

MORAINÉ PARK TECHNICAL COLLEGE
AFFIRMATIVE ACTION/EQUAL OPPORTUNITY
FIVE YEAR PLAN
2005-2010

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EQUAL OPPORTUNITY/AFFIRMATIVE ACTION GOALS
2005-2010

1. Balance individual occupational program enrollment percentages for students by race, gender and special population availability.
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/or other special students and take steps to assure non-discrimination in referral and placement services.
3. Analyze and address employment of faculty and staff within each district in the Wisconsin Technical College System to match utilization/availability percentages for racial, gender and disabled categories.
 - 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 each and every person by appreciating the uniqueness that they bring to the college district.
 - Implement faculty and staff in-service programs, professional development activities, mentoring and student orientation programs to promote multi-cultural, gender and special population awareness and sensitivity.
 - Integrate the history, culture, accomplishments and contributions of minorities, women and special populations into curricula at each WTCS district.
 - Insure that cultural competency is practiced at every campus.

POLICY STATEMENT

Moraine Park Technical College is committed to compliance with the Civil Rights Act of 1991; the Americans with Disabilities Act of 1990, as amended; Titles VI and VII of the 1964 Civil Rights Act, as amended; the Age Discrimination Acts of 1967 and 1973; the Equal Pay Act of 1973, as amended; the Civil Rights Restoration Act of 1987; Title IX of the 1972 Education Amendments; Section 504 of the 1973 Rehabilitation Act; the Wisconsin Fair Employment Law; Federal and Wisconsin Executive Orders; Wisconsin Administrative Code; the Carl D. Perkins Vocational Education Act; and the Office for Civil Rights Guideline stating that no person shall be denied benefits, excluded from participation, or subjected to discrimination because of race, color, religion, national origin, ancestry, creed, sex, disability, arrest record, conviction record, age, veteran status, membership in National Guard, State Defense Force, or other reserve component of the military forces of Wisconsin or the United States, marital status, pregnancy, sexual orientation, political affiliation, parental status, genetic testing and the use or nonuse of lawful products off the employer's premises during nonworking hours.

It is the policy of Moraine Park Technical College to maintain an Affirmative Action and Equal Opportunity Program. This program includes equal opportunity and nondiscrimination for all employees, applicants for employment and students.

Affirmative Action

Moraine Park Technical College will make serious efforts to recruit, train, and place minority, disabled, and female persons where these members are presently under-utilized. Equal employment includes, but is not limited to, recruitment, selection, hiring, training, promotion, transfer, layoff, and return from layoff, compensation, and fringe benefits. In response to an employee's request, reasonable accommodations will be provided for disabled individuals and for religious practices.

Vendors

The College will seek assurance from all contractors and suppliers of products and services that they do not discriminate. The purchase of products and services from women, minority, and disabled business owners will be encouraged.

Affirmative Action/Equal Opportunity Plan

The College will maintain an Affirmative Action/Equal Opportunity Compliance plan demonstrating its commitments and efforts towards equal employment opportunities and equal educational program opportunities. Equal education program opportunity includes, but is not limited to access to courses and programs; admissions; student policies and their applications; counseling, guidance and placement services; physical education and athletics; financial assistance; work study; and extracurricular activities. The educational climate will be conducive to and supportive of cultural and ethnic diversity. The plan will include specific goals and timetables for accomplishing results.

Equal Opportunity Officer and Committee

The Moraine Park Technical College District Board has appointed an Equal Opportunity Officer who has the responsibility for developing, coordinating, and monitoring all of the college's compliance activities. Questions should be directed to Ms. Beth Mendoza, Equal Opportunity Officer, at 235 N. National Avenue, P. O. Box 1940, Fond du Lac, WI 54936-1940. The college has

an Equal Opportunity Committee consisting of three continuous members and 13 two-year members. Member representatives are selected from minority, female, and disabled persons whenever possible. The committee was organized and has been active since 1974.

Harassment Policy Statement

Moraine Park Technical College is committed to compliance with present law and guidelines prohibiting harassment in education and employment.

Harassment by employees, non-employees, or students, on the basis of race, color, sex, national origin, age, disability or other protected status is an illegal practice prohibited by Moraine Park Technical College.

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitutes sexual harassment when the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, or academic success;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic standing affecting such individuals; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

Harassment based upon race, color, sex, national origin, age, or disability includes ethnic or racial slurs or other verbal and/or physical conduct relating to a person's race, color, sex, national origin, age, or disabling condition which interferes with an individual's work performance or creates an intimidating, hostile, or offensive environment. Moraine Park Technical College will not tolerate harassment by its employees, non-employees, or students. Any person who engages in harassment will be subject to disciplinary action and/or termination.

The college has established policies and procedures to protect students, staff, and others from harassment and discrimination. Any person who believes that their affirmative action rights have been violated has the right to file a grievance. The grievance should be filed within 300 days. The Moraine Park Discrimination Grievance Procedure should be used. Copies are available in all campus school offices as well as the District Office. This action does not preclude the grievant from seeking additional recourse through an appropriate outside agency.

Revised: July 2004

Dr. Gayle Hytrek
President

John Mason
District Board Chairperson

DISCRIMINATION GRIEVANCE PROCEDURES

Title IX, Paragraph 86.6(b), of the regulations, requires that this agency “adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by . . . (Title IX) . . .” Section 504 of the 1973 Rehabilitation Act, Paragraph 84.7(b) of the regulations, requires that this agency “adopt grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolutions of complaints alleging any action prohibited by . . . (Section 504) . . .” This agency has expanded the grievance procedures to include discrimination prohibited by the several federal and state laws that prohibit discrimination in employment and programming in educational institutions and agencies. These include the Civil Rights Act of 1991; the Americans with Disabilities Act of 1990, as amended; Titles VI and VII of the 1964 Civil Rights Act, as amended; the Age Discrimination Acts of 1967 and 1973; the Equal Pay Act of 1973, as amended; the Civil Rights Restoration Act of 1987; Title IX of the 1972 Education Amendments; Section 504 of the 1973 Rehabilitation Act; the Wisconsin Fair Employment Law; Federal and Wisconsin Executive Orders; Wisconsin Administrative Code; the Carl D. Perkins Vocational Education Act; and the Office for Civil Rights Guidelines. These laws collectively prohibit discrimination in employment and programming on the basis of race, color, religion, national origin, ancestry, creed, sex, disability, arrest record, conviction record, age, veteran status, membership in National Guard, State Defense Force or other reserve component of the military forces of Wisconsin or the United States, marital status, pregnancy, sexual orientation, political affiliation, parental status, genetic testing and the use or nonuse of lawful products off the employer’s premises during nonworking hours.

Employees discriminating against students, staff or nonemployees will be subject to discipline under appropriate Moraine Park Technical College employment policies and, as applicable, collective bargaining agreements. Students discriminating against other students, staff or nonemployees will be subject to discipline under the applicable student code of conduct. Moraine Park will take necessary corrective action to remedy any instances where discrimination is determined to have occurred.

Use of these procedures does not preclude the right of a person to also file complaints with the Equal Rights Division of the Department of Workforce Development, the Office for Civil Rights, the U.S. Equal Employment Opportunity Commission or the U.S. Wage and Hour Division in the Department of Labor. Most antidiscrimination laws have a time limit of from 180 to 300 days during which an individual may file a complaint.

I. Definitions

A. Grievance: Grievance means a complaint alleging discrimination on the basis of race, color, religion, national origin, ancestry, creed, sex, disability, arrest record, conviction record, age, veteran status, membership in National Guard, State Defense Force or other reserve component of the military forces of Wisconsin or the U.S., marital status, pregnancy, sexual orientation, political affiliation, parental status, genetic testing and the use or nonuse of lawful products off the employer’s premises during nonworking hours, in regard to any employment or enrollment policy, procedure or practice of the College.

B. Discrimination: Discrimination shall mean a difference in treatment in any service, program, course or facility of Moraine Park Technical College on the basis of race, color, religion, national origin, ancestry, creed, sex, disability, arrest record, conviction record, age, veteran status, membership in National Guard, State Defense Force or other reserve component of the military forces of Wisconsin or the United States, marital status, pregnancy, sexual orientation, political affiliation, parental status, genetic testing and the use or nonuse of lawful products off the employer's premises during nonworking hours.

