

Moraine Park Technical College

Affirmative Action/Equal Opportunity Five Year Plan

July 2014 to June 2019

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Section I

Affirmative Action/Equal Opportunity Goals

July 1, 2014 – June 30, 2019

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

Affirmative Action/Equal Opportunity Policy Statement

Moraine Park Technical College (MPTC) 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, gender identity, 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 MPTC to maintain an Affirmative Action and Equal Opportunity comprehensive plan. This program includes equal opportunity and nondiscrimination for all employees, students and non-employees. 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 Harassment and Discrimination Grievance Procedure should be followed. It can be accessed by clicking on "An Equal Opportunity College" at www.morainepark.edu or by contacting an Equal Opportunity Officer. This action does not preclude the grievant from seeking additional recourse through an appropriate outside agency.

Moraine Park Technical College (MPTC por sus siglas en inglés) está comprometido al cumplimiento de la Ley de Derechos Civiles de 1991; la Ley de Americanos con Discapacidades de 1990, como enmendado; Título VI y el Título VII de la Ley de Derechos Civiles de 1964, como enmendado; las Leyes de Discriminación por Edad de 1967 y 1973; la Ley de Pago Igual de 1973, como enmendado; la Ley de Restauración de Derechos Civiles de 1987; Título IX de las Enmiendas de la Educación de 1972; sección 504 de la Ley de Rehabilitación de 1973; la Ley de Empleo Justo de Wisconsin; órdenes ejecutivas federales y de Wisconsin; el Código Administrativo de Wisconsin; la Ley de Educación Vocacional Carl D. Perkins; y las normas de la Oficina de Derechos Civiles que manifiestan que ninguna persona será negada los beneficios, excluida de participación, o sometida a discriminación en base de raza, color, religión, origen nacional, ascendencia, creencia, sexo, identidad de género, discapacidad, antecedentes de arresto o condenas, edad, estatus de veterano, membresía en la Guardia Nacional, Fuerza de Defensa Estatal, o cualquier componente de reserva de las fuerzas militares de Wisconsin o de los Estados Unidos, estado civil, preñez, orientación sexual, afiliación política, estatus de padre o madre, información genética, y el uso o no uso de productos legales fuera de los locales del empleador y durante las horas no laborales.

Es política de MPTC mantener un plan integral de Acción Afirmativa e Igualdad de Oportunidades. Este programa incluye la igualdad de oportunidad y la no discriminación para todos sus empleados, estudiantes y no-empleados. Cualquier persona que cree que sus derechos de acción afirmativa han sido violados tiene el derecho de presentar una queja. Se debe presentar la queja dentro de 300 días. El Procedimiento de Quejas de Acoso y Discriminación de Moraine Park debe ser seguido. Se accede al procedimiento al hacer clic en "An Equal Opportunity College" en www.morainepark.edu o al ponerse en contacto con un Oficial de Igualdad de Oportunidad. Tal acción no prohíbe que el reclamante busque recursos adicionales por medio de una agencia externa apropiada.

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 educational program opportunities include, but are 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.

Harassment Statement

MPTC is committed to compliance with present law and guidelines prohibiting harassment in education and employment.

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

Unwelcome sexual advances, requests for sexual favors, sexual violence 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/learning performance or creating an intimidating, hostile, or offensive work/learning 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. MPTC 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.

Affirmative Action

MPTC 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 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.

Equal Opportunity Officer and Committee

The MPTC District Board will appoint the Director of Human Resources as the Equal Opportunity Officer - Staff and the Dean of Students as the Equal Opportunity Officer – Student, who have joint responsibility for developing, coordinating, and monitoring all of the College's compliance activities. The Equal Opportunity Officers serve as MPTC's Title IX Coordinators. Questions should be directed to 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 member representatives who are selected from minority, female, and disabled persons whenever possible. The committee was organized and has been active since 1974.

Approved: March 18, 2015

Harassment & Discrimination Grievance Procedure

Narrative Description of Procedure

This procedure is intended to provide employees, students and nonemployees with information regarding Affirmative Action and Equal Opportunity at Moraine Park Technical College (MPTC). It is also intended to outline the College's harassment and discrimination grievance procedure. Employees of the College will be given this procedure upon hire and will be expected to read and acknowledge receipt of the procedure.

Harassment and Discrimination Grievance Procedure 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 employees, students and non-employees will be subject to discipline under appropriate MPTC employment procedures. Students discriminating against other students, employees or non-employees 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 a complaint 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.

Definitions

Grievance: Grievance means a complaint alleging harassment and/or 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.

Discrimination: Discrimination shall mean a difference in treatment in any service, program, course or facility of MPTC on the basis of one or more of the protected classes outlined above.

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

Grievant: A Grievant can be:

1. An applicant for employment with MPTC.
2. An employee of MPTC.
3. An applicant for admission to any program or course at MPTC.
4. A student at MPTC.

Respondent: A Respondent can be a person and/or persons alleged to be responsible, or who may be responsible for the violation alleged in a grievance.

Equal Opportunity Officer: The employee designated by the MPTC District Board who has the responsibility of coordinating the grievance procedure. The District Board has appointed the Director of Human Resources as the Equal Opportunity Officer – Staff and the Dean of Students as the Equal Opportunity Officer – Students. The Equal Opportunity Officers also serve as the College's Title IX Coordinators.

Grievance Procedure

1. Grievant(s) shall, within 300 calendar days of the date of the action causing the grievance, contact the Equal Opportunity Officer. If you believe one of the Equal Opportunity Officers is responsible for or has permitted discrimination to occur, you should report the matter immediately to the other Equal Opportunity Officer. If you believe both Equal Opportunity Officers are responsible for or have permitted discrimination to occur, you should report the matter to the Vice President – Human Resources (staff) or Vice-President – Student Affairs (students).

2. The grievance must be in writing.

3. Upon receiving the written grievance, the Equal Opportunity Officer shall inform the grievant(s) of his/her rights under federal and state law. This shall include outlining that external resources are available through the Department of Workforce Development and the Equal Employment Opportunity Commission.

4. The Equal Opportunity Officer shall determine if the grievance is valid as defined 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.

5. The Vice President – Human Resources or the Vice President – Student Affairs shall resolve any dispute regarding validity. If the grievant believes the Equal Opportunity Officers are responsible for or have permitted discrimination to occur and therefore the Vice President – Human Resources or the Vice President – Student Affairs is completing the grievance process, the President shall resolve any dispute regarding validity.

6. If the grievance is determined not to be valid, the matter will be closed and the Equal Opportunity Officer will refer those involved to the appropriate College process.

7. If the grievance is determined to be valid, the Equal Opportunity Officer will conduct an investigation to include, but not be limited to:

- Interviews with the grievant(s), respondent(s) and appropriate witnesses
- Fact and information gathering
- Review of documentation and other materials provided

8. The Equal Opportunity Officer shall attempt, within 30 calendar days, to investigate the grievance through contact with all parties involved. The Equal Opportunity Officer may extend this timeline, as needed, by informing the parties involved of the extension. Every effort will be made to resolve grievances in a timely manner.

9. After the investigation is complete, the Equal Opportunity Officer will determine whether or not there is sufficient evidence to believe the harassment and/or discrimination has occurred.

If there is sufficient evidence that harassment or discrimination has occurred, the Equal Opportunity Officer will pursue appropriate disciplinary action, up to and including termination of employment (employee) or expulsion (student).

10. The Equal Opportunity Officer will communicate his/her grievance decision to the grievant(s) and respondent(s) in writing.

Grievant and Respondent Rights

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

2. 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 procedure.

3. Nothing in this procedure shall preclude a grievant's right to seek other avenues of redress outside of MPTC.

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

Nonretaliation

This procedure is designed to allow employees, students and non-employees to address complaints in a prompt, fair and consistent manner. Any act of retaliation by an employee, student or by anyone acting on behalf of the College, including the intimidation of a grievant, respondent, or witness during the course of an investigation, will result in prompt disciplinary action.

Maintenance of Records

1. Records shall be kept of each grievance in the office of the appropriate Equal Opportunity Officer. Such records shall be maintained on a confidential basis.

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

Role of the Equal Opportunity Officer

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.

Revised: July 1, 2014

Section II

Affirmative Action/Equal Opportunity 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 affirmative action and equal opportunity information as follows:

- Five Year Plan will be reviewed and approved by the District Board.
- Annual Updates will be reviewed by the District Board.
- Electronic or hard copies of the Five Year Plan and Annual Updates will be distributed to management/confidential staff, Equal Opportunity Committee, Student Services staff, Outreach Staff, and Learning Resource Centers at all campus locations immediately after board approval.
- Electronic or hard copies of the Five Year Plan and Annual Updates will be distributed to Student Senate and Student Club Presidents at all campus locations during fall semester.
- Electronic or hard copies of the Five Year Plan and Annual Updates will be provided to Wisconsin Technical College Affirmative Action Officer and other technical college affirmative action officers, when requested.
- New employees will review the module developed by the Equal Opportunity Committee, affirmative action guidelines and Five-Year Plan as part of the new staff orientation process. 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 grievance procedure included.
- Policies and complaint procedures will be discussed at student orientation sessions and in College 101.
- 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 and the relay service information are included in all recruitment materials.
- Annually, public notices will be published in official district newspapers at the beginning of the Fall semester.
- Special articles or achievements in equal opportunity or affirmative action will be published in District or student publications.
- Management/confidential staff will receive training regarding the affirmative action/equal opportunity policy and grievance procedure.

Section III

Self-Evaluation

Self-evaluation consists of two parts, Federal and State Regulation Compliance contained in this section and Employment Compliance contained in Section IV.

