Five-Year Equal Opportunity / Affirmative Action Compliance Plan

2005 - 2010

Madison Area Technical College

Bettsey L. Barhorst
President
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Introduction

The Madison Area Technical College Five-Year Equal Opportunity/Affirmative Action Plan was prepared under the direction of the Office of the President, and covers the period from July 1, 2005, through 2010. The plans and programs presented in this report ensure equal opportunity, affirmative action, and nondiscrimination for students and employees.
Executive Summary

The Equal Opportunity/Affirmative Action Compliance Plan is submitted on a five-year basis to the Wisconsin Technical College System (WTCS) Board. The MATC policy statements, commitments and dissemination methods have not changed during the past five years.

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

EMPLOYMENT DATA

Madison Area Technical College has a stable work force, with 829 full-time employees as of May 1, 2005. Of this number, 74 or approximately 8.9 percent are from minority populations. A further analysis shows that of the 811 full-time employees at the Madison campus and centers, minority employees comprise approximately 9.0 percent of the workforce and female employees comprise 55.7 percent of the workforce. The minority and female workforce numbers at MATC compare favorably with the entire district work force availability, which is comprised of 7.4 percent minority and 50.6 percent women. Based on the current data, the MATC work force has slightly more minority employees than the district workforce. Worth noting is the unusually high availability of post-secondary teachers of Asian non-Hispanic background in the district’s workforce: 12.7%. This anomaly needs to be carefully considered as the college sets goals for faculty. See the appendix on page 52 for the table: 2000 Employment by Race and Ethnic Category for the Madison district derived from the Census 2000 Special EEO Tabulation.

The greatest opportunity for change in the employment sector will occur in full-time hires as evidenced by the hiring trend over the past four years. (Comparable data for 2000-2001 is not available because of the conversion from the legacy data system).

<table>
<thead>
<tr>
<th>Year</th>
<th>Females</th>
<th>Minorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>67%</td>
<td>0%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>43%</td>
<td>14%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

New Full-time Hires of Females and Minorities, by Percentage

<table>
<thead>
<tr>
<th>Year</th>
<th>Administrator</th>
<th>Faculty</th>
<th>PSRP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>46%</td>
<td>76%</td>
<td></td>
</tr>
<tr>
<td>2002-2003</td>
<td>64%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>2003-2004</td>
<td>50%</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>2004-2005</td>
<td>52%</td>
<td>69%</td>
<td></td>
</tr>
</tbody>
</table>
The percentage of minority new full-time hires is much higher than the percentage of minority workers in the entire workforce. This shows that MATC has been hiring minorities at a greater rate than they are represented in the workforce as a whole. This is a trend that MATC wishes to continue.

STUDENT DATA

The following charts are from MATC’s Diversity Scorecard project, one of several initiatives established to address the goals of the Diversity Plan as developed by the College’s Inter-Cultural Council.

One of the key observations concerning trends in the student population is the increase of core course success rates for minority populations in the past 5 years in Occupational Associate Degree programs.
### Occupational Associate Degree

<table>
<thead>
<tr>
<th>Total Number</th>
<th>Semester</th>
<th>Caucasian</th>
<th>Minority</th>
<th>Not Reported</th>
<th>African American Success</th>
<th>Hispanic Success</th>
<th>Asian / Pacific Islander Success</th>
<th>American Indian/Alaskan Native Success</th>
<th>Minority Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,827</td>
<td>Fall 2000</td>
<td>83.20%</td>
<td>69.30%</td>
<td>80.30%</td>
<td>62.00%</td>
<td>71.50%</td>
<td>73.30%</td>
<td>75.60%</td>
<td>326</td>
</tr>
<tr>
<td>4,008</td>
<td>Fall 2001</td>
<td>83.50%</td>
<td>74.30%</td>
<td>81.50%</td>
<td>67.10%</td>
<td>76.10%</td>
<td>78.40%</td>
<td>84.60%</td>
<td>406</td>
</tr>
<tr>
<td>4,127</td>
<td>Fall 2002</td>
<td>84.20%</td>
<td>70.40%</td>
<td>81.90%</td>
<td>66.50%</td>
<td>74.80%</td>
<td>70.60%</td>
<td>76.70%</td>
<td>419</td>
</tr>
<tr>
<td>4,221</td>
<td>Fall 2003</td>
<td>85.00%</td>
<td>74.50%</td>
<td>79.00%</td>
<td>69.00%</td>
<td>78.30%</td>
<td>80.70%</td>
<td>62.50%</td>
<td>420</td>
</tr>
<tr>
<td>4,041</td>
<td>Fall 2004</td>
<td>84.50%</td>
<td>76.10%</td>
<td>76.40%</td>
<td>68.00%</td>
<td>77.90%</td>
<td>86.20%</td>
<td>67.40%</td>
<td>437</td>
</tr>
</tbody>
</table>

The above chart shows a steady increase in core course success by minorities in occupational associate degrees. However, minority student success still lags behind Caucasian student success and represents an opportunity for improvement.