C. Harassment: Harassment by Moraine Park employees, nonemployees or students is a practice prohibited by law and by Moraine Park Technical College. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitutes sexual harassment.

D. Grievant: Grievant means:

1. An employee (permanent, project or limited term) of Moraine Park Technical College.
2. An employee or group of employees of Moraine Park Technical College submitting a grievance on behalf of an employee who has indicated in writing his/her willingness to be part of the grievance.
3. An applicant for employment with Moraine Park Technical College.
4. An applicant for admission to, or a student of, any program who wishes to grieve an alleged discriminating policy, procedure or practice of Moraine Park Technical College.
5. An applicant for employment or an employee of Moraine Park Technical College who wishes to grieve an alleged discriminating policy, procedure or practice of Moraine Park Technical College.
6. Any other person not covered by the above definition will be referred to the appropriate civil authorities.

E. Respondent: Respondent means a person and/or persons alleged to be responsible, or who may be responsible for the violation alleged in a grievance. The term may be used to designate persons with direct responsibility for a particular action or those areas covered in the grievance.

F. Equal Opportunity Officer: The employee designated by the Moraine Park Technical College District Board who has the responsibility of coordinating the internal grievance procedure.

II. Informal Grievance Procedure

A. Grievant(s) shall, within 300 calendar days of the date of the action causing the grievance, contact the Equal Opportunity Officer. If you believe the Equal Opportunity Officer is responsible for or has permitted discrimination to occur, you should report the matter immediately to the Vice President – Human Resources.

B. The informal grievance may be verbal or in writing.

C. The Equal Opportunity Officer shall inform the grievant(s) of his/her rights under federal and state law.

D. The Equal Opportunity Officer shall determine if the grievance is valid under the established grievance procedure. Validity does not mean whether or not an unfair act has occurred but whether or not the act is grievable under the grievance procedure.

E. The president shall resolve any question of validity.

F. The Equal Opportunity Officer shall attempt, within 14 calendar days, to conciliate the informal grievance through contact with all parties involved.

G. Failing conciliation, within the 14 days specified in F, the formal grievance process will begin.

III. Formal Grievance Procedure

A. Step I

1. Within seven calendar days of the failure of conciliation, the grievant(s) shall file a written grievance with the Equal Opportunity Officer. If you believe the Equal Opportunity Officer is responsible for or has permitted discrimination to occur, you should report the matter immediately to the Vice President – Human Resources. Failure to meet this time requirement will cause the dismissal of the grievance without prejudice.
2. The grievance shall be a clear, concise statement indicating the issues involved, the relief sought and the date the incident or violation took place.
3. Within seven calendar days of the receipt of the written grievance, the Equal Opportunity Officer shall forward a copy to the respondent(s) and the president.
4. Within seven calendar days of the receipt of the written grievance by the respondent(s), the respondent(s) shall schedule a meeting with the grievant(s) and the Equal Opportunity Officer to hear the grievance. The respondent(s) shall return a written answer to the grievant(s) within five working days.
5. If the grievant(s) is/are dissatisfied with the respondent's answer, the grievance may be appealed to Step II.

B. Step II

1. Within seven calendar days of the receipt of the written answer in Step I, a Grievance Committee shall be formed to review the grievance, receive testimony and make recommendations to the president. This committee serves as the president's hearing panel.
2. The Grievance Committee shall be selected from the Equal Opportunity Committee.

3. The committee shall consist of four members, selected as follows:
 - a. one member selected by the complainant
 - b. one member selected by the respondent(s)
 - c. one member appointed by the president
 - d. the Equal Opportunity Officer, who shall serve as Executive Secretary of the committee, but shall not vote
 - e. a nonvoting observer who is a member of the Equal Opportunity Committee and who shall act as a recorder and report back to the Equal Opportunity Committee
4. A hearing date shall be scheduled within 15 days of the appointment of the Grievance Committee.
5. The committee shall select a chairperson.
6. Before the hearing, the hearing panel shall participate in an orientation session provided by the Equal Opportunity Officer and his/her designated representative. The orientation will include a review of the federal and state antidiscrimination legislation and related guidelines.
7. Persons present at the hearing shall include the grievant(s), the respondent(s), and the representative(s) of either the grievant(s) or the respondent(s), and any individual requested by either party to provide information relevant to the evaluation of the grievance, and the Grievance Committee.
8. Both the grievant(s) and the respondent(s) shall have the right to present such witnesses as they deem necessary to develop the facts pertinent to the grievance.
9. Formal rules of evidence shall not be applied at the grievance hearing. The grievant(s) and respondent(s) shall have the right to ask questions of any person participating in the hearing.
10. Neither party shall be permitted to introduce information not presented at Step I, unless he/she can show cause as to why it was not introduced in Step I.
11. The Grievance Committee shall make written notification of its findings to the president within seven calendar days after the hearing. The findings shall include the committee's determination regarding the validity of the grievance and its recommendations for any necessary corrective action, as well as a statement of the reasons on which the findings were made.
12. All findings and recommendations of the hearing panel shall be determined by majority vote. Any committee member in disagreement with the majority shall have the option of preparing a dissenting opinion.

C. Step III

1. The president shall review the recommendations of the Grievance Committee and issue a decision within 14 calendar days of the date of the recommendations.
2. Prior to this decision, either the respondent(s) or grievant(s) may present written arguments to the president.

D. Final Decision

1. Either the respondent(s) or grievant(s) may appeal the president's decision. Notice of appeal must be sent to the chairperson of the Moraine Park Technical College District Board.
2. Written notice of appeal must be made within 30 days of the date of the president's decision. Notice of appeal must be sent to the chairperson of the Moraine Park Technical College District Board.
3. The decision of the Moraine Park Technical College District Board shall constitute the final decision pursuant to any grievance.

IV. Restrictions

A. No action relating to employment, termination, transfer, demotion or rates of pay for employees or suspension or expulsion of a student can be taken until the grievance has been resolved, unless such action is decided necessary to the well-being of the grievant or to the function of Moraine Park Technical College.

B. Neither the grievant(s) nor the respondent(s) shall arbitrarily delay action of the grievance procedure.

V. Extension of Time

A. Any time limits set by this procedure may be extended by mutual consent of the grievant(s) and the respondent(s).

VI. Grievant Rights

A. Grievant(s) may request access to information and records in the possession of Moraine Park that may bear upon the validity of the grievance. If such requested information requires an unreasonable expenditure of the resources by the College, such request may be refused provided that the information is not submitted as evidence by the respondent(s), and that this refusal is considered during the Grievance Committee hearing. In order to protect the privacy of persons not directly involved in the grievance proceeding, the College shall reserve the right to expunge names and any identifying information not directly relevant to the substance of the grievance from any information or records supplied to the grievant.

B. The grievant(s) has/have the right to be represented by knowledgeable persons, organizations or groups of his/her selection at any point during the initiation, filing or processing of the grievance.

C. Moraine Park Technical College shall provide assistance to grievant(s), including access to copies of antidiscrimination laws and regulations, related guidelines, memoranda and other relevant material supplied Moraine Park Technical College by the federal government. In addition, the Equal Opportunity Officer or designated representative shall provide consultation in the use of this grievance procedure.

D. No person shall be subjected to discharge, suspension, discipline, harassment or any form of discrimination for having utilized or having assisted others in the utilization of the grievance process.

E. Nothing in these procedures shall preclude a grievant's right to seek other avenues of redress outside this agency.

VII. Maintenance of Records

A. The Grievance Committee hearing shall be recorded. Such recordings shall be made available to the grievant(s) and the respondents(s) at their request. Such recordings shall be maintained for a period of three years after resolution of the grievance.

B. Records shall be kept of each grievance in the office of the Equal Opportunity Officer. These shall include, at a minimum, the name of the grievant(s) and his/her position at Moraine Park Technical College; the date of the grievance filing; the specific allegation made in the grievance and any corrective action requested; the names of respondent(s); the levels of processing and the resolution dates; hearing committee members; a summary of the major points, facts and evidence presented by each party to the grievance; and a statement of the final resolution and the nature and date of any corrective action taken. Such records shall be maintained on a confidential basis.

C. For purposes of dissemination of grievance precedents, separate file records shall be kept that indicate only the subject matter of each grievance, the resolution of each grievance and the date of the resolution. These records shall not refer to any specific individuals, and they shall be open to the public.