Part A: Federal and State Regulations

The following self-evaluation instrument is to be completed by each district and must be submitted as part of the Five-Year Equal Opportunity/Affirmative Action Plan. The checklist should be reviewed annually for changes that have occurred at the district. Only changes need be reported in the annual plan submission. All items out of compliance, as self-analyzed, will be required to be addressed in Part B of this section with corrective action developed as part of the five-year plan. The instrument will assist districts with the federal and state compliance areas listed below:

1. Title VI of the Civil Rights Act of 1964, as amended, and the implementation of department regulation 45 CFR, Part 80.
2. Title IX of the Education Amendments of 1972 and the implementation of department regulation 45 CFR, Part 86.
3. Section 504 of the Rehabilitation Act of 1973 and the implementation of departmental regulation 45 CFR, Part 84.
4. Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Career and Technical Education Programs, 34 CFR, Part 100, Appendix B.
5. Americans with Disabilities Act of 1990, as amended, and the final regulations for Title II, at 28 CFR, Part 35.
6. Wisconsin Fair Employment Act, ss. 111.31 through 111.395, Wis. Stats.
7. Chapter 38, Wis. Stats.
8. Contract for Services, TCS 8, Wis. Admin. Code.

Self-Evaluation Questionnaire Wisconsin Technical College District

I. Title VI, Civil Rights Act of 1964

1. Regulation 80.6 (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 on file with the Department of Education an assurance of compliance for Title VI?

Yes No

2. 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

3. 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(b), "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 to apprise persons of the protections assured by the Act and this regulation?

Yes No

4. 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 nondiscrimination 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

II. Title IX - Self Evaluation

Procedural Requirements

1. 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

2. 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.

3. 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

4. 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 noncompliance 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

5. 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

6. 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 nondiscrimination 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 publications 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 title, address and telephone number?

Yes No

III. Section 504 - Self Evaluation

Procedural Requirements

1. Regulation 84.5 - Requires each recipient to submit an assurance stating that no otherwise qualified handicapped persons shall, by reason of disability, be excluded 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 nondiscrimination on the basis of disability?

Yes No

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

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

Yes No

Question: Does the district have the results of their Section 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

3. 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 made.

4. 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 title, address, and telephone number been given to students, parents and employees?

Yes No

5. 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 disabled.

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

6. 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 on the basis of disability in admission or access to, or treatment of or employment in its programs and activities.

Question: Has a policy statement of nondiscrimination on the basis of disability 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

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 disabled 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. Career and Technical Education Program 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 that are accessible to all communities 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 limited English language students and to assess their ability to participate?

Yes No

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

Yes No

Question: Have steps been taken by the district to open all programs to limited English language students?

Yes No

Question: Can the district demonstrate that a concentration of limited English language 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 disabled students access to educational programs and courses?

Yes No

Question: Is the district providing the necessary related aids or services to disabled 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 disability; 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 nondiscrimination 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 disability?

Yes No

Question: Does the announcement provide information on course offerings, admissions criteria, and the titles, telephone numbers and addresses of the coordinators of Title IX and Section 504?

Yes No

Question: Is the announcement communicated in the native language of national origin minorities for communities of national origin minorities in the service area?

Yes No

Question: Does the announcement include an assurance that the lack of English language 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 disability.

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 disability?

Yes No

6. Guideline V(B) - Requires recipients operating career and technical educational programs to ensure that counselors do not direct or urge any student to enroll in a particular career or program area 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 disability; and if there is disproportionate enrollment of either sex, minority group, or disabled 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, color, national origin, sex, or disability?

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, color, national origin, sex, or disability?

Yes No

Question: Do counselors counsel handicapped students toward more restrictive career objectives than non-disabled 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 disabled students in a program are 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 disability.

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

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 disability?

Yes No

Question: Do the materials used in recruiting or promotional efforts limit the portrayal of career opportunities or tend to perpetuate or create stereotypes or limitations based on race, national origin, sex, or disability 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 language minorities and disabled 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 or visual 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 or visual 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 for identified communities of national origin minority persons with limited English language skills?

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 language 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 language 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 disabled students.

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

Yes No

Question: Is the housing provided for disabled 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 disabled persons.

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

Yes No

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

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 disability 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 disability.

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 disability?

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 agreements for the referral or assignment of students to an employer?

Yes No

14. Guideline VII(B) - If written agreements with a labor unions or other sponsors providing apprentice training are used, recipients are required 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 on the basis of race, color, national origin, sex or disability.

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

Yes No

Question: Do written agreements contain an assurance that they do not discriminate against their 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 disability.

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 disability?

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 disability.

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

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 disabled (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 disabled applicants or employees?

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 disabled.

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 disability?

Yes No

V. Americans with Disabilities Act - Self Evaluation

1. Title 28, Part 35, Subpart A & C - 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. Title 28, Part 35, Subpart B - 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 a 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. Title 28, Part 35, Subpart D - 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 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. Title 28, Part 35, Subpart D - 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, and activities, when viewed in their entirety, 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. Title 28, Part 35, Subpart E - 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 that 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 to and consultation with 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. Title 28, Part 35, Subpart F - 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 a self-evaluation plan that identifies all of their 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 WTCS Facilities Director as part of the district's five-year facility plan?

Yes No

Question: Has the district provided information on ADA's requirements to applicants, participants, beneficiaries, and other interested persons which explains ADA'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 ADA?

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

VI. 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, disability, marital status, sex, national origin, ancestry, sexual orientation, arrest record, conviction record, military service, 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 other testing prohibited by the Wisconsin Fair Employment Act?

Yes No

VII. Chapter 38, Wis. Stats.

1. Chapter 38, Wis. Stats. - Includes the requirement at ss. 38.12(11), Wis. Stats. 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, ancestry, 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

VIII. Contract 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, disability, political persuasion, ancestry, or sexual orientation against students and employees or student and employee applicants?

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, disability, 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, disability, political persuasion, ancestry, or sexual orientation against students and employees or student and employee applicants?

Yes No

General Summary

Moraine Park Technical College (MPTC) has conducted an analysis with our Institutional Effectiveness Department and is establishing the following goals/initiatives for employment and educational service program areas which are underutilized for minorities, females or disabled students. The analysis was conducted using data from the client reporting system, staff accounting system, internal college data and the series of equal opportunity reports provided by the State Office of the Wisconsin Technical College System.

A review of the employment and student enrollment statistics in various program categories and analysis by the Equal Opportunity Committee verifies the importance and need for this plan. In addition to this plan, MPTC is concurrently starting a Diversity and Inclusion Cross Functional Team. This new team, in addition to the Equal Opportunity Committee will both carefully monitor the goals in this plan to make sure each team and our students can benefit from each committee/plan.

Section IV Self-Analysis of Work Force and Goals Establishment

DISTRICT NAME: Moraine Park Technical College									
ORGANIZATIONAL LEVEL:									
DISTRICT WORKFORCE ANALYSIS									
Administrators¹									
WTCS District Employees	59	39	66.10	2	3.39	0	0.00	0	0.00
District Labor Force	14,324	6,166	43.05	373	4.70	86	0.60	129	0.90
% Difference (+ or -)			23.06		-1.31		-0.60		-0.90
Underutilizations (yes/no)			no		yes		yes		yes
Faculty²									
WTCS District Employees	148	76	51.35	7	4.73	1	0.68	1	0.68
District Labor Force	840	435	51.79	43	5.12	1	0.12	14	1.67
% Difference (+ or -)			-0.43		-0.39		0.56		-0.99
Underutilizations (yes/no)			yes		yes		no		yes
Professional Non-Faculty									
WTCS District Employees	7	5	71.43	0	0.00	0	0.00	0	0.00
District Labor Force	7,881	6,005	76.20	200	2.54	53	0.67	35	0.44
% Difference (+ or -)			-4.77		-2.54		-0.67		-0.44
Underutilizations (yes/no)			yes		yes		yes		yes
Secretarial/Clerical									
WTCS District Employees	95	89	93.68	2	2.11	0	0.00	0	0.00
District Labor Force	11,415	10,585	92.73	648	5.68	185	1.62	40	0.35
% Difference (+ or -)			0.96		-3.57		-1.62		-0.35
Underutilizations (yes/no)			no		yes		yes		yes

¹ Includes supervisors of professional and non-professional employees and Deans, Directors, Associate Deans, Assistant Deans, and Executive Officers of academic departments if their principal activity is administrative.

² Includes Deans, Directors, Associate Deans and Executive Officers of academic departments if their principal activity is instructional.

DISTRICT NAME: Moraine Park Technical College
 ORGANIZATIONAL LEVEL:

DISTRICT WORKFORCE ANALYSIS

Technical/Para-Professional									
WTCS District Employees	54	33	61.11	2	3.70	0	0.00	0	0.00
District Labor Force	3,600	2,323	64.53	170	4.72	11	0.31	83	2.31
% Difference (+ or -)			-3.42		-1.02		-0.31		-2.31
Underutilizations (yes/no)			yes		yes		yes		yes
Skilled Craft									
WTCS District Employees	8	3	37.50	1	12.5	0	0.00	0	0.00
District Labor Force	3,078	1,679	54.55	253	8.22	37	1.20	58	1.88
% Difference (+ or -)			-17.05		4.28		-1.20		-1.88
Underutilizations (yes/no)			yes		no		yes		yes
Service/Maintenance									
WTCS District Employees	19	10	52.63	1	5.26	0	0.00	0	0.00
District Labor Force	15,607	8,190	52.48	1,268	8.12	197	1.26	122	0.78
% Difference (+ or -)			0.16		-2.86		-1.26		-0.78
Underutilizations (yes/no)			no		yes		yes		yes
District Totals									
WTCS District Employees	390	255	65.38	15	3.85	1	0.26	1	0.26
District Labor Force	170,337	80,758	47.41	9,579	5.62	1,839	1.08	1,344	0.79
% Difference (+ or -)			17.97		-1.78		-0.82		-0.53
Underutilizations (yes/no)			no		yes		yes		yes

DISTRICT NAME: Moraine Park Technical College
 ORGANIZATIONAL LEVEL:

DISTRICT WORKFORCE ANALYSIS

Administrators¹												
WTCS District Employees	1	1.69	1	1.69	0	0.00	0	0.00	57	96.61	1	1.69
District Labor Force	42	0.29	130	0.91	0	0.00	45	0.31	13,884	96.92		
% Difference (+ or -)		1.40		0.79		0.00		-0.31				
Underutilizations (yes/no)		no		no		no		yes				
Faculty²												
WTCS District Employees	1	0.68	0	0.00	0	0.00	1	0.68	145	97.97	0	0.00
District Labor Force	0	0	14	1.67	0	0.00	0	0.00	808	96.1		
% Difference (+ or -)		0.68		-1.67		0.00		0.68				
Underutilizations (yes/no)		no		yes		no		no				
Professional Non-Faculty												
WTCS District Employees	2	28.57	0	0.00	0	0.00	1	14.29	5	71.43	0	0.00
District Labor Force	47	0.60	41	0.52	0	0.00	36	0.46	7,667	97.28		
% Difference (+ or -)		27.98		-0.52		0.00		13.83				
Underutilizations (yes/no)		no		yes		no		no				
Secretarial/Clerical												
WTCS District Employees	0	0.00	2	2.11	0	0.00	0	0.00	93	97.89	0	0.00
District Labor Force	25	0.22	125	1.10	0	0.00	22	0.19	11,012	96.47		
% Difference (+ or -)		-0.22		1.01		0.00		-0.19				
Underutilizations (yes/no)		yes		no		no		yes				

¹ Includes supervisors of professional and non-professional employees and Deans, Directors, Associate Deans, Assistant Deans, and Executive Officers of academic departments if their principal activity is administrative.