The next chart looks at Liberal Arts Transfer Associate Degree students over the past 5 years.

### Liberal Arts Transfer Associate Degree

<table>
<thead>
<tr>
<th>Total Number</th>
<th>Semester</th>
<th>Caucasian</th>
<th>Minority</th>
<th>Not Reported</th>
<th>African American Success</th>
<th>Hispanic Success</th>
<th>Asian / Pacific Islander Success</th>
<th>American Indian/Alaskan Native Success</th>
<th>Minority Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,857</td>
<td>Fall 2000</td>
<td>67.90%</td>
<td>57.10%</td>
<td>58.40%</td>
<td>45.80%</td>
<td>59.40%</td>
<td>66.80%</td>
<td>63.90%</td>
<td>223</td>
</tr>
<tr>
<td>1,946</td>
<td>Fall 2001</td>
<td>67.90%</td>
<td>59.20%</td>
<td>57.20%</td>
<td>53.20%</td>
<td>58.00%</td>
<td>67.50%</td>
<td>53.70%</td>
<td>246</td>
</tr>
<tr>
<td>1,867</td>
<td>Fall 2002</td>
<td>68.70%</td>
<td>64.80%</td>
<td>61.80%</td>
<td>63.00%</td>
<td>68.50%</td>
<td>62.40%</td>
<td>72.30%</td>
<td>262</td>
</tr>
<tr>
<td>1,920</td>
<td>Fall 2003</td>
<td>72.70%</td>
<td>68.30%</td>
<td>62.80%</td>
<td>60.20%</td>
<td>66.50%</td>
<td>76.00%</td>
<td>76.70%</td>
<td>286</td>
</tr>
<tr>
<td>1,988</td>
<td>Fall 2004</td>
<td>70.40%</td>
<td>61.50%</td>
<td>68.00%</td>
<td>56.90%</td>
<td>58.00%</td>
<td>71.00%</td>
<td>61.80%</td>
<td>291</td>
</tr>
</tbody>
</table>

The data show that overall core course curriculum success rates in the Liberal Arts Transfer Associate Degree for minority students has increased from 57.1 percent to 61.5 percent. As in occupational degree program student success, minorities lag behind Caucasian students in course success. It should be noted that from 2003 to 2004 there was a drop in success rates – a careful analysis of the factors that may have contributed to this decline needs to be determined so that this does not occur again.
Section I

Wisconsin Technical College System

Equal Opportunity / Affirmative Action Goals

2005-2010

1. Balance individual occupational program enrollment percentages for students by race, gender and special population availability.

2. Assure non-discrimination in career planning, counseling and placement services for students.
   * Analyze and report demographic, program enrollment and completion and job referral and placement data for minorities, women and/or other special population students and take steps to assure non discrimination in referral and placement services.

3. Analyze and address employment of faculty and staff within each district in the Wisconsin Technical College System to match utilization/availability percentages for racial, gender and disabled categories.
   * Implement a plan for recruiting and hiring minorities, women and disabled faculty and staff in all employment categories where there is under representation.

4. Create an educational and work environment that reflects, appreciates and celebrates the diverse society and community in which we live and one that creates a climate for the success of each and every person by appreciating the uniqueness that they bring to the college district.
   * Implement faculty and staff in-service programs, professional development activities, mentoring and student orientation programs to promote multi-cultural, gender and special population’s awareness and sensitivity.
   * Integrate the history, culture, accomplishments and contributions of minorities, women and special populations into curricula at each WTCS district.
   * Insure that cultural competency is practiced at every campus.
Madison Area Technical College Policy: Equal Opportunity/Affirmative Action

INTRODUCTION

The purpose of the Affirmative Action Program at Madison Area Technical College (MATC) is to present a set of specific and result-oriented procedures to which the District is committed. The procedures outlined in the Affirmative Action Program coupled with the College’s good faith efforts will ensure Equal Employment Opportunity.

It is the policy of Madison Area Technical College (MATC) to hire qualified persons to perform the many tasks necessary in providing high quality service. An integral part of this policy is to provide Equal Employment Opportunity for all persons for employment and to recruit and administer policies and procedures which include hiring, working conditions, benefits and privileges of employment, compensation, training, appointments for advancement and promotion, transfer, and termination of employment including layoff and recalls for all employees without discrimination because of political affiliation, age, race, creed, color, handicap (disability), marital status, sex, national origin, ancestry, sexual orientation, arrest or conviction record, service in the armed forces, genetic testing, and the use or non-use of lawful products off the employer’s premises during non-working hours.

The objective of this Affirmative Action Program is to ensure that all employees receive equality of opportunity limited only by each employee’s desire and ability. The objective calls for a work environment free of discrimination because of race, color, religion, national origin, sex, age, veteran status, disability, marital status and sexual orientation.

It is also the policy of MATC that applicable local, state and federal laws and regulations implementing national Equal Employment Opportunity objectives will be fully complied with not only by meeting the letter of the law and contractual requirements, but by carrying out the full spirit of Equal Opportunity.