D. All written grievance records shall be maintained for a minimum of three years after the grievance resolutions.

VIII. Role of the Equal Opportunity Officer

A. It is the primary responsibility of the Equal Opportunity Officer to ensure the effective installation, maintenance, processing, recordkeeping and notification required by the grievance procedure.

IX. Referral Services

A. Department of Workforce Development

B. Equal Employment Opportunity Commission

Revised: July 2004

SECTION II

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION DISSEMINATION ACTIVITIES

Moraine Park Technical College is committed to equal employment and educational opportunity as well as affirmative action in its dealings with staff, applicants, students and the public. Efforts are made to communicate this information by distributing the Five-Year Plan and Annual Updates as follows:

- Report reviewed and approved by District Board by September or October.
- Copies distributed to management/confidential staff, Equal Opportunity Committee, Union Presidents, Student Services staff, Outreach Staff, and Learning Resource Centers at all campus locations immediately after board approval.
- Copies distributed to Student Senate and Student Club Presidents at all campus locations during fall semester.
- Copies mailed to Wisconsin Technical College Affirmative Action Officer and other technical college affirmative action officers, when requested.
- New employees receive a copy of the module developed by the Equal Opportunity Committee, affirmative action guidelines and Five-Year Plan, during their orientation session. These documents allow new staff the opportunity to learn Moraine Park's Affirmative Action/Equal Opportunity Policy and grievance procedure.
- The Student Handbook, Catalog, and other student directed publications have the entire grievance procedure included. This has also been added to Student Planners that are distributed in the fall to all students.
- Policies and complaint procedures will be discussed at all orientation sessions.
- All recruitment materials, brochures, application and admission forms and other district created forms will include the Equal Opportunity Employer/Educator statement. Notification of intent to accommodate disabilities in the employment process has been added to all recruitment materials and TTY numbers have been included.
- Annually, public notices are published in official district newspapers at the beginning of the fall semester.
- Five year plan and annual updates will be posted next to bulletin boards on each campus.

Section III

Self-Evaluation Questionnaire Wisconsin Technical College District

I. Title VI, Civil Rights Act of 1964

1. Regulation 80.6(d) - Requires all recipients to make available to participants, beneficiaries, and other interested persons, information regarding the provision of Title VI and its application to recipients' programs.

Question: Does the district have a policy statement, which affirms non-discrimination on the basis of race, color, or national origin and the application of this policy?

Yes No

Question: Has this policy notification been disseminated to participants, beneficiaries, and other interested persons?

Yes No

Question: Is this policy statement currently posted in bulletins, catalogs, application forms, and other general information materials?

Yes No

2. Regulation 80.4 (a & b) - Requires recipients to file an assurance stating that no person shall, on the basis of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program receiving federal financial assistance.

Question: Does the district have assurance on file with the Department of Education an assurance of compliance for Title VI?

Yes No

3. Regulation 80.6 (b & c) - Requires recipients to keep, and to submit to the federal agency or designee, such records or information necessary to ascertain whether the recipient has complied or is complying with Title VI.

Question: Does the district have available racial / ethnic data showing the extent to which members of minority groups are beneficiaries of and participants in all educational programs?

Yes No

4. Regulation 80.6 (d) - Requires recipients to make such information concerning the provisions of this regulation and its applicability available to participants, beneficiaries, and other interested persons in such manner as the department official finds necessary to apprise such persons of the protections against discrimination assured by the Act and the regulation. This includes Section 80.7(c), "Procedures for Filing Complaints of Discrimination Prohibited by this Part" (Title VI).

Question: Has the district adopted such procedures for filing complaints (grievances)?

Yes No

Question: Has the district made such information available in such manner necessary to apprise persons of the protections assured by the Act and this regulation?

Yes No

II. Title IX - Self Evaluation

Procedural Requirements

1. Regulation 86.9 - Requires recipients to take specific and continuing steps to notify applicants for admission and employment, students, parents, employees, applicants for employment, sources of referral, and all union and professional organizations of the provisions and application of Title IX in offering educational programs.

Question: Has a policy statement of non-discrimination on the basis of sex been adopted, published, and disseminated to students, parents, employees, applicants for employment, sources of referral, and all unions or professional organizations?

Yes No

Question: Was and does such notification continue to be made in newspapers and magazines operated by recipient or by student alumni groups for or in connection with recipient; memorandum or other written communication distributed to every student and employee?

Yes No

Question: Is such notification currently posted in bulletins, catalogs, application forms, other recruitment materials for students and employees?

Yes No

Question: Does such notification identify the Title IX coordinator by giving the name, address and telephone number?

Yes No

2. Regulation 86.8(a) - Requires all recipients to designate a specific employee (coordinator) to coordinate the recipient's compliance activities and investigate complaints alleging the recipient's non-compliance with Title IX.

Question: Has the district designated an employee(s) to coordinate compliance efforts and to investigate complaints of sex discrimination?

Yes No

Question: Has this person's title, address, and telephone number been given to students, parents, and employees?

Yes No

3. Regulation 86.8(b) - Requires all recipients to adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX.

Question: Has the district adopted such grievance procedures?

Yes No

Question: Can the district document the publication of grievance procedures providing for prompt and equitable resolution of student and employee complaints of sex discrimination?

Yes No

4. Regulation 86.4 - Requires each recipient to file a statement that no persons shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal assistance.

Question: Does such statement of assurance include a commitment to take whatever remedial action necessary to eliminate existing sex discrimination or the effects of past discrimination?

Yes No

Question: Can the district document its remedial action efforts?

Yes No

5. Regulation 86.3 (c & d) - Requires each recipient to evaluate its policies and practices and the effects thereof concerning student admission and treatment, and employment of academic and non-academic personnel connected with the educational program or activities.

Question: Did the district undertake such a self-evaluation?

Yes No

Question: Does the district have the results of the Title IX self-evaluation on file?

Yes No

Question: Can the district provide evidence of the modification of policies and practices that occurred or remedial steps taken as a result of the Title IX self evaluation?

Yes No

6. Regulation 86.3(d) - Requires recipients to keep self evaluation and related materials on file for at least three years following completion including a description of any modification made and any remedial steps taken as a result of the self evaluation.

Preceding questions are applicable to this regulation.

III. Section 504 - Self Evaluation

Procedural Requirements

1. Regulation 84.8 - Requires each recipient that employs 15 or more persons to take initial and continuing steps to notify participants, beneficiaries, applicants, employees, unions, or professional organizations that it does not discriminate in admission or access to, or treatment or employment in its programs and activities.

Question: Has a policy statement of non-discrimination on the basis of handicap been adopted, published and disseminated as required?

Yes No

Question: Does such notification identify the specific persons designated to coordinate compliance to Section 504?

Yes No

Question: Is such notification currently posted in recruitment materials or publications containing general information?

Yes No

2. Regulation 84.7(a) - Requires a recipient that employs 15 or more persons to designate at least one person to coordinate its efforts to comply with Section 504.

Question: Has the district designated an employee to coordinate compliance efforts?

Yes No

Question: Has this person's name, address, and telephone number been given to students, parents and employees?

Yes No

3. Regulation 84.7(b) - Requires a recipient that employs 15 or more persons to adopt grievance procedures that incorporate appropriate due process standards and that provide for the resolution of complaints alleging unlawful discrimination against the handicapped.

Question: Can the district document the adoption and existence of such grievance procedures?

Yes No

Question: Has the district taken steps to inform its beneficiaries of such grievance procedures?

Yes No

4. Regulation 84.5 - Requires each recipient to submit an assurance stating that no otherwise qualified handicapped persons shall safely, by reason of handicap, be ex-

cluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity.

Question: Has the district provided an assurance stating its commitment to non-discrimination on the basis of handicap?

Yes No

5. Regulation 84.6(c) - Requires the recipient to evaluate, with the assistance of interested persons including handicapped persons or organizations representing them, its current policies and practices and the effects thereof.

Question: Did the district undertake a self-evaluation?

Yes No

Question: Does the district have the results of the 504 self-evaluation?

Yes No

Question: Can the district provide evidence of the interested persons consulted, a description of areas examined, and problems identified; and any modification of policies and practices that occurred or remedial steps taken to eliminate the effects of past discrimination?

Yes No

6. Regulation 84.6(c2) - Requires recipients that employ 15 or more persons to, for at least three years following completion of the self evaluation, maintain on file the list of interested persons consulted, a description of areas and problems examined, and a description of any modifications.