² Includes Deans, Directors, Associate Deans and Executive Officer of academic departments if their principal activity is instructional.

DISTRICT NAME: Moraine Park Technical College

ORGANIZATIONAL LEVEL:

DISTRICT WORKFORCE ANALYSIS

Technical/Para-Professional												
WTCS District Employees	0	0.00	1	1.85	0	0.00	0	0.00	53	98.15	0	0.00
District Labor Force	8	0.22	93	2.58	0	0.00	43	1.19	3,368	93.56		
% Difference (+ or -)		-0.22		-0.73		0.00		-1.19				
Underutilizations (yes/no)		yes		yes		no		yes				
Skilled Craft												
WTCS District Employees	0	0.00	0	0.00	0	0.00	0	0.00	8	100	0	0.00
District Labor Force	35	1.14	166	5.39	0	0.00	17	0.55	2,766	89.86		
% Difference (+ or -)		-1.14		-5.39		0.00		-0.55				
Underutilizations (yes/no)		yes		yes		no		yes				
Service/Maintenance												
WTCS District Employees	0	0.00	0	0.00	0	0.00	0	0.00	19	100	0	0.00
District Labor Force	228	1.46	586	3.75	2	0.01	146	0.94	14,325	91.79		
% Difference (+ or -)		-1.46		-3.75		-0.01		-0.94				
Underutilizations (yes/no)		yes		yes		yes		yes				
District Totals												
WTCS District Employees	4	1.03	4	1.03	0	0.00	2	0.51	380	97.44	1	0.26
District Labor Force	1,267	0.74	4,521	2.65	24	0.01	1,109	0.65	160,234	94.07		
% Difference (+ or -)		0.28		-1.63		-0.01		-0.14				
Underutilizations (yes/no)		no		yes		yes		yes				

Section V

Employment Program Affirmative Action Initiatives

Program 1: Implement targeted recruitment plans based on race, sex and disability.

Program Initiative A: Increase minority (race, sex and disability) faculty recruitment.

Activity/ Steps	Persons responsible for Implementation	Timetable
Work with College staff and community experts to identify at least three new minority recruitment strategies.	Human Resources Staff, Equal Opportunity Officer, Supervisor	2014-2015
Implement combined recruitment campaigns targeted at minority employees, particularly faculty.	Human Resources Staff, Equal Opportunity Officer, Supervisor	2015-2017
Implement successful minority recruitment strategies to adjunct faculty recruitment.	Human Resources Staff, Equal Opportunity Officer, Supervisor	2017-2019

Program Initiative B: Expand within-district outreach and recruitment contacts with disability advocate organizations.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Develop a comprehensive listing of disability advocate organizations.	Equal Opportunity Officer, Diversity Relations Staff, Human Resources Staff, Equal Opportunity Committee	2014-2015
Research and implement at least three outreach activities with disability advocate organizations.	Human Resources Staff, Equal Opportunity Officer	2015-2017
Work with organizations to establish a collaborative relationship, including temporary working situations, presentations, resume review and/or site visits.	Human Resources Staff, Equal Opportunity Officer	2017-2019

Program Initiative C: Implement a standard diversity-related qualification for all College positions. Implement a standard diversity-related interview question(s) for all College positions.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Research purposeful, relevant diversity-related qualification requirement for all levels and groups of employees; seek input from other colleges, businesses, community organizations and employees.	Human Resources Staff, Equal Opportunity Officer	2014-2015
Update job descriptions and job postings, as appropriate to include the qualification statement.	Human Resources Staff, Equal Opportunity Officer	2015-2017
Research and consider a standard diversity interview question(s) for all positions	Human Resources Staff, Equal Opportunity Officer	2016-2017
Implement a standard diversity interview question for all positions.	Human Resources Staff, Equal Opportunity Officer	2017-2019

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 (race, sex and disability) staff will be a general indicator of success. Each program initiative involved will be reviewed and evaluated each year through the Annual Update. Key stakeholders for each program initiative will review and evaluate progress, and provide input annually through the College's AA/EO Five Year Plan Annual Updates.

Program 2: Provide College staff with resources needed to promote multi-generational, multi-cultural, gender and disability awareness and sensitivity.

Program Initiative A: Provide a new diversity-related staff professional development offering.

Activity/ Steps	Persons responsible for Implementation	Timetable
Identify online and face-to-face diversity training opportunities for staff.	Human Resources Staff, Equal Opportunity Officer, Supervisor	2014-2015
Develop a grouping of related trainings, combined with a capstone project to increase diversity awareness and competence. Offer recognition for completion of the trainings and capstone project.	Human Resources and Organizational Development Staff, Equal Opportunity Officer, Supervisor	2016-2018

Program Initiative B: Expand generational inclusion training opportunities.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Research and identify workforce-relevant generational inclusion training opportunities.	Human Resources and Organizational Development Staff, Equal Opportunity Officer, Supervisor	2015-2016
Implement at least two new generational inclusion training opportunities.	Human Resources and Organizational Development Staff, Equal Opportunity Officer, Supervisor	2017-2019

Program Initiative C: Develop and implement a College Data and Business Intelligence professional development course that assists staff in developing diversity performance measures.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Develop curriculum for the College Data and Business Intelligence professional development course; include a component of assisting staff in developing diversity performance measures	Institutional Research Staff, Organizational Development Staff	2014-2016
Determine appropriate delivery method for the College Data and Business Intelligence professional development course for each employee category.	Institutional Research Staff, Organizational Development Staff	2014-2016
Implement the College Data and Business Intelligence professional development course.	Institutional Research Staff, Organizational Development Staff	2017-2019

Program Initiative D: Provide appropriate College staff with a diversity-related dashboard metric.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Identify appropriate College positions in need of a diversity-related dashboard metric.	Human Resources and Organizational Development Staff, Equal Opportunity Officer, Institutional Research Staff, Supervisor	2014-2015
Develop appropriate dashboard metrics and indicators for the identified positions.	Human Resources and Organizational Development Staff, Equal Opportunity Officer, Institutional Research Staff, Supervisor	2015-2017
Provide College staff in the identified positions with access to the up-to-date dashboard metrics.	Equal Opportunity Officer, Institutional Research Staff, Supervisor	2017-2018
Utilize dashboard information for decision-making and expansion of Program Initiatives identified in this Plan.	Equal Opportunity Officer, Institutional Research Staff, Supervisor	2019

Program 2: Methods of Evaluation

The improvement in awareness, competence and support for diversity in the organization will be measured through a follow up survey when training is conducted. In addition, key stakeholders, including the Organizational Cross Functional team and the Organizational Development work team, will review the effectiveness of Organizational Development offerings. The program initiatives will be reviewed and evaluated each year through the College's AA/EO Five Year Plan Annual Updates.

Program 3: Implement military service and veteran staff recruitment and retention strategies.

Program Initiative A: Implement military service and veteran staff recruitment strategies.

Activity/ Steps	Persons responsible for Implementation	Timetable
Research and identify military service and veteran staff recruitment strategies	Human Resources Staff, Equal Opportunity Officer, Supervisor, Diversity Relations Staff	2014-2015
Work with the Wisconsin Employment Resource Connection (WERC) to determine a relevant and realistic military service and veteran staff hiring goal.	Human Resources Staff, Equal Opportunity Officer	2015-2016
Implement at least two new military service and veteran staff recruitment strategies.	Human Resources Staff, Equal Opportunity Officer, Supervisor, Diversity Relations Staff	2015-2018

Program Initiative B: Implement military service and veteran staff retention strategies.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Research and identify military service and veteran staff retention strategies	Equal Opportunity Officer, Diversity Relations Staff, Human Resources Staff, Equal Opportunity Committee	2014-2015
Implement at least two new military service and veteran staff retention strategies.	Human Resources Staff, Equal Opportunity Officer, Diversity Relations Staff, Supervisor	2016-2018

Program 3: Methods of Evaluation

The College will track the number of military service and veteran staff members by gathering the data from employment applicants upon application, from new employees upon hire and from surveying active employees every two years. The survey response is voluntary. The College will evaluate the progress of this program by reviewing the number of military service and veteran staff members employed at the College. This program will be reviewed and evaluated through the College's AA/EEO Five Year Plan Annual Updates.

Program 4: Implement programs and services that promote a positive, diverse climate.

