2017-2018 Annual Update.</p>

**Section 2 – Diversity/Equity Activities for Culture**

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

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

**Section 3 – Policy Change**

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

**Section 5 – Data Analysis**

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

NWTC saw an increase in our overall total ethnically diverse workforce of 1.08% due to an increase in the hires of part-time non-exempt ethnically diverse individuals. Increase in the College’s total workforce diversity by .23% and benefit eligible workforce diversity by .76%

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

<b>Workforce as of 6/30/2016</b>						
	<b>Benefit Eligible Status</b>			<b>Total Workforce</b>		
	<b>Total</b>	<b>Ethnically Diverse</b>	<b>Percent</b>	<b>Total</b>	<b>Ethnically Diverse</b>	<b>Percent</b>
Non Exempt	208	16	7.69%	1112	87	7.82%
Exempt	454	32	7.05%	454	32	7.05%
<b>Total</b>	<b>662</b>	<b>48</b>	<b>7.25%</b>	<b>1566</b>	<b>119</b>	<b>7.60%</b>