Preceding questions are applicable to this regulation.

7. Regulation 84.22(e) - Requires recipients that employ 15 or more persons to develop a transition plan setting forth the steps necessary to complete structural changes to facilities that are necessary for program accessibility.

Question: Did the district develop a transition plan?

Yes No

Question: Was the plan developed with the assistance of interested persons or organizations representing handicapped persons?

Yes No

Question: Is the transition plan available for review?

Yes No

Question: Has the district completed all the structural changes addressed in the transition plan?

Yes No

Question: Can the district document the steps taken toward meeting the requirements of its transition plan for program accessibility?

Yes No

IV. OCR Guidelines - Self Evaluation

Procedural Requirements

1. Guideline IV - Requires recipients to locate educational facilities at sites that are readily accessible to both non-minority and minority communities.

Question: Does the district provide educational facilities at locations, which are accessible to all regardless of race, color, or national origin?

Yes No

2. Guideline IV (L) - Requires recipients to: (a) identify its applicants with limited English-speaking skills and to assess their ability to participate; (b) use acceptable methods of identification; (c) take steps to open all programs to these students; and (d) if necessary, demonstrate that a concentration of such students in one or a few programs is not the result of discriminatory limitations of opportunities available to such students.

Question: Does the district use a system to identify its LES students and to assess their ability to participate?

Yes No

Question: Does the district provide language-related support services to its LES students?

Yes No

Question: Have steps been taken by the district to open all programs to LES students?

Yes No

Question: Can the district demonstrate that a concentration of LES students in one or a few programs is not the result of unlawful discrimination?

Yes No

3. Guideline IV (N) - Requires recipients to, if necessary, (1) modify instructional equipment, (2) modify or adapt the manner in which courses are offered, (3) house the program in facilities that are accessible or alter facilities to make them readily accessible to mobility impaired students, and (4) provide auxiliary or related aids and services.

Question: Are there architectural barriers, which deny handicapped students access to educational programs and courses?

Yes No

Question: Is the district providing the necessary related aids or services to handicapped students so they may have access to educational programs and courses?

Yes No

4. Guideline IV (O) - Requires recipients to issue public notification that all educational opportunities will be offered without regard to race, color, national origin, sex or handicap; and, if necessary, disseminate public notification materials in the language of persons of national origin.

Question: At the beginning of each year, does the district advise the students, parents, employees, and the general public of its non-discrimination policy?

Yes No

Question: Is this notification advertised in a manner that is accessible to all members of the general public regardless of race, color, national origin, sex or handicap?

Yes No

Question: Does the announcement provide information on course offerings, admissions criteria, and the name and phone number of the coordinators of Title IX and Section 504?

Yes No

Question: Is the announcement communicated in the native language of national origin minorities?

Yes No

Question: Does the announcement include an assurance that the lack of English skills will not be a barrier to admission and participation?

Yes No

5. Guideline V (A) - Requires recipients to ensure that counseling materials and activities (such as student program selection and career / employment selection), promotional, and recruitment efforts do not discriminate on the basis of race, color, national origin, sex, or handicap.

Question: Does the district take steps to ensure that counseling materials and activities, and promotional and recruitment efforts do not discriminate on the basis of race, color, national origin, sex or handicap?

Yes No

6. Guideline V (B) - Requires recipients operating educational programs to ensure that counselors do not direct or urge any student to enroll in a particular career or pro-

gram or measure or predict a student's prospects for success in any career or program based upon the student's race, color, national origin, sex, or handicap; and if there is disproportionate enrollment of either sex, minority group, or handicapped students in a program, recipients are required to take steps to ensure that such an occurrence does not result from unlawful discrimination in counseling.

Question: Do counselors direct or urge any students to enroll in a particular career or program on the basis of race / national origin, sex, or handicap?

Yes No

Question: Do counselors measure or predict a student's prospects for success in any career or program based on the student's race / national origin, sex, or handicap?

Yes No

Question: Do counselors counsel handicapped students toward more restrictive career objectives than non-handicapped students with similar abilities and interests?

Yes No

Question: Does the district take steps to ensure that disproportionate enrollment of either sex, minority group, or handicapped students in a program is not the result of unlawful discrimination?

Yes No

7. Guideline V(C) - Requires recipients to conduct student recruitment activities in a manner that does not exclude or limit opportunities on the basis of race, color, national origin, sex, or handicap.

Question: Are students recruited and counseled for education without regard to race, color, national origin, sex, or handicap?

Yes No

Question: Are career opportunities and curricular programs presented in a manner that does not discriminate on the basis of race, color, national origin, sex, or handicap?

Yes No

Question: Do the materials which are used in recruiting or promotional efforts limit the portrayal of career opportunities or tend to perpetuate or create stereotypes or limitations are not race, national origin, sex, or handicap through text or illustration?

Yes No

Question: Are members of the protected groups represented and active in recruitment and counseling activities?

Yes No

Question: Are provisions made for the limited English-speaking minorities and handicapped persons to receive promotional literature and comparable recruitment efforts in a medium in which they can communicate?

Yes No

8. Guideline V (D) - Requires recipients to ensure that counselors can effectively communicate with national origin minority students with limited English language skills and with students who have hearing impairments.

Question: Has the district taken steps to ensure that counselors can effectively communicate with national origin minority students with limited language skills and with students who have hearing impairments.

Yes No

9. Guideline V (E) - Requires recipients to, if necessary, distribute promotional literature to national origin minority persons in their native language.

Question: Does the district provide promotional literature to national origin minorities in their native language?

Yes No

10. Guideline VI (B) - Requires recipients to, if necessary, provide materials and information used as notification of opportunities for financial assistance to be distributed and communicated in a manner that it can be accessed by national origin minority persons with limited English-speaking skills.

Question: Does the district provide materials and information used as notification of opportunities for financial assistance distributed and communicated in a manner that is accessible to national origin minority students with limited English-speaking skills?

Yes No

11. Guideline VI(C) - Requires recipients that provide housing in residential post secondary education centers to extend housing opportunities, whether on campus or off campus, without discrimination, and provide comparable, convenient, and accessible housing at the same cost and under the same conditions for handicapped students.

Question: If provided by a district that has educational programs, is on campus and off campus housing provided for all regardless of race, sex, or handicap?

Yes No

Question: Is the housing provided for handicapped students comparable, convenient and offered at the same cost and conditions as for other students?

Yes No

12. Guideline VI (D) - Requires recipients that provide facilities for one sex to provide comparable facilities to those of the other sex and be readily accessible to handicapped persons.

Question: Does the district provide common facilities which have been modified or separate comparable facilities (changing rooms, showers, etc.) offered for students of different sex?

Yes No

Question: Have facilities been adapted or modified to the extent necessary to make the educational program readily accessible to the handicapped?

Yes No

13. Guideline VII (A) - Requires recipients to ensure that they do not discriminate against students on the basis of race, color, national origin, sex, or handicap in making cooperative educational programs, job placement and apprentice training opportunities available to students; and that students participating in these types of programs are not discriminated against by employers or prospective employers in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and in pay; contracts or written agreements when used in relation to these opportunities must contain a statement of assurance indicating that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or handicap.

Question: Does the district make opportunities in its work-study, cooperative education and job placement programs available to students without regard to race, color, national origin, sex, or handicap?

Yes No

Question: Does the district ensure that students placed in cooperative education work study, or job placement programs receive equal treatment with regard to task assignment, numbers of hours worked, responsibility levels, and pay?

Yes No

Question: Are assurances of non-discrimination contained in written agreement for the referral or assignment of students to an employer?

Yes No

14. Guideline VII (B) - If written agreement with a labor union or other sponsor providing apprentice training is used, requires recipients to include an assurance that the union or other sponsor does not engage in discrimination against its membership or applicants for membership; and that apprentice training will be offered and conducted free of discrimination.

Question: Does the district enter into any agreement for the provision or support of apprentice training with any labor union or other sponsor?

Yes No

Question: Is there a written agreement, which contains an assurance that they do not discriminate against its members or applicants?

Yes No

15. Guideline VIII (B) - Requires the recipient to notify every source of faculty that it does not discriminate on the basis of race, color, national origin, sex, or handicap.

Question: Has the district attempted to notify every source of faculty that it does not discriminate on the basis of race, color, national origin, sex, or handicap?