Program Initiative A: Expand Human Resources community outreach specific to advocacy organizations.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Develop a comprehensive listing of various community based advocacy organizations within the district.	Equal Opportunity Officer, Human Resources Staff, Equal Opportunity Committee	2014-2015
Determine services that our HR staff could offer assistance with (examples include presentations, mock interviews, resume review)	Human Resource Staff	2015-2016
Contact organizations to offer assistance and develop a stronger relationship	Human Resources Staff	2016-2017
Provide at least three services per year to organizations.	Human Resources Staff	2017-2019

Program Initiative B: Promote the Higher Education Diversity Initiative Team (HEDIT) programming campus-wide. Increase campus involvement and follow-up in HEDIT programming.

Activity/ Steps	Persons responsible for Implementation	Timetable
Evaluate current HEDIT campus participation efforts; Investigate possible expansion in participation and follow-up; consider HEDIT programming ideas that work to increase campus participation.	HEDIT members, Human Resources Staff, Equal Opportunity Officer	2015-2016
Implement at least one expansion effort per HEDIT program.	HEDIT members, Human Resources Staff, Equal Opportunity Officer, College Community	2017-2019

Program Initiative C: Develop and implement MPTC employment internship opportunities for minorities.

Activity/Steps	Persons Responsible for Implementation	Timetable
Research best practice minority internship programs	Human Resources Staff, Equal Opportunity Officer	2015-2016
Develop minority based internship parameters and design a minority internship program	Human Resources Staff, Equal Opportunity Officer, Internship Supervisor	2016-2018
Implement minority internship program(s)	Human Resources Staff, Equal Opportunity Officer, Internship Supervisor	2019

Program Initiative D: Develop and implement a Diversity and Inclusion Cross Functional Team

Activity/Steps	Persons Responsible for Implementation	Timetable
Develop a team purpose statement and membership	Diversity Relations Staff, Equal Opportunity Officers, Student Affairs Staff	2014-2015
Determine relationship of Diversity and Inclusion Cross Functional Team to the Equal Opportunity Cross Functional Team	Diversity Relations Staff, Equal Opportunity Officers, Student Affairs Staff	2014-2015
Gain approval and implement Diversity and Inclusion Cross Functional Team	Human Resources Staff, Equal Opportunity Officer, Internship Supervisor	2015-2016

Program 4: Methods of Evaluation:

The College will track participation rates for the above programs. Increased participation will be a general indicator of success. This program will be reviewed and evaluated through the College's AA/EO Five Year Plan Annual Updates.

Section VI

Student Program Affirmative Action Initiatives

Enrollment

Program 1: Hispanic Student Recruitment and Retention

The college should review and increase its efforts to both recruit and retain Hispanic students. Statistics for the MPTC Hispanic student population are below our expectations based upon district availability figures. In addition, the College would like to be prepared for our projected Hispanic population growth over the next five years. The reports show that our 2013 District population for Hispanics is 3.13%. Even though our Hispanic student population is at 6.13%, our largest District high school Hispanic senior student population was 8.3% in the 2013 school year and our overall District Hispanic student population 16 or older, is projected to grow by 8.16% from 2015-2019.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Research data and complete fact finding on our potential Hispanic student population. Hold events on campus targeted towards prospective Hispanic families to gather input and ideas.	Student Affairs staff, Equal Opportunity Officers, Hispanic students, Diversity Relations Coordinator, Marketing and Communications staff	2014-2015
Involve Hispanic students who are already enrolled in college or alumni in the High School student recruitment process. Such recruiters can provide better insight into Hispanic student experiences at the College.	Student Affairs staff, Equal Opportunity Officers, Hispanic students, Recruiters, Career Pathways Transition Specialist, Diversity Relations Coordinator.	2015-2016
Recruit potential Hispanic Undergraduate students from ELL and GED.	Student Affairs staff, Equal Opportunity Officers, Diversity Relations Coordinator, Career Pathways Transition Specialist	2016-2017
Provide financial aid opportunities or more flexible financial aid packages targeted towards Hispanic students.	Student Affairs Staff, Equal Opportunity Officers, Diversity Relations Coordinator, MPTC Foundation Financial Aid staff	2017-2018
Monitor and adjust efforts to retain a stable and representative population of Hispanic students.	Student Affairs Staff, Equal Opportunity Officers, Diversity Relations Coordinator	2018-2019

Method of Evaluation:

The Equal Opportunity Committee together with the Accountable Manager will evaluate annually efforts to recruit and retain Hispanic students and evaluate increase or decrease in the number of Hispanic students. Generally, an increase in number of Hispanic students enrolled and retained will indicate success. In addition we will use the MPTC Executive Dashboard by tracking Hispanic student data on demand reporting to evaluate and review each year through the Annual Update. Key stakeholders for each program initiative will review and evaluate progress, and provide annual input through the College's AA/EO Five Year Plan Annual Update.

Program 2: Increase enrollment rates for racial Minority and Female Students

Our primary goal is to increase enrollment rates for racial minority students. To assist with this, we would strive to have more racial minority and female students take the Accuplacer/ACT placement tests. Our secondary goal is to have personal follow up for each racial minority student post-test, to ensure they know of their next steps and the resources available to them. While reviewing our numbers from the past three years, the number of females completing the Accuplacer/ACT tests at the College has declined (1,381 in 2012, to 1,292 in 2013 to 1,033 in 2014.) In addition the racial minority student population has seen a decrease in Accuplacer/ACT placement tests completion to program enrollment from 59% in 2012, to 57% in 2013, to 50% in 2014.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Research racial minority and female enrollments via MPTC applications.	Institutional Effectiveness staff, Director of Admissions, Admissions and Advising Manager, Diversity Relations Coordinator	2014-2015
Determine point in process where racial minority and female students are dropping out of the enrollment process.	Director of Admissions, Admissions and Advising Manager, Admissions staff, Enrollment Services staff, Diversity Relations Coordinator	2015-2016
Develop at least two strategies to assist racial minority and female students in completing the enrollment process.	Director of Admissions, Admissions and Advising Manager, Admissions staff, Enrollment Services staff, Diversity Relations Coordinator	2016-2017
Implement the two strategies listed above.	Director of Admissions, Admissions and Advising Manager, Admissions staff, Enrollment Services staff, Diversity Relations Coordinator	2017-2018
Assess and create additional strategies and/or expand to general student population.	Director of Admissions, Admissions and Advising Manager, Admissions staff, Enrollment Services staff, Diversity Relations Coordinator	2018-2019

Method of Evaluation:

Review the number of students who take the Accuplacer/ACT placement tests vs. the number of actual follow up sessions. The application numbers from application to enrollment should increase. This program initiative will be evaluated and reviewed annually through the College’s AA/EO Five Year Plan Annual Updates.

Program 3: Implement Student Veterans and Military student recruitment strategies.

MPTC began tracking all Military students and Student Veterans from the time of their application for admission on July 1, 2013.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Hire a Student Veteran Specialist (Advisor)	Diversity Relations Coordinator, Dean of Students	2014-2015
Research and identify recruitment strategies for Student Veterans and Military students.	Student Veterans Specialist, Director of Admissions, Veterans Advisory Council, Dean of Students	2015-2016
Implement at least two new recruitment strategies for our Military Student and Student Veteran population.	Student Veterans Specialist, Director of Admissions, Veterans Advisory Council, Dean of Students	2017-2019

Method of Evaluation:

This cohort of students who applied was created regardless of a Veterans receiving educational benefits. As this cohort continues to grow, we will monitor our enrollment numbers to see how effective our efforts have been. Success will be achieved by increased enrollments. This program initiative will be evaluated and reviewed annually through the College’s AA/EO Five Year Plan Annual Updates.

Program 4: Establish multicultural scholarships designed to attract the top minority students in our District.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Work with DPI, local high schools, community partners and Director of College Advancement to identify and/or create Multicultural scholarships for minority students.	Diversity Relations Coordinator, Equal Opportunity Officer, Director of College Advancement, Financial Aid Manager	2014-2016
Communicate opportunities via a new website and assist local high school staff members with the scholarship application process.	Recruitment staff	2016-2018
Establish scholarship sponsorships with companies, AC/Chambers of Commerce and businesses in our District. This would include minority owned businesses.	Diversity Relations Coordinator, Equal Opportunity Officer, Director of College Advancement, Financial Aid Manager	2018-2019

Method of Evaluation:

Each year the number of available scholarships will be evaluated against the available numbers at the beginning of the 2014-15 school year. Increased multicultural and minority students will be a general indicator of success. This program initiative will be evaluated and reviewed annually through the College’s AA/EO Five Year Plan Annual Updates.

Completion Rates

Program 1: Increase Course Completion rates for Black Students

The overall course completion rate for all racial minorities is lower than students who are white, 78% vs. 86%. The lowest course completion rate among racial minorities is in the Black student population at 72%. Black students also have the highest number of unsuccessful grades, 150 in 2014, when compared to other racial minority student populations.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Develop a black student cohort group including alumni and conduct a focus group session to identify barriers to successful course or program completion.	Diversity Relations Coordinator, Academic Advisors	2014-2015
In addition to focus group, survey black students and alumni to track barriers to successful completion.	Institutional Effectiveness, Diversity Relations Coordinator	2015-2016
Develop at least two strategies to assist black students in successful course or program completion.	Diversity Relations Coordinator, Academic Advisors	2016-2017
Implement the two strategies determined above.	Diversity Relations Coordinator, Academic Advisors	2017-2019

Method of Evaluation:

Annually review course completion rates for black students. A general indicator of success will be increases in completion rates for black students. This program initiative will be evaluated and reviewed annually through the College’s AA/EO Five Year Plan Annual Updates.

Program 2: Increase Semester to Semester Retention for female students and students with disabilities in the Alcohol and Other Drug Abuse Associate (AODA) Program.

While the overall college-wide retention rate for female students has increased from 76% in 2012 to 79% in 2014, the AODA program for 2014 has a 66% retention rate among female students. Further, in 2014, 100% of the student attrition in the AODA program were female students.