Yes No

16. Guideline VIII (D) - Requires the recipient to establish and maintain faculty salary scales on the basis of the conditions and responsibilities of employment without regard to race, color, national origin, sex, or handicap.

Question: Are faculty salary scales and policy based upon the conditions and responsibilities of employment without regard to race, color, national origin, sex, or handicap?

Yes No

17. Guideline VIII (E) - Requires recipients to provide equal employment opportunities for teaching and administrative positions to handicapped applicants who can perform the essential functions for the position; and make reasonable accommodations for the physical or mental limitations of handicapped (otherwise qualified) applicants unless it can be demonstrated that such accommodations would impose undue hardship.

Question: Does the district provide reasonable accommodations to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee?

Yes No

18. Guideline VIII (F) - Requires recipients to take steps to overcome the effects for past discrimination. Such steps may include the recruitment or reassignment of qualified persons of a particular race, national origin, or sex, or who are handicapped.

Question: Does the district limit its recruitment efforts to schools, communities or companies which are disproportionately composed of persons of a particular race, national origin, sex, or handicap?

Yes No

V. Contracts for Services - TCS 8

Policy and Procedural Requirements Relating to Non Discrimination

1. TCS 8.04(7)(a)(b) - Requires each district board to adopt policies and procedures governing contracts for services with service recipients.

Question: Does the district have a policy and procedure governing contracts for service with recipients?

Yes No

Question: Does the district's contract for service policy include a statement of non-discrimination on the basis of age, race, color, sex, creed, handicap, political persuasion, ancestry, or sexual orientation against students and employees?

Yes No

2. TCS 8.05(4)(a)(b) - Requires that the service recipient certify that it does not discriminate on the basis of age, race, color, sex, creed, handicap, political persuasion, ancestry, or sexual orientation against any employee, applicant for employment, any student, or applicant for enrollment.

Question: Does the district certify that service recipients do not discriminate on the basis of age, race, color, sex, creed, handicap, political persuasion, ancestry, or sexual orientation against students and employers?

Yes No

VI. Americans with Disabilities Act - Self Evaluation

1. Guideline II-3.2000 - Prohibits the denial of services or benefits on the basis of a disability.

Question: Has the district included disability in its non-discrimination policies?

Yes No

2. Guideline II-3.3000 and II-3.4000 - Provides for equality of opportunity to participate in or benefit from a public entity's aids, benefits, and services. In addition, provides for equal participation in the "mainstream" of society.

Question: Are persons with disabilities afforded an equally effective opportunity to participate in or benefit from an aid, benefit or service?

Yes No

Question: Are individuals with disabilities integrated to the maximum extent appropriate?

Yes No

Question: If separate programs are offered, are they appropriate to the particular individual?

Yes No

Question: Have any individuals with disabilities been excluded from the regular program or required to accept special services or benefits?

Yes No

Question: Are individuals with disabilities provided accommodations necessary to allow them to participate in regular programs?

Yes No

3. Guideline II-3.5000 - A public entity may not impose eligibility criteria for participation in its programs, services or activities that either screen out or tend to screen out persons with disabilities, unless it can show that such requirements are necessary for the provision of the service, program or activity.

Question: Are any safety requirements imposed based on real risks, not speculation, stereotypes or generalizations about individuals with disabilities?

Yes No

Question: Are any inquiries made into a disability absolutely necessary to insure safe participation?

Yes No

Question: In cases where extra (non personal item) costs are incurred does the district absorb the cost without charge to the disabled individual being served?

Yes No

Question: Are modifications to policies, practices or procedures in programs made to accommodate disabled individuals except where the modification would fundamentally alter the nature of the service, program or activity?

Yes No

4. Guideline II-5.0000 - A public entity may not deny the benefits of its programs, activities, and services to individuals because its facilities are inaccessible. The "program accessibility standard" requires that a public entity's services, programs, or activities, when viewed in their entirety, to be readily accessible to and usable by individuals with disabilities.

Question: Has the district conducted a review of its facilities, developed a transition plan, and made changes as needed to achieve program accessibility?

Yes No

Question: Where access involves back door or freight elevators, is such an arrangement used only as a last resort in cases where it provides accessibility comparable to that provided to persons without disabilities who generally use front doors and passenger elevators?

Yes No

Question: Are adequate numbers of accessible parking spaces in existing parking lots or garages available?

Yes No

5. Guideline II-7.0000 - Provides that a public entity must ensure that its communication with individuals with disabilities are as effective as communications with others. In order to provide equal access, a public accommodation is required to make available appropriate auxiliary aids and services where necessary to ensure effective communication.

Question: Is a procedure available which provides an opportunity for individuals with disabilities to request auxiliary aids and services of their choice?

Yes No

Question: Does the procedure provide for primary consideration and consultation to the individual in regard to their primary choice?

Yes No

Question: Where interpreters are supplied, are they qualified, i.e., "able to sign to the individual who is deaf what is being said by the hearing person and who can voice to the hearing person what is being signed by the individual who is deaf ... effectively, accurately, and impartially including the use of necessary specialized vocabulary"?

Yes No

Question: Where telephone communications are available, are equally effective communication devices or services provided for individuals with disabilities, including hearing and speech impaired individuals?

Yes No

6. Guideline II-8.0000 - Provides for administrative requirements including preparation of a self-evaluation, development of a transition plan, providing notice to the public, designation of a responsible employee and development of a grievance procedure.

Question: Has the district developed (and on file) a self-evaluation plan which identifies all of the programs, activities and services; and reviews all policies and practices that govern the programs, activities and services.

Yes No

Question: Has the district developed a transition plan for structural modifications required to achieve program accessibility and provided a copy of that plan to the State Board Facilities Coordinator for inclusion in the district's five-year facility plan?

Yes No

Question: Has the district provided information on Title II's requirements to applicants, participants, beneficiaries, and other interested persons which explains Title II's prohibitions against discrimination?

Yes No

Question: Has the district adopted and published a grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Title II?

Yes No

Question: Has the district designated at least one employee to coordinate its efforts to comply with and fulfill its responsibilities of the ADA, including the investigation of complaints?

Yes No

VII. Wisconsin Fair Employment Act

1. Section 111.31, Wis. Stats. - Provides that the practice of unfair discrimination in employment against properly qualified individuals by reason of their age, race, creed, color, handicap, marital status, sex, national origin, ancestry, sexual orientation, arrest record, conviction record, membership in the national guard, state defense force or any other reserve component of the military forces of the United States or the state of Wisconsin, or the use or non use of lawful products off the employer's premises during non working hours is illegal.

Question: Does the district as an employer base an evaluation of an employee or applicant for employment upon the employee's or applicant's individual qualifications rather than upon a particular class to which the individual may belong?

Yes No

Question: Does the district avoid making, using or circulating any statement, advertisement or publication, or avoid using any form of application for employment or avoid making any inquiry in connection with prospective employment which is prohibited by the Wisconsin Fair Employment Act?

Yes No

Question: Does the district as an employer refrain from prohibited honesty, genetic, and/or other testing prohibited by the Wisconsin Fair Employment Act?

Yes No

VIII. Chapter 38, Wis. Stats.

1. Chapter 38, Wis. Stats. - Provides for District Board powers and duties. Includes the requirement to conduct an orientation program and provide information on sexual harassment, and the general prohibition against discrimination in admission and/or participation in services, programs, courses and facilities usage based upon race, color, creed, religion, sex, national origin, disability, age, sexual orientation, pregnancy, marital status or parental status.

Question: Does the district incorporate in its orientation program for newly entering students, oral and written information on sexual assault and sexual harassment?

Yes No

Question: Does the district annually supply all students enrolled in the district printed material on sexual harassment and sexual assault?

Yes No

Question: Does the district annually submit a report to the chief clerk of each house of the Wisconsin legislature indicating the methods used to comply with orientation and information requirements?

Yes No

Question: Does the district have established policies to protect students from discrimination which provides criteria for determining discrimination as prohibited, provides remedies and sanctions for violations, establishes a 300-day time limit on filing and establishes a procedure with reasonable time limits to act on complaints?

Yes No

Question: Does the district, in October of each year, forward a summary of student complaints by date, issue and disposition to the Wisconsin Board's DHR?

Yes No

Section IV

District Employment Self Analysis and Goals

Goals Establishment: Full Time Work Force

General Workforce Goals:

Total district employment of minorities is at 4% (15 of 374 college full time staff). The availability percentage, combining *statewide* availability for the Executive/Admin./ Managerial and Faculty categories and *district wide* availability for Secretarial/Clerical, Professional Non Faculty, Technical/Para-Professional, Skilled Craft, and Service Maintenance, is at 5.22% (22,134 of 424,034). As a result, the college overall, is slightly underutilized for minority employment. Therefore, the college has a broad general workforce goal to hire minority employees to achieve a percentage of 5.22% (19.5 of 374) matching the workforce minority availability percentages of the combined statewide and district figures.

The college employs disabled staff at a rate of 3.47 % (13 of 374). Availability is at 8.19%. Therefore, the college has a goal to employ disabled staff to achieve a percentage of 8.19% (30 of 374) matching the workforce disabled availability percentage.

Females are employed at a rate of 64.97% at the district. Availability is at 32.37%. The college is not underutilized for females when looking at the total district workforce. Therefore, the college has no goal in this area.

Specific Workforce Category Goals:

Exec/Admin/Mgr.: MPTC currently employs one minority with total employment of 37 in this category. Thus, current minority employment in this category is 2.7 %. The appropriate recruitment and employment availability has been determined to be *statewide* based upon recruitment and hiring practices. The availability percentage of minorities in the *statewide workforce* in this category is 5.21%. Therefore, the college has a specific goal to hire minority employees to achieve a category minority percentage of 5.21% (2 of 37).

Faculty: MPTC currently employs seven minority faculty members with total employment of 138 in this category. Thus, current minority employment in this category is 5.07%. The appropriate recruitment and employment availability has been determined to be *statewide* based upon recruitment and hiring practices. The availability percentage of minorities in the *statewide workforce* in this category is 11.81%. Therefore, the college has a specific goal to hire minority faculty to achieve a category minority percentage of 11.81% (16 of 138).

Secretarial/Clerical: MPTC currently employs three minority staff with total employment of 96 in this category. Thus, current minority employment in this category is 3.12%. The appropriate recruitment and employment availability has been determined to be *district wide* based

upon recruitment and hiring practices. District availability figures show a minority workforce availability of 2.25 %. Thus, there is no goal established in this category.

Professional Non Faculty: MPTC employs no minority employees in this category with total employment of 14 in this category. The appropriate recruitment and employment availability has been determined to be *district wide* based upon recruitment and hiring practices. District availability figures show a minority workforce availability of 2.32 %. Therefore, the college has a specific goal to hire minority professional non faculty staff to achieve a category minority percentage of 2.32% (1/3 position of 14).

Technical/ Para-Professional: MPTC currently employs three minority staff with total employment of 58 in this category. Thus, current minority employment in this category is 5.17%. District availability figures show a minority workforce availability of 1.69 %. Thus, there is no goal established in this category.

Skilled Craft: MPTC has only one employee in this category. Thus, there is no goal established in this category.

Service Maintenance: MPTC employs no minority employees in this category with total employment of 23 in this category. The appropriate recruitment and employment availability has been determined to be *district wide* based upon recruitment and hiring practices. District availability figures show a minority workforce availability of 5.11 %. Therefore, the college has a specific goal to hire minority professional non faculty staff to achieve a category minority percentage of 5.11% (1 of 23).

Section V
Affirmative Action

Employment Program Initiatives

Program 1: Increase minority staff

Program Initiative A: Investigate and develop joint statewide minority recruitment activities with other Technical Colleges and area Universities.

Activity/ Steps	Persons responsible for Implementation	Timetable
Evaluate current cooperative efforts; Investigate possible expansion or revisions; investigate possible cooperative efforts with area post secondary schools such as universities or two year university campuses.	Vice President-Human Resources, Human Resources Staff, Equal Opportunity Officer	2006-07
Implement combined recruitment campaigns targeted at minority employees, particularly faculty.	Vice President-Human Resources, Human Resources Staff, Equal Opportunity Officer, Consortia Participants	2007-08
Implement a pre-screening of applicants to assure certification eligibility; establish a list of qualified candidates to be shared with consortia participants.	Vice President-Human Resources, Human Resources Staff, Equal Opportunity Officer, Consortia Participants	2007-08

Program Initiative B: Expand within-district outreach and recruitment contacts with community based organizations, tribal affiliates and minority organizations.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Develop a comprehensive listing of various community based organizations, minority clubs and organizations, and tribal organizations within the district.	Equal Opportunity Officer, Diversity Relations Associate, Human Resource Staff, Equal Opportunity Committee	2005-06
Design outreach materials and prepare a presentation on MPTC employment targeted at minorities in all employment categories	Equal Opportunity Officer, Diversity Relations Associate, Human Resource Staff, Equal Opportunity Committee	2006-07
Contact organizations and/or make presentations to elicit assistance in minority recruitment for the college	Equal Opportunity Officer, Diversity Relations Associate, Human Resource Staff, Equal Opportunity Committee	2007-08

Program Initiative C: Contact current minority part time or call staff to assist them in application for full time vacancies, as program needs warrant.

Activity/Steps	Persons Responsible for	Timetable
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	Implementation	
Identify minority part time or call staff who may be interested in expansion of employment to over 50% time as program needs warrant.	Deans, Executive Deans, Human Resources Staff, Equal Opportunity Officer	2006-07
Establish individual pre-qualification for certification, assist individuals with development of educational plans (as needed), sponsor certain certification course presentations	Deans, Executive Deans, Human Resources Staff, Equal Opportunity Officer, Certification Officer	2007-08
Notify individuals of vacancies and follow up with them to assist in application	Human Resources Staff, Equal Opportunity Officer, Certification Officer	2007-2009

Program Initiative D: Develop and implement a minority candidate mentoring program to assist candidates during interview and post interview situations.

Activity/Steps	Persons Responsible for Implementation	Timetable
Design a Host Program to host and assist minority candidates while on campus for interview situations.	Equal Opportunity Committee, Vice President – Teaching and Learning, Deans, Equal Opportunity Officer, Human Resources Staff	2007-08
Establish budgetary support for payment of interview expenses for candidates	Equal Opportunity Officer, Vice President – Financial Management, Vice President – Human Resources	2007-09

Program 1: Methods of Evaluation:

The number of minorities, both generally in the MPTC workforce and in specific categories of employment, will be evaluated annually by the Equal Opportunity Officer. Increased minority staff will be a general indicator of success. Each initiative involved in a specific recruitment will be reviewed during the post review of the recruitment conducted by the Equal Opportunity Officer, Executive Deans, Deans and Human Resources Staff.

Annual Progress: (Give a (cumulative) report by each year of the 5 year plan.)

2005-2006:

2006-2007:

2007-2008:

2008-2009:

2009-2010: Final Summary Report

Program 2: Increase Disabled staff employment

Program Initiative A: Expand within-district outreach and recruitment contacts with disabled advocate organizations.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Develop a comprehensive listing of various community based advocacy organizations within the district.	Equal Opportunity Officer, Special Services Staff, Human Resource Staff, Equal Opportunity Committee	2006-07
Design outreach materials and prepare a presentation on MPTC employment targeted at disabled in all employment categories	Equal Opportunity Officer, Special Services Staff, Human Resource Staff, Equal Opportunity Committee	2007-08
Contact organizations and/or make presentations to elicit assistance in recruitment of disabled staff	Equal Opportunity Officer, Special Services Staff, Human Resource Staff, Equal Opportunity Committee	2008-09

Program Initiative B: Develop and implement a disabled candidate host program to assist candidates during interview and post interview situations.

Activity/Steps	Persons Responsible for Implementation	Timetable
Design a Host Program to host and assist disabled candidates while on campus for interview situations.	Equal Opportunity Committee, Vice President – Teaching and Learning, Executive Deans, Deans, Equal Opportunity Officer	2007-08
Establish specific budgetary support for special advertising to promote MPTC as an employer of choice for disabled	Equal Opportunity Officer, Vice President – Human Resources, Vice President – Financial Management	2008-09

Program 2: Methods of Evaluation:

The number of disabled in the total MPTC workforce will be evaluated annually by the Equal Opportunity Officer. Increased disabled staff will be a general indicator of success. Each initiative involved in a specific recruitment will be reviewed during the post review of the recruitment conducted by the Equal Opportunity Officer, Executive Deans, Deans and Human Resources Staff.