In terms of our disabled student population, the college-wide retention rate has increased from 76% in 2012 to 78% in 2014. The AODA program retention rate of disabled students has gone from 67% in 2012 to 60% in 2014.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Develop new long-term retention strategies targeting proactive communication to female students and disabled students that include detailed AODA program information.	Academic Advisor (NTO), Program Associate Dean.	2014-2015
Conduct analysis of AODA program students who graduate vs. students who drop out.	Academic Advisor (NTO), Counselors.	2015-2016
Provide academic, programmatic and peer support for AODA program students.	Academic Advisor (NTO), AODA Faculty, Student Peers	2016-2019

Method of Evaluation:

Annually review persistence and completion rates in the AODA program. An increased number of retained female students and students with disabilities in the AODA program will be the indicators of success. These program initiatives will be evaluated and reviewed annually through the College's AA/EO Five Year Plan Annual Updates.

Program 3: Implement Student Veterans and Military Student retention strategies.

MPTC began tracking all Military Students and Student Veterans from the time of their application for admission through their present status on July 1, 2013.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Student Veteran Specialist (Advisor) will make personal one- on-one contact with every identified Student Veterans/Military Student.	Student Veteran Specialist, Diversity Relations Coordinator	2014-2015
Research and identify programs and activities that focus on persistence and retention for Student Veterans and Military Students.	Student Veterans Specialist, Diversity Relations Coordinator, Dean of Students, Veterans Advisory Council	2015-2016
Implement at least two new retention strategies to increase our Military Student and Student Veteran population.	Student Veterans Specialist, Diversity Relations Coordinator, Dean of Students, Veterans Advisory Council	2017-2019

This cohort was created regardless of a Veterans receiving educational benefits. As this cohort continues to grow, we will monitor our retention numbers to see how effective our efforts have been.

Success will be shown by increased retention rates. This program initiative will be evaluated and reviewed annually through the College's AA/EO Five Year Plan Annual Updates.

Program 4: Increase undergraduate course completion rates for ESL and Basic Skills students.

Increase the number of Black, Hispanic and disabled students, in ESL and Basic Skills classes who successfully complete an undergraduate level course.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Research and identify multiple measures that can be used to develop college readiness indicators, along with effective practices to assist students who are underprepared.	Career Pathways Transition Specialist, ESL and Basic Skills faculty, Dean of Basic Education, Dean of General Education, Equal Opportunity Officer, Diversity Relations Coordinator	2014-2016
Provide ESL student training to Student Services staff and develop materials pertaining to college resources, services and classes (include Spanish language)	Career Pathways Transition Specialist, ESL and Basic Skills faculty, Dean of Basic Education, Dean of General Education, Equal Opportunity Officer, Diversity Relations Coordinator	2016-2017
Develop at least two strategies to assist ESL and Basic Skills Students in transitioning to undergraduate courses.	Career Pathways Transition Specialist, ESL and Basic Skills faculty, Dean of Basic Education, Dean of General Education, Equal Opportunity Officer, Diversity Relations Coordinator	2017-2018
Implement the two strategies listed above.	Career Pathways Transition Specialist, ESL and Basic Skills faculty, Dean of Basic Education, Dean of General Education, Equal Opportunity Officer, Diversity Relations Coordinator	2018-2019

Method of Evaluation:

Annually review the transition rates for Basic Skills and ESL Students into undergraduate courses. Increased numbers of Basic Skills and ESL students transitioning into undergraduate courses will be an indicator of success. This program initiative will be evaluated and reviewed annually through the College's AA/EO Five Year Plan Annual Updates.

Student Counseling

MPTC provides both counseling and placement services to all students based upon voluntary student participation. To assure non-discrimination in counseling minority, female, disabled and LEP students, MPTC will create reports showing usage of counseling services by protected category students, place a non-discrimination statement on all counseling materials, conduct analysis of counseling services data to determine usage of service is in line with overall student population and create educational counseling programming of significant impact and interest to protected category students such as Universal Design, Fair Housing, Safe Zone, Minority Women’s Group, etc.

Activity/ Steps	Persons Responsible for Implementation	Timetable
Collaborate with Marketing and Communications staff to launch a campaign targeted to protected category students to utilize counseling services.	Dean of Students, Counselors, Marketing and Communications staff	2014-2015
Partner with Diversity Relations, Disability Resources, Basic Ed and NTO to make referrals to Counseling.	Dean of Students, Counselors, Diversity Relations Coordinator, Disability Resources staff, Dean of Basic Education, Academic Advisors, Marketing and Communications staff	2015-2016
Have counselors present a Counseling services overview at Multicultural events, Disability Resources presentations and New Student Orientations.	Dean of Students, Counselors, Disability Resources staff, Diversity Relations Coordinator, Marketing and Communications staff	2016-2017
Offer Career Counseling to HSED/GED students near their graduation dates to help them be admitted in college, set and achieve their next educational and career goals.	Dean of Students, Counselors, Careers staff, Dean of Basic Education, Basic Ed. Faculty, Marketing and Communications staff	2017-2019

Method of Evaluation:

Track the number of events and the number of students attending each activity. Track the number of increased referrals to Counseling. Generally, increased attendance at events and increased counseling referrals will be an indicator of success. This initiative will be evaluated and reviewed annually through the College’s AA/EQ Five Year Plan Annual Updates.

APPENDIX A

EEOC Report Categories

- 1 = **ADMINISTRATIVE.** Include persons whose assignments require primary (and major) responsibility for management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department or subdivision, etc. It is assumed that assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment, and to direct the work of others. Report in this category all officers holding such titles as Director or Administrator or the equivalent. Report in this category Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, and executive officers of academic departments (chairpersons, heads or equivalents) if their principal activity is administrative. Also include Supervisor 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 / PARAPROFESSIONAL.** Include persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many two-year technical institutes, junior colleges or through equivalent on-the-job training. Include computer programmers and operators, drafters, engineering aides, junior engineers, mathematical aides, licensed practical or vocational nurses, dietitians, photographers, radio operators, scientific assistants, technical illustrators, technicians (medical, dental, electronic, physical sciences), and similar occupations not properly classifiable in other occupational-activity categories but which are institutionally defined as technical assignments. Include persons who perform some of the duties of a professional or technician in a supportive role, which usually require less formal training and/or experience normally required for professional or technical status.

- 6 = **SKILLED CRAFTS.** Include persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job training and experience or through apprenticeship or other formal training programs. Include mechanics and repairers, electricians, stationary engineers, skilled machinists, carpenters, compositors and typesetters.
- 7 = **SERVICE / MAINTENANCE.** Include persons whose assignments require limited degrees of previously acquired skills and knowledge, and in which workers perform duties which result in or contribute to the comfort, convenience and hygiene of personnel and the student body or which contribute to the upkeep and care of buildings, facilities or grounds of the institutional property. Include chauffeurs, laundry and dry cleaning operatives, cafeteria and restaurant workers, truck drivers, bus drivers, garage laborers, custodial personnel, gardeners and groundskeepers, refuse collectors, construction laborers, and security personnel.

APPENDIX B
District Statistics

Client Reporting System
CLI660A Compliance Indicator I - Program Areas

Run On: 11/7/2014 11:46:01 AM



Fiscal Year: 2014
District: Moraine Park Technical College

ALL PROGRAMS																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	10,902	70	0.64 %	95	0.87 %	535	4.91 %	442	4.05 %	9,391	86.14 %	7	0.06 %	129	1.18 %	233	2.14 %
District POP (2)	192,109	2,632	1.37 %	1,380	0.72 %	3,702	1.93 %	6,012	3.13 %	177,279	92.28 %	68	0.04 %	1,036	0.54 %		
% Difference (3)			-0.73 %		0.15 %		2.98 %		0.92 %		-6.14 %		0.03 %		0.64 %		
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	1,141	5	0.44 %	6	0.53 %	89	7.80 %	51	4.47 %	973	85.28 %	1	0.09 %	15	1.31 %	1	0.09 %
Total Enrollment (1)	10,902	70	0.64 %	95	0.87 %	535	4.91 %	442	4.05 %	9,391	86.14 %	7	0.06 %	129	1.18 %	233	2.14 %
% Difference (5)			-0.20 %		-0.35 %		2.89 %		0.42 %		-0.86 %		0.02 %		0.13 %		-2.05 %



Client Reporting System
 CLI660A Compliance Indicator I - Program Areas

Run On: 11/7/2014 11:46:01 AM

Fiscal Year: 2014
 District: Moraine Park Technical College

Agriculture																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	30	0	0.00 %	1	3.33 %	7	23.33 %	3	10.00 %	17	56.67 %	0	0.00 %	2	6.67 %	0	0.00 %
District POP (2)	192,109	2,632	1.37 %	1,380	0.72 %	3,702	1.93 %	6,012	3.13 %	177,279	92.28 %	68	0.04 %	1,036	0.54 %		
% Difference (3)			-1.37 %		2.61 %		21.41 %		6.87 %		-35.61 %		-0.04 %		6.13 %		
** NATIVE AMERICAN / ALASKAN NATIVE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	0	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %
Total Enrollment (1)	30	0	0.00 %	1	3.33 %	7	23.33 %	3	10.00 %	17	56.67 %	0	0.00 %	2	6.67 %	0	0.00 %
% Difference (5)			0.00 %		-3.33 %		-23.33 %		-10.00 %		-56.67 %		0.00 %		-6.67 %		0.00 %
** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** MULTI RACE GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	



Client Reporting System
 CLI660A Compliance Indicator I - Program Areas

Run On: 11/7/2014 11:46:01 AM

Fiscal Year: 2014
 District: Moraine Park Technical College

Business																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	2,777	17	0.61 %	24	0.86 %	76	2.74 %	109	3.93 %	2,466	88.80 %	4	0.14 %	27	0.97 %	54	1.94 %
District POP (2)	192,109	2,632	1.37 %	1,380	0.72 %	3,702	1.93 %	6,012	3.13 %	177,279	92.28 %	68	0.04 %	1,036	0.54 %		
% Difference (3)			-0.76 %		0.15 %		0.81 %		0.80 %		-3.48 %		0.11 %		0.43 %		
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	152	0	0.00 %	1	0.66 %	1	0.66 %	1	0.66 %	147	96.71 %	0	0.00 %	2	1.32 %	0	0.00 %
Total Enrollment (1)	2,777	17	0.61 %	24	0.86 %	76	2.74 %	109	3.93 %	2,466	88.80 %	4	0.14 %	27	0.97 %	54	1.94 %
% Difference (5)			-0.61 %		-0.21 %		-2.08 %		-3.27 %		7.91 %		-0.14 %		0.34 %		-1.94 %
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	