Annual Progress: (Give a (cumulative) report by each year of the 5 year plan.)

2005-2006: N/A

2006-2007:

2007-2008:

2008-2009:

2009-2010: Final Summary Report

Program 2: Methods of Evaluation:

The number of minority and disabled in the total MPTC workforce will be evaluated annually by the Equal Opportunity Officer. Increased minority and disabled staff will be a general indicator of success. Each diversity result will be reviewed during a post review of the recruitment/selection conducted by the Equal Opportunity Officer, the appropriate manager and their supervisor.

Annual Progress: (Give a (cumulative) report by each year of the 5 year plan.)

2005-2006: N/A

2006-2007:

2007-2008:

2008-2009:

2009-2010: Final Summary Report

Program 3: Develop and implement faculty and staff in service and orientation programs to promote Multicultural, Gender and Special Population awareness and sensitivity.

Activity/Steps	Persons responsible for Implementation	Timetable
Review of current programs, training, and curriculum on equal opportunity for faculty and staff	Equal Opportunity Officer, Equal Opportunity Committee, Organizational Development	2007-08
Development of new curriculum as necessary	Equal Opportunity Officer, Equal Opportunity Committee, Special Services and Diversity Relations Associate, Curriculum Office, Organizational Development	2007-2008
Update resource materials and videos	Equal Opportunity Officer, Equal Opportunity Committee, Special Services and Diversity Relations Associ-	2007-2008

	ate, Organizational Development	
Conduct Orientation of all staff	Equal Opportunity Officer, Equal Opportunity Committee, Special Services and Diversity Relations Associate, Organizational Development	2008-2009
Conduct Annual Training of current staff (review type) or new staff (initial type)	Equal Opportunity Officer, Equal Opportunity Committee, Special Services and Diversity Relations Associate, Organizational Development	2008 - 2009

Program 4: Methods of Evaluation:

The improvement in attitudes and support for diversity in the organization will be measured by conduct of a survey at the initial training session on diversity and a follow up survey when review training is conducted. In addition, the Equal Opportunity Committee will be consulted on a regular basis to assess their feelings on the issue of diversity awareness, support and sensitivity.

Annual Progress: (Give a (cumulative) report by each year of the 5 year plan.)

2005-2006: N/A

2006-2007: N/A

2007-2008:

2008-2009:

2009-2010: Final Summary Report

Section VI

Students

Enrollment—General

Moraine Park Technical College has conducted an analysis and is establishing the following goals/ initiatives for educational and service program areas which are underutilized for minorities, females or disabled students. The analysis was conducted using data from the client accounting system and the series of equal opportunity reports provided by the State Office of the Wisconsin Technical College System; and it was also conducted using a one percent confidence interval in availability/participation as suggested by the state office.

A review of the student enrollment statistics in various program categories and analysis by the Equal Opportunity Committee reveals the need for a college-wide initiative.

Report VE 215 660 (Students by Program) seems to show a number of “unknowns” for the student racial/ethnic data. There are 462 of 10,785 or 4.28% students reported in Compliance Indicator I—Students by Program Areas who are in that situation. The college’s Equal Opportunity Committee believes that many of these students may fall into a protected category.

Item 1: Unknowns

Compliance Indicator I- Program Enrollment Statistics, Report VE 215 660, shows a large number of “Unknowns” (disability and minority status data) for students. Experience has shown that minority and disabled students are reluctant to provide such data yet the college develops services and programs for inclusion based upon this data. For school year 2003-2004, 10,785 students were considered to be enrolled in college programs. Unknowns constituted 4.28 % of this total or 462 students. Since females, disabled and minorities are specifically numerically identified in the report, the “unknowns” default to “white male”. As a result, efforts to collect accurate data for “unknowns” is critical to a data supported compliance effort for females, disabled and minorities.

Program Initiative

Develop an active and escalating approach to collection and reporting of accurate data on ethnicity, sex and disability status for all students.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Development of Voluntary Data Provision Programs such as “Celebration of Ethnicity” at registration time to encourage voluntary provision of data on female, disabled and/or minority status.	Equal Opportunity Committee, Vice President – Enrollment Management, Student Enrollment and Registration Staff	2005-2006
Evaluation of Unknowns on 2005-2006 Student Compliance Indicator I Report from State Office	Equal Opportunity Officer, Registrar, Vice President – Enrollment Management	2006
Develop Supplementary Follow up Contact Program for voluntary provision of data on ethnic, sex and/or disability status of students reported	Equal Opportunity Committee, Executive Deans, Deans and Student Services Staff	2006-2007

as unknowns		
Development of observation data reporting program to collect data on students not following up on the voluntary reporting of status data.	Equal Opportunity Committee, Executive Deans, Deans, Student Services and Registration Staff	2007-2008
Evaluation of Unknowns after implementation of ascending data collection methodology	Equal Opportunity Committee and Equal Opportunity Officer with assistance from State Office	2008-2009

Method of Evaluation

The Equal Opportunity Committee together with the Team leader and Accountable Manager will annually review the “unknowns” listed in Compliance Indicator I, Report VE 215 660 generated by the State Office. Where unknowns are clustered in general program areas, executive deans and deans from those programs will be contacted and involved in targeted approaches for their areas. If data collection improvement is evidenced, activities will be re-evaluated to determine the most effective implementation activities for inclusion in following registrations of students. Where elements of the program efforts are unsuccessful, those activities will be revised or dropped.

Annual Progress (Give a (cumulative) report by each year of the 5 year plan.)

2005-2006:

2006-2007:

2007-2008:

2008-2009:

2009-2010 Final Summary Report

Part A ***Enrollment—Programs***

Analysis of students by programs contained in Compliance Indicator I—Programs (Report VE 215660) reveals the need for action in four reported program areas: Agribusiness, Industrial, Health, and Technical and Television. Analysis was conducted using a one percent confidence interval in availability/participation as suggested by the state office. The following findings resulted:

Agribusiness: Statistics show a female student participation rate of 18.75% compared to a general population rate availability of 49.94%. The agribusiness program is a small program with 32 students participating. Thus, a few female students enrolling in the program will bring the college into minimal compliance at the 25% female participation level. The goal, however, will be to bring the female participation rate into compliance at the full 49.94% available in the population. In addition, no students in the program are disabled. The goal will be to recruit disabled students in proportion to the numbers available in the district population.

Activity/Steps	Persons responsible for Implementation	Timetable
Develop new recruitment activities targeted at females and disabled	Vice President – Teaching and Learning, Executive Dean, Student Services, Special Services, Instructors	2005-2007
Review Program Offerings and consider, where appropriate, addition of Agribusiness courses such as Vet Tech, which may draw higher female participation	Vice President – Teaching and Learning, Executive Dean, and Instructors	2005-2007
Implement Recruitment Activities	Student Services, Special Services, Executive Dean and Instructors	2007-2008
Conduct Analysis of Enrollment in program	Institutional Research, Equal Opportunity Officer, Vice President – Teaching and Learning, Executive Dean	2007-2008 and Continuing
Continue, modify or discontinue targeted efforts to insure narrow tailoring.	Vice President – Teaching and Learning, Executive Dean, and Equal Opportunity Officer	2007-2008 and Continuing

Method of Evaluation:

The statistical reports will be reviewed annually by the Equal Opportunity Officer in consultation with the Vice President – Teaching and Learning, the Institutional Research Partner and the Executive Dean of the Agribusiness program. Appropriate involvement of Special Services staff, Minority Recruitment and Retention staff and the instructional staff participating in recruitment activities will be assured. Where programs have had a positive effect on enrollments they will be continued or modified as necessary. Where programs have been unsuccessful, they will be replaced with other types of efforts. If enrollments have come into full balance, programs will be evaluated for the need to continue on an on-going basis so as to institute narrow tailoring of the targeted activities.

Annual Progress (Give a (cumulative) report by each year of the 5 year plan.)

2005-2006:

2006-2007:

2007-2008:

2008-2009:

2009-2010 Final Summary Report

Health: Derived statistics show a participation rate of 10.1% for males as opposed to an availability rate of 50.06% in the district population. As health services is a traditionally female dominated occupation, efforts will be made to enlighten and recruit males into this occupational area. The health program is large with 1,822 students. As a result, a significant number of males will need to be recruited over some period of time to effectuate compliance at the minimal level of 25%. In addition, planning will be needed to assure that waiting lists will not deter male students from declaring this program area.