Client Reporting System
 CLI660A Compliance Indicator I - Program Areas

Run On: 11/7/2014 11:46:01 AM

Fiscal Year: 2014
 District: Moraine Park Technical College

Family & Consumer Ed																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	648	5	0.77 %	10	1.54 %	12	1.85 %	37	5.71 %	564	87.04 %	0	0.00 %	12	1.85 %	8	1.23 %
District POP (2)	192,109	2,632	1.37 %	1,380	0.72 %	3,702	1.93 %	6,012	3.13 %	177,279	92.28 %	68	0.04 %	1,036	0.54 %		
% Difference (3)			-0.60 %		0.82 %		-0.08 %		2.58 %		-5.24 %		-0.04 %		1.31 %		
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	50	0	0.00 %	0	0.00 %	1	2.00 %	4	8.00 %	43	86.00 %	0	0.00 %	2	4.00 %	0	0.00 %
Total Enrollment (1)	648	5	0.77 %	10	1.54 %	12	1.85 %	37	5.71 %	564	87.04 %	0	0.00 %	12	1.85 %	8	1.23 %
% Difference (5)			-0.77 %		-1.54 %		0.15 %		2.29 %		-1.04 %		0.00 %		2.15 %		-1.23 %
** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	



Client Reporting System
 CLI660A Compliance Indicator I - Program Areas

Run On: 11/7/2014 11:46:01 AM

Fiscal Year: 2014
 District: Moraine Park Technical College

General Ed																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	1,191	17	1.43 %	8	0.67 %	191	16.04 %	78	6.55 %	867	72.80 %	1	0.08 %	14	1.18 %	15	1.26 %
District POP (2)	192,109	2,632	1.37 %	1,380	0.72 %	3,702	1.93 %	6,012	3.13 %	177,279	92.28 %	68	0.04 %	1,036	0.54 %		
% Difference (3)			0.06 %		-0.05 %		14.11 %		3.42 %		-19.48 %		0.05 %		0.64 %		
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	6	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	6	100.00 %	0	0.00 %	0	0.00 %	0	0.00 %
Total Enrollment (1)	1,191	17	1.43 %	8	0.67 %	191	16.04 %	78	6.55 %	867	72.80 %	1	0.08 %	14	1.18 %	15	1.26 %
% Difference (5)			-1.43 %		-0.67 %		-16.04 %		-6.55 %		27.20 %		-0.08 %		-1.18 %		-1.26 %
** NATIVE AMERICAN / ALASKAN NATIVE GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** MULTI RACE GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	



Client Reporting System
 CLI660A Compliance Indicator I - Program Areas

Run On: 11/7/2014 11:46:01 AM

Fiscal Year: 2014
 District: Moraine Park Technical College

Graphics

ENROLLEE COMPARISON

Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	299	1	0.33 %	3	1.00 %	1	0.33 %	9	3.01 %	262	87.63 %	0	0.00 %	10	3.34 %	13	4.35 %
District POP (2)	192,109	2,632	1.37 %	1,380	0.72 %	3,702	1.93 %	6,012	3.13 %	177,279	92.28 %	68	0.04 %	1,036	0.54 %		
% Difference (3)			-1.04 %		0.29 %		-1.59 %		-0.12 %		-4.66 %		-0.04 %		2.81 %		

** NATIVE AMERICAN / ALASKAN NATIVE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **

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

GRADUATE COMPARISON

Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	15	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	15	100.00 %	0	0.00 %	0	0.00 %	0	0.00 %
Total Enrollment (1)	299	1	0.33 %	3	1.00 %	1	0.33 %	9	3.01 %	262	87.63 %	0	0.00 %	10	3.34 %	13	4.35 %
% Difference (5)			-0.33 %		-1.00 %		-0.33 %		-3.01 %		12.37 %		0.00 %		-3.34 %		-4.35 %

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

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

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



Client Reporting System
 CLI660A Compliance Indicator I - Program Areas

Run On: 11/7/2014 11:46:01 AM

Fiscal Year: 2014
 District: Moraine Park Technical College

Health																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	2,091	7	0.33 %	23	1.10 %	40	1.91 %	76	3.63 %	1,908	91.25 %	1	0.05 %	20	0.96 %	16	0.77 %
District POP (2)	192,109	2,632	1.37 %	1,380	0.72 %	3,702	1.93 %	6,012	3.13 %	177,279	92.28 %	68	0.04 %	1,036	0.54 %		
% Difference (3)			-1.04 %		0.38 %		-0.01 %		0.51 %		-1.03 %		0.01 %		0.42 %		
** NATIVE AMERICAN / ALASKAN NATIVE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	507	1	0.20 %	3	0.59 %	10	1.97 %	21	4.14 %	470	92.70 %	0	0.00 %	2	0.39 %	0	0.00 %
Total Enrollment (1)	2,091	7	0.33 %	23	1.10 %	40	1.91 %	76	3.63 %	1,908	91.25 %	1	0.05 %	20	0.96 %	16	0.77 %
% Difference (5)			-0.14 %		-0.51 %		0.06 %		0.51 %		1.45 %		-0.05 %		-0.56 %		-0.77 %



Client Reporting System
 CLI660A Compliance Indicator I - Program Areas

Run On: 11/7/2014 11:46:01 AM

Fiscal Year: 2014
 District: Moraine Park Technical College

Industrial																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	938	8	0.85 %	5	0.53 %	93	9.91 %	34	3.62 %	767	81.77 %	1	0.11 %	12	1.28 %	18	1.92 %
District POP (2)	192,109	2,632	1.37 %	1,380	0.72 %	3,702	1.93 %	6,012	3.13 %	177,279	92.28 %	68	0.04 %	1,036	0.54 %		
% Difference (3)			-0.52 %		-0.19 %		7.99 %		0.50 %		-10.51 %		0.07 %		0.74 %		
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	244	2	0.82 %	2	0.82 %	34	13.93 %	14	5.74 %	183	75.00 %	1	0.41 %	7	2.87 %	1	0.41 %
Total Enrollment (1)	938	8	0.85 %	5	0.53 %	93	9.91 %	34	3.62 %	767	81.77 %	1	0.11 %	12	1.28 %	18	1.92 %
% Difference (5)			-0.03 %		0.29 %		4.02 %		2.11 %		-6.77 %		0.30 %		1.59 %		-1.51 %



Client Reporting System
 CLI660A Compliance Indicator I - Program Areas

Run On: 11/7/2014 11:46:01 AM

Fiscal Year: 2014
 District: Moraine Park Technical College

Marketing																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	520	0	0.00 %	4	0.77 %	2	0.38 %	11	2.12 %	451	86.73 %	0	0.00 %	5	0.96 %	47	9.04 %
District POP (2)	192,109	2,632	1.37 %	1,380	0.72 %	3,702	1.93 %	6,012	3.13 %	177,279	92.28 %	68	0.04 %	1,036	0.54 %		
% Difference (3)			-1.37 %		0.05 %		-1.54 %		-1.01 %		-5.55 %		-0.04 %		0.42 %		
** NATIVE AMERICAN / ALASKAN NATIVE STUDENT POPULATION MAY BE OUT OF COMPLIANCE ** ** BLACK STUDENT POPULATION MAY BE OUT OF COMPLIANCE ** ** HISPANIC STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	11	0	0.00 %	0	0.00 %	0	0.00 %	2	18.18 %	8	72.73 %	0	0.00 %	1	9.09 %	0	0.00 %
Total Enrollment (1)	520	0	0.00 %	4	0.77 %	2	0.38 %	11	2.12 %	451	86.73 %	0	0.00 %	5	0.96 %	47	9.04 %
% Difference (5)			0.00 %		-0.77 %		-0.38 %		16.07 %		-14.00 %		0.00 %		8.13 %		-9.04 %



Client Reporting System
 CLI660A Compliance Indicator I - Program Areas

Run On: 11/7/2014 11:46:01 AM

Fiscal Year: 2014
 District: Moraine Park Technical College

Service																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	1,003	11	1.10 %	13	1.30 %	91	9.07 %	54	5.38 %	792	78.96 %	0	0.00 %	11	1.10 %	31	3.09 %
District POP (2)	192,109	2,632	1.37 %	1,380	0.72 %	3,702	1.93 %	6,012	3.13 %	177,279	92.28 %	68	0.04 %	1,036	0.54 %		
% Difference (3)			-0.27 %		0.58 %		7.15 %		2.25 %		-13.32 %		-0.04 %		0.56 %		
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	112	2	1.79 %	0	0.00 %	43	38.39 %	8	7.14 %	58	51.79 %	0	0.00 %	1	0.89 %	0	0.00 %
Total Enrollment (1)	1,003	11	1.10 %	13	1.30 %	91	9.07 %	54	5.38 %	792	78.96 %	0	0.00 %	11	1.10 %	31	3.09 %
% Difference (5)			0.69 %		-1.30 %		29.32 %		1.76 %		-27.18 %		0.00 %		-0.20 %		-3.09 %
** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	