Activity/Steps	Persons responsible for Implementation	Timetable
Develop new long term recruitment activities targeted at males	Vice President – Teaching and Learning, Executive Dean, Student Services, Instructors	2005-2006
Implement Recruitment Activities	Student Services, Executive Dean and Instructors	2006-2007
Conduct Analysis of waiting List and possible use of Administrative Rule TCS 10.07 (5m)	Vice President – Teaching and Learning, Executive Dean, Equal Opportunity Officer, District Counsel and State Board Office staff	2006-2007
Conduct Analysis of Enrollment in program	Institutional Research, Equal Opportunity Officer, Vice President – Teaching and Learning	2007-2008 and Continuing
Continue, modify or discontinue targeted efforts to insure narrow tailoring.	Vice President – Teaching and Learning, Executive Dean, and Equal Opportunity Officer	2007-2008

Method of Evaluation:

The statistical reports will be reviewed annually by the Equal Opportunity Officer in consultation with the Vice President – Teaching and Learning, the Institutional Research Partner and the Executive Dean of the Health program. Appropriate involvement of Student Services staff and the instructional staff participating in recruitment activities will be assured. Where programs have had a positive effect on male enrollments they will be continued or modified as necessary.

Where programs have been unsuccessful, they will be replaced with other types of efforts. If enrollments have come into minimal balance, programs will be evaluated for the need to continue on an on-going basis so as to institute narrow tailoring of the targeted activities.

Annual Progress (Give a (cumulative) report by each year of the 5 year plan.)

2005-2006:

2006-2007:

2007-2008:

2008-2009:

2009-2010 Final Summary Report

Trade and Industry:

Statistics show two program areas reported in Compliance Indicator I—Program Areas (Industrial and Technical & Television) which are underutilized for females. Both programs are located in the Trades and Industrial instructional area of the college. In the Industrial area, statistics show that females constitute 4.79% of the enrollment compared to availability in the population of 49.94%. Since the program is relatively large at 1,628 students, the number of females is significantly below the 25% minimal target rate suggested by the state office. The goal, therefore is to meet the 25% goal over the period of this plan. In the Technical and Television area, females constitute a slightly higher percentage showing 7.5% of the enrollment compared to availability in the population of 49.94%. Again, the program is relatively large at 1,373 students. The number of females is significantly below the 25% minimal target rate. The goal, therefore, is to meet the 25% goal over the period of this plan. As goals for both areas are similar and since the breakouts are combined at the college, one plan can be developed and administered for the state data breakouts.

Activity/Steps	Persons responsible for Implementation	Timetable
Develop new long term recruitment activities targeted at females including team visits to both middle schools and high schools to promote female participation in the trade and industry programs.	Vice President – Teaching and Learning, Executive Dean, Student Services, Instructors, NTO Specialist	2005-2006
Implement Recruitment Activities	Student Services, Executive Dean and Instructors, NTO Specialist	2006-2007
Conduct Analysis of Enrollment in program, conduct training of teachers to celebrate male/female diversity and to assure non dis-	Institutional Research, Equal Opportunity Officer, Vice President – Teaching and	2007-2008 and Continuing

crimination based upon sex in class situations	Learning, NTO Specialist	
Continue, modify or discontinue targeted efforts to insure narrow tailoring.	Vice President – Teaching and Learning, Executive Dean, and Equal Opportunity Officer, NTO Specialist	2007-2008

Part B
Completion Rates

Completion rates are used as a measure of student success. However, some question arises in using such data for a measure of success in a situation of technical education. Many students do not have a goal of completion of a one or two year program. Instead, goals often are to achieve more education or re-training which will enable the individual to achieve a job in a certain field or qualify them for advancement within their current occupation. As a result, the district will conduct a graduation rate analysis of those students who have declared a goal of achieving completion of a program. In addition, the district will attempt to develop, as part of this 5 year plan, alternative measurements of success and proper documentation and follow up to accurately measure that success.

Activity/Steps	Persons responsible for Implementation	Timetable
Conduct analysis by program of graduates compared to enrollees who have declared program completion as a goal	Vice President – Teaching and Learning, Vice President – Enrollment Management, Executive Dean, Institutional Research	2006-2007
Design data collection system for students who do not declare program graduation as a goal	Vice President – Teaching and Learning, Vice President – Enrollment Management, Executive Dean, Institutional Research	2007-2008
Conduct analysis of graduates and non-graduates to determine attainment of “success”	Institutional Research, Equal Opportunity Officer, Vice President – Teaching and Learning, Vice President - Enrollment Management	2008-2009
Where data shows graduation or success measures do not meet declarations, develop programs for intervention or assistance to assure completion of declared goals	Vice President – Teaching and Learning, Vice President – Enrollment Management, Executive Dean, Student Services, Institutional Research, and Equal Opportunity Officer	2009
Continue, modify or discontinue programs to assure narrow tailoring.	Vice President – Teaching and Learning, Vice President – Enrollment Management, Executive Dean, and Equal Opportunity Officer	2009 and continuing

Part C
Student Counseling

Moraine Park Technical College provides counseling and placement services to all students based upon voluntary student participation. Student records are not kept which identify the protected status of students participating in or requesting services for either counseling or placement services. Moraine Park does require employers to file a notice of non discrimination in employment in order to be eligible for referrals of graduates to employment opportunities.

To assure non discrimination in counseling and in placement services two initiatives will take place during the 5 year plan period. First, the district will develop a data reporting system which will enable the generation of statistics on use of the system by students. The system will be tied in with the basic student records system currently at the college. Thus, reports using protected status breakouts will be able to be produced. Percentages of those utilizing services will be analyzed against percentages of students in those protected categories. Second, counseling and placement services will make a special educational effort to outreach to protected category students to make them aware of the services provided by the college and encouraging them to utilize them to their benefit.

Records Initiative:

Activity/Steps	Persons responsible for Implementation	Timetable
Design data collection system to document students using counseling or placement services. The basic design could use student number so that reports could be generated from the basic student records system	Vice President – Enrollment Management, Counseling and Placement Staff	2005-2007
Design reports showing usage of placement and counseling services by protected category students	Vice President – Enrollment Management, Counseling and Placement Staff, Equal Opportunity Officer	2007-2008
Conduct analysis of placement and counseling services to determine usage by protective category students comparable to availability in student body	Institutional Research, Equal Opportunity Officer, Vice President – Enrollment Management	2007-2008
Confirm appropriate usage or design informational program targeted to protected category students covering availability and suggested usage of placement and counseling services	Equal Opportunity officer, Vice President – Enrollment Management	2008

Informational Initiative:

Activity/Steps	Persons responsible for Implementation	Timetable
Design informational program covering availability and suggested usage of placement and counseling services targeting protected category students. Design and produce brochures or other informational items in both English and Spanish.	Vice President – Enrollment Management, Counseling and Placement Staff, Recruitment Staff and Marketing Staff	2006-2007

Confirm increased usage or re-design informational program targeted to protected category students.	Vice President – Enrollment Management, Equal Opportunity Officer	2008
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APPENDIX A

EEOC Report Categories

- 1 = EXECUTIVE, ADMINISTRATIVE AND MANAGERIAL. 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 "non professional" 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 / PARAPROFESSIONALS. 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, security personnel.

Note: Report non professional supervisors in executive, administrative and managerial category.

APPENDIX B

2000 Persons with Disabilities Age 16-64 by WTCS District

Source: 2000 U.S. Census, Department of Workforce Development

Below is the Affirmative Action Data from the 2000 Census Information developed by the Department of Workforce Development, showing persons aged 16 to 64 with disabilities who were employed by district in 2000. Figures derived from WTCS 2000 County to District Conversion Factors.

District	2000 Persons Age 16-64 with Disabilities
Chippewa Valley	10,029
Western Wisconsin	9,055
Southwest Wisconsin	4,972
Madison Area	22,437
Blackhawk	7,177
Gateway	16,375
Waukesha	10,818
Milwaukee	46,701
Moraine Park	9,168
Fox Valley	13,700
Northeast	15,056
Mid-State	5,588
Nicolet	4,828
Indianhead	11,769
State Total	202,734

APPENDIX C
District Statistics

(Attached State Reports)