Client Reporting System
 CLI660A Compliance Indicator I - Program Areas

Run On: 11/7/2014 11:46:01 AM

Fiscal Year: 2014
 District: Moraine Park Technical College

Technical And TV																	
ENROLLEE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	1,405	4	0.28 %	4	0.28 %	22	1.57 %	31	2.21 %	1,297	92.31 %	0	0.00 %	16	1.14 %	31	2.21 %
District POP (2)	192,109	2,632	1.37 %	1,380	0.72 %	3,702	1.93 %	6,012	3.13 %	177,279	92.28 %	68	0.04 %	1,036	0.54 %		
% Difference (3)			-1.09 %		-0.43 %		-0.36 %		-0.92 %		0.03 %		-0.04 %		0.60 %		
** NATIVE AMERICAN / ALASKAN NATIVE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **																	
GRADUATE COMPARISON																	
Factors For Consideration	Total Population	Native American Alaskan Native		Asian		Black		Hispanic		White		Native Hawaiian Pacific Islander		Multi Race		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	44	0	0.00 %	0	0.00 %	0	0.00 %	1	2.27 %	43	97.73 %	0	0.00 %	0	0.00 %	0	0.00 %
Total Enrollment (1)	1,405	4	0.28 %	4	0.28 %	22	1.57 %	31	2.21 %	1,297	92.31 %	0	0.00 %	16	1.14 %	31	2.21 %
% Difference (5)			-0.28 %		-0.28 %		-1.57 %		0.07 %		5.41 %		0.00 %		-1.14 %		-2.21 %
** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	
** MULTI RACE GRADS POPULATION MAY BE OUT OF COMPLIANCE **																	



Client Reporting System
 CLI660B Compliance Indicator I - Program Areas

Run On: 11/7/2014 11:46:31 AM

Fiscal Year: 2014
 District: Moraine Park Technical College

ALL PROGRAMS							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	10,902	5,103	46.81 %	413	3.79 %	1,278	11.72%
District POP (2)	192,109	91,405	47.58 %	14,857	7.73 %	14,830	7.72%
% Difference (3)			-0.77 %		-3.95 %		4.00%
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	1,141	676	59.25 %	51	4.47 %	167	14.64%
Total Enrollment (1)	10,902	5,103	46.81 %	413	3.79 %	1,278	11.72%
% Difference (5)			12.44 %		0.68 %		2.91%



Client Reporting System
CLI660B Compliance Indicator I - Program Areas

Run On: 11/7/2014 11:46:31 AM

Fiscal Year: 2014
 District: Moraine Park Technical College

Agriculture							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	30	0	0.00 %	0	0.00 %	13	43.33%
District POP (2)	192,109	91,405	47.58 %	14,857	7.73 %	14,830	7.72%
% Difference (3)			-47.58 %		-7.73 %		35.61%
** FEMALE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	0	0	0.00 %	0	0.00 %	0	0.00%
Total Enrollment (1)	30	0	0.00 %	0	0.00 %	13	43.33%
% Difference (5)			0.00 %		0.00 %		-43.33%
** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **							



Client Reporting System
CLI660B Compliance Indicator I - Program Areas

Run On: 11/7/2014 11:46:31 AM

Fiscal Year: 2014
 District: Moraine Park Technical College

Business							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	2,777	1,465	52.75 %	118	4.25 %	257	9.25%
District POP (2)	192,109	91,405	47.58 %	14,857	7.73 %	14,830	7.72%
% Difference (3)			5.18 %		-3.48 %		1.54%
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	152	101	66.45 %	11	7.24 %	5	3.29%
Total Enrollment (1)	2,777	1,465	52.75 %	118	4.25 %	257	9.25%
% Difference (5)			13.69 %		2.99 %		-5.97%
** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **							



Client Reporting System
CLI660B Compliance Indicator I - Program Areas

Run On: 11/7/2014 11:46:31 AM

Fiscal Year: 2014
 District: Moraine Park Technical College

Family & Consumer Ed							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	648	518	79.94 %	47	7.25 %	76	11.73%
District POP (2)	192,109	91,405	47.58 %	14,857	7.73 %	14,830	7.72%
% Difference (3)			32.36 %		-0.48 %		4.01%
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	50	45	90.00 %	4	8.00 %	7	14.00%
Total Enrollment (1)	648	518	79.94 %	47	7.25 %	76	11.73%
% Difference (5)			10.06 %		0.75 %		2.27%



Client Reporting System
 CLI660B Compliance Indicator I - Program Areas

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Fiscal Year: 2014
 District: Moraine Park Technical College

General Ed							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	1,191	416	34.93 %	18	1.51 %	309	25.94%
District POP (2)	192,109	91,405	47.58 %	14,857	7.73 %	14,830	7.72%
% Difference (3)			-12.65 %		-6.22 %		18.23%
** FEMALE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	6	4	66.67 %	0	0.00 %	0	0.00%
Total Enrollment (1)	1,191	416	34.93 %	18	1.51 %	309	25.94%
% Difference (5)			31.74 %		-1.51 %		-25.94%
** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **							



Client Reporting System
 CLI660B Compliance Indicator I - Program Areas

Run On: 11/7/2014 11:46:31 AM

Fiscal Year: 2014
 District: Moraine Park Technical College

Graphics							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	299	138	46.15 %	23	7.69 %	24	8.03%
District POP (2)	192,109	91,405	47.58 %	14,857	7.73 %	14,830	7.72%
% Difference (3)			-1.43 %		-0.04 %		0.31%
** FEMALE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	15	13	86.67 %	3	20.00 %	0	0.00%
Total Enrollment (1)	299	138	46.15 %	23	7.69 %	24	8.03%
% Difference (5)			40.51 %		12.31 %		-8.03%
** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **							



Client Reporting System
 CLI660B Compliance Indicator I - Program Areas

Run On: 11/7/2014 11:46:31 AM

Fiscal Year: 2014
 District: Moraine Park Technical College

Health							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	2,091	1,881	89.96 %	105	5.02 %	167	7.99%
District POP (2)	192,109	91,405	47.58 %	14,857	7.73 %	14,830	7.72%
% Difference (3)			42.38 %		-2.71 %		0.27%
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	507	450	88.76 %	23	4.54 %	37	7.30%
Total Enrollment (1)	2,091	1,881	89.96 %	105	5.02 %	167	7.99%
% Difference (5)			-1.20 %		-0.49 %		-0.69%
** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **							



Client Reporting System
CLI660B Compliance Indicator I - Program Areas

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Fiscal Year: 2014
 District: Moraine Park Technical College

Industrial							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	938	55	5.86 %	32	3.41 %	153	16.31%
District POP (2)	192,109	91,405	47.58 %	14,857	7.73 %	14,830	7.72%
% Difference (3)			-41.72 %		-4.32 %		8.59%
** FEMALE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	244	12	4.92 %	4	1.64 %	60	24.59%
Total Enrollment (1)	938	55	5.86 %	32	3.41 %	153	16.31%
% Difference (5)			-0.95 %		-1.77 %		8.28%
** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **							



Client Reporting System
 CLI660B Compliance Indicator I - Program Areas

Run On: 11/7/2014 11:46:31 AM

Fiscal Year: 2014
 District: Moraine Park Technical College

Marketing							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	520	243	46.73 %	10	1.92 %	22	4.23%
District POP (2)	192,109	91,405	47.58 %	14,857	7.73 %	14,830	7.72%
% Difference (3)			-0.85 %		-5.81 %		-3.49%
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	11	11	100.00 %	0	0.00 %	3	27.27%
Total Enrollment (1)	520	243	46.73 %	10	1.92 %	22	4.23%
% Difference (5)			53.27 %		-1.92 %		23.04%
** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **							



Client Reporting System
 CLI660B Compliance Indicator I - Program Areas

Run On: 11/7/2014 11:46:31 AM

Fiscal Year: 2014
 District: Moraine Park Technical College

Service							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	1,003	312	31.11 %	40	3.99 %	180	17.95%
District POP (2)	192,109	91,405	47.58 %	14,857	7.73 %	14,830	7.72%
% Difference (3)			-16.47 %		-3.75 %		10.23%
** FEMALE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	112	40	35.71 %	5	4.46 %	54	48.21%
Total Enrollment (1)	1,003	312	31.11 %	40	3.99 %	180	17.95%
% Difference (5)			4.61 %		0.48 %		30.27%



Client Reporting System
 CLI660B Compliance Indicator I - Program Areas

Run On: 11/7/2014 11:46:31 AM

Fiscal Year: 2014
 District: Moraine Park Technical College

Technical And TV							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	1,405	75	5.34 %	20	1.42 %	77	5.48%
District POP (2)	192,109	91,405	47.58 %	14,857	7.73 %	14,830	7.72%
% Difference (3)			-42.24 %		-6.31 %		-2.24%
** FEMALE STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** DISABLED STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY STUDENT POPULATION MAY BE OUT OF COMPLIANCE **							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	44	0	0.00 %	1	2.27 %	1	2.27%
Total Enrollment (1)	1,405	75	5.34 %	20	1.42 %	77	5.48%
% Difference (5)			-5.34 %		0.85 %		-3.21%
** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **							
** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **							



Client Reporting System
 CLI670 Compliance Indicator II - Sex

Run On: 11/7/2014 11:46:42 AM

Fiscal Year: 2014
 District: Moraine Park Technical College

ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Male		Unknown Sex	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	10,902	5,103	46.81 %	5,798	53.18 %	1	0.01 %
District POP (2)	192,109	91,405	47.58 %	100,704	52.42 %	0	0.00 %
% Difference (3)			-0.77 %		0.76 %		
Quotient (4)			0.98		1.01		
Difference = 83.67							
Standard Deviation = 104.29							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Male		Unknown Sex	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (5)	1,124	665	59.16 %	459	40.84 %	0	0.00 %
Total Enrollment (1)	10,902	5,103	46.81 %	5,798	53.18 %	1	0.01 %
% Difference (6)			12.36 %		-12.35 %		
Quotient (7)			1.26		0.77		
Difference = 138.83							
Standard Deviation = 33.46							



Client Reporting System
 CLI680 Compliance Indicator III - Disabled

Run On: 11/7/2014 11:46:58 AM

Fiscal Year: 2014
 District: Moraine Park Technical College

ENROLLEE COMPARISON			
Factors For Consideration	Total Population	Disabled	
		Count	Percent
Total Enrollment (1)	10,902	413	3.79 %
Working Age Population (2)	192,109	14,857	7.73 %
% Difference (3)			-3.95 %
Quotient (4)			0.49
Difference = 430.12 Standard Deviation = 55.78 *** ENROLLMENT DISABLED POPULATION MAY BE OUT OF COMPLIANCE ***			
GRADUATE COMPARISON			
Factors For Consideration	Total Population	Disabled	
		Count	Percent
Total Graduates (5)	1,124	51	4.54 %
Total Enrollment (1)	10,902	413	3.79 %
% Difference (6)			0.75 %
Quotient (7)			1.20
Difference = 8.42 Standard Deviation = 12.80			



Client Reporting System
 CLI690 Compliance Indicator IV - LEP

Run On: 11/7/2014 11:47:12
 AM

Fiscal Year: 2014
 District: Moraine Park Technical College

ENROLLEE COMPARISON			
Factors For Consideration	Total Population	LEP	
		Count	Percent
Total Enrollment (1)	10,902	4	0.04 %
Adult POP (2)	192,109	4,159	2.16 %
% Difference (3)			-2.13 %
Quotient (4)			0.02
Difference = 232.02			
Standard Deviation = 30.39			
*** ENROLLMENT LEP POPULATION MAY BE OUT OF COMPLIANCE ***			
GRADUATE COMPARISON			
Factors For Consideration	Total Population	LEP	
		Count	Percent
Total Graduates (5)	1,124	1	0.09 %
Total Enrollment (1)	10,902	4	0.04 %
% Difference (6)			0.05 %
Quotient (7)			2.42
Difference = 0.59			
Standard Deviation = 1.28			



**Staff Accounting System (STF533)
COMPLIANCE INDICATOR V**

Run On: 11/7/2014 2:04:55 PM

Fiscal Year: 2013
District: Moraine Park Technical College

ALL STAFF																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	390	255	65.38%	15	3.85%	10	2.56%	1	0.26%	1	0.26%	4	1.03%	4	1.03%	0	0.00%	2	0.51%	1	0.26%
Work Force (2)	170,337	80,758	47.41%	9,579	5.62%	10,103	5.93%	1,839	1.08%	1,344	0.79%	1,267	0.74%	4,521	2.65%	24	0.01%	1,109	0.65%	N/A	N/A
% Difference (3)			17.97%		-1.78%		-3.37%		-0.82%		-0.53%		0.28%		-1.63%		-0.01%		-0.14%		
Quotient (4)			1.38		0.68		0.43		0.24		0.32		1.38		0.39		0.00		0.79		
Female Difference (5) = 70.10																					
Racial Difference (6) = 13.13																					
** DISABLED ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE ** ** RACE/ETHNIC ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE ** ** HISPANIC ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE **																					



**Staff Accounting System (STF533)
COMPLIANCE INDICATOR V**

Run On: 11/7/2014 2:04:55 PM

Fiscal Year: 2013
District: Moraine Park Technical College

ADMINISTRATIVE																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	59	39	66.10%	2	3.39%	2	3.39%	0	0.00%	0	0.00%	1	1.69%	1	1.69%	0	0.00%	0	0.00%	1	1.69%
Work Force (2)	14,324	6,166	43.05%	673	4.70%	440	3.07%	86	0.60%	129	0.90%	42	0.29%	130	0.91%	0	0.00%	45	0.31%	N/A	N/A
% Difference (3)			23.06%		-1.31%		0.32%		-0.60%		-0.90%		1.40%		0.79%		0.00%		-0.31%		
Quotient (4)			1.54		0.72		1.10		0.00		0.00		5.78		1.87		0.00		0.00		
Female Difference (5) = 13.60																					
Racial Difference (6) = .19																					
** DISABLED ADMINISTRATIVE POPULATION MAY BE OUT OF COMPLIANCE **																					



**Staff Accounting System (STF533)
COMPLIANCE INDICATOR V**

Run On: 11/7/2014 2:04:55 PM

Fiscal Year: 2013
District: Moraine Park Technical College

FACULTY																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	148	76	51.35%	7	4.73%	3	2.03%	1	0.68%	1	0.68%	1	0.68%	0	0.00%	0	0.00%	1	0.68%	0	0.00%
Work Force (2)	840	435	51.79%	43	5.12%	32	3.81%	1	0.12%	14	1.67%	0	0.00%	14	1.67%	0	0.00%	0	0.00%	N/A	N/A
% Difference (3)			-0.43%		-0.39%		-1.78%		0.56%		-0.99%		0.68%		-1.67%		0.00%		0.68%		
Quotient (4)			0.99		0.92		0.53		5.68		0.41		0.00		0.00		0.00		0.00		
Female Difference (5) = .64																					
Racial Difference (6) = 2.64																					
** RACE/ETHNIC FACULTY POPULATION MAY BE OUT OF COMPLIANCE **																					
** HISPANIC FACULTY POPULATION MAY BE OUT OF COMPLIANCE **																					



**Staff Accounting System (STF533)
COMPLIANCE INDICATOR V**

Run On: 11/7/2014 2:04:55 PM

Fiscal Year: 2013
District: Moraine Park Technical College

PROFESSIONAL NONFACULTY																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	7	5	71.43%	0	0.00%	2	28.57%	0	0.00%	0	0.00%	2	28.57%	0	0.00%	0	0.00%	1	14.29%	0	0.00%
Work Force (2)	7,881	6,005	76.20%	200	2.54%	214	2.72%	53	0.67%	35	0.44%	47	0.60%	41	0.52%	0	0.00%	36	0.46%	N/A	N/A
% Difference (3)			-4.77%		-2.54%		25.86%		-0.67%		-0.44%		27.98%		-0.52%		0.00%		13.83%		
Quotient (4)			0.94		0.00		10.52		0.00		0.00		47.91		0.00		0.00		31.27		
Female Difference (5) = .33																					
Racial Difference (6) = 1.81																					
** FEMALE PROFESSIONAL NONFACULTY POPULATION MAY BE OUT OF COMPLIANCE ** ** DISABLED PROFESSIONAL NONFACULTY POPULATION MAY BE OUT OF COMPLIANCE **																					



**Staff Accounting System (STF533)
COMPLIANCE INDICATOR V**

Run On: 11/7/2014 2:04:55 PM

Fiscal Year: 2013
District: Moraine Park Technical College

CLERICAL/SECRETARIAL																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	95	89	93.68%	2	2.11%	2	2.11%	0	0.00%	0	0.00%	0	0.00%	2	2.11%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	11,415	10,585	92.73%	648	5.68%	403	3.53%	185	1.62%	40	0.35%	25	0.22%	125	1.10%	0	0.00%	22	0.19%	N/A	N/A
% Difference (3)			0.96%		-3.57%		-1.43%		-1.62%		-0.35%		-0.22%		1.01%		0.00%		-0.19%		
Quotient (4)			1.01		0.37		0.60		0.00		0.00		0.00		1.92		0.00		0.00		
Female Difference (5) = .91																					
Racial Difference (6) = 1.35																					
** DISABLED CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE ** ** RACE/ETHNIC CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE ** ** AMERICAN INDIAN CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE **																					



**Staff Accounting System (STF533)
COMPLIANCE INDICATOR V**

Run On: 11/7/2014 2:04:55 PM

Fiscal Year: 2013
District: Moraine Park Technical College

TECHNICAL/PARAPROFESSIONAL																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	54	33	61.11%	2	3.70%	1	1.85%	0	0.00%	0	0.00%	0	0.00%	1	1.85%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	3,600	2,323	64.53%	170	4.72%	232	6.44%	11	0.31%	83	2.31%	8	0.22%	93	2.58%	0	0.00%	43	1.19%	N/A	N/A
% Difference (3)			-3.42%		-1.02%		-4.59%		-0.31%		-2.31%		-0.22%		-0.73%		0.00%		-1.19%		
Quotient (4)			0.95		0.78		0.29		0.00		0.00		0.00		0.72		0.00		0.00		
Female Difference (5) = 1.84																					
Racial Difference (6) = 2.48																					
** FEMALE TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE ** ** DISABLED TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE ** ** RACE/ETHNIC TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE ** ** ASIAN AMERICAN TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE ** ** MULTI RACIAL TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE **																					



**Staff Accounting System (STF533)
COMPLIANCE INDICATOR V**

Run On: 11/7/2014 2:04:55 PM

Fiscal Year: 2013
District: Moraine Park Technical College

SKILLED CRAFTS																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	8	3	37.50%	1	12.50%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	3,078	1,679	54.55%	253	8.22%	312	10.14%	37	1.20%	58	1.88%	35	1.14%	166	5.39%	0	0.00%	17	0.55%	N/A	N/A
% Difference (3)			-17.05%		4.28%		-10.14%		-1.20%		-1.88%		-1.14%		-5.39%		0.00%		-0.55%		
Quotient (4)			0.69		1.52		0.00		0.00		0.00		0.00		0.00		0.00		0.00		
Female Difference (5) = 1.36																					
Racial Difference (6) = .81																					
** FEMALE SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE ** ** RACE/ETHNIC SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE ** ** AMERICAN INDIAN SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE ** ** ASIAN AMERICAN SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE ** ** BLACK SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE ** ** HISPANIC SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE **																					



**Staff Accounting System (STF533)
COMPLIANCE INDICATOR V**

Run On: 11/7/2014 2:04:55 PM

Fiscal Year: 2013
District: Moraine Park Technical College

SERVICE/MAINTENANCE																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	19	10	52.63%	1	5.26%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	15,607	8,190	52.48%	1,268	8.12%	1,282	8.21%	197	1.26%	122	0.78%	228	1.46%	586	3.75%	2	0.01%	146	0.94%	N/A	N/A
% Difference (3)			0.16%		-2.86%		-8.21%		-1.26%		-0.78%		-1.46%		-3.75%		-0.01%		-0.94%		
Quotient (4)			1.00		0.65		0.00		0.00		0.00		0.00		0.00		0.00		0.00		
Female Difference (5) = .03																					
Racial Difference (6) = 1.56																					
** DISABLED SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE ** ** RACE/ETHNIC SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE ** ** AMERICAN INDIAN SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE ** ** BLACK SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE ** ** HISPANIC SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE **																					