Madison Area Technical College commits to equal opportunity and affirmative action for its employees and students as required by Titles VI and VII of the Civil Rights Act of 1964 as amended, Title IX of the Educational Amendments Act of 1972, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the Carl D. Perkins Vocational Education Act, the Equal Pay Act of 1973, the Age Discrimination Acts of 1967 and 1975, the Civil Rights Restoration Act of 1987, Wisconsin Fair Employment Law, and other appropriate laws and executive orders and/or administrative directives and codes including the Office of Civil Rights Guidelines for Elimination of Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Programs (34 CFR, Part 100, Appendix B).
Equal opportunity, as required in Chapter 38 of Wisconsin Statutes and the Wisconsin Fair Employment Law (Sec. 111.31-111.395, Wis. Stats.), is for all persons regardless of political affiliation, age, race, creed, color, handicap (disability), marital status, sex, national origin, ancestry, sexual orientation, arrest or conviction record, service in the armed forces, genetic testing and the use or non-use of lawful products off the employer’s premises during non-working hours.

Affirmative Action is required for women, racial/ethnic groups and persons with disabilities throughout the district in educational programs and job categories as specified in student and staff reports. The purpose of this Equal Opportunity/Affirmative Action statement is to identify areas of concern and to establish measures to overcome the effects of any past discrimination that might exist, balance the work force, and implement established minority recruitment and retention guidelines from the Governor’s Task Force.

Affirmative Action will be implemented in all employment practices including but not limited to: recruitment, hiring, transfers, promotions, training, layoffs, terminations, retention, certification, testing and committee appointments.

Reasonable accommodations for persons with disabilities will be made to assure access to programs and employment. In addition, the District will ensure physical accessibility to programs and facilities. The District will also provide reasonable accommodation to employees for religious observances and practices. MATC commits to providing all services to students in a nondiscriminatory manner and to creating an educational climate that is conducive to and supportive of cultural and ethnic diversity.

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

The Affirmative Action Officer monitors and evaluates EEO/AA plans and reports to the President of the District. The name and contact information of the Affirmative Action Officer is included in the Equal Opportunity/Affirmative Action policy statement and is posted in all public notification statements. Managers and staff share Affirmative Action Program responsibility. A violation of the policy will result in appropriate corrective action. Performance systems and standards will include an Affirmative Action component.

POLICY REAFFIRMATION

Madison Area Technical College reaffirms its commitment to the principle of equal employment opportunity regardless of political affiliation, age, race, creed, color, handicap (disability), marital status, sex, national origin, ancestry, sexual orientation, arrest or conviction record, service in the armed forces, genetic testing and the use or non-use of lawful products off the employer’s premises during non-working hours. We
recognize that the goal of equal opportunity generally requires affirmative action to be implemented. This District is, therefore, committed to assuring that if any underutilization of particular minority groups or women or other affected classes is determined to exist, affirmative actions will be taken to correct such underutilization while assuring that all MATC employees are qualified individuals committed to the District’s mission.

This policy statement represents a reaffirmation of our organization’s policy to provide equal employment opportunity in all personnel actions for all persons to include, but not be limited to: recruitment, recruitment advertising, employment/hiring decisions, working conditions, benefits and privileges of employment, social and recreational programs, compensation, training and education, tuition assistance, appointment for advancement including upgrading and promotion, transfers, and terminations including layoffs and recalls for all employees without discrimination. All management employees will continue to be informed of this policy and share in the responsibility for its enforcement.

Madison Area Technical College believes that implementation of this policy benefits the entire organization. The College is committed to critically reviewing its employment policies, practices, and procedures annually, and to apply every good faith effort to remedy any identified problem area.

EQUAL OPPORTUNITY POLICY

It is the official policy of Madison Area Technical College not to discriminate against any employee, applicant for employment, or student because of political affiliation, age, race, creed, color, handicap (disability), marital status, sex, national origin, ancestry, sexual orientation, arrest or conviction record, service in the armed forces, genetic testing and the use or non-use of lawful products off the employer’s premises during non-working hours. We pledge that we will take affirmative action to ensure that applicants are employed, that employees are treated fairly during employment and that students are served without regard to the above-named characteristics.

Such actions will include but not be limited to the following: employment, upgrading, demotion, transfer, recruitment and recruitment advertising, layoff and recall, termination, rates of pay and other forms of compensation, selection for training including apprenticeship, delivery of service, and community-based activities.

All officials and employees of this District will be informed of this policy and that this policy will affect all employment practices and delivery of services. Decisions on employment and delivery of service will be made to further the principle of equal opportunity. All management personnel will share responsibility for affirmative action and will be assigned specific tasks. Management performance on this program will be evaluated in the same manner as performance on other Agency goals.
Promotion decisions will be in accordance with principles of equal employment opportunity by imposing only valid requirements for promotional opportunities. Furthermore, we will ensure that all personnel actions such as compensation, benefits, district-sponsored training, education, tuition assistance and social and recreational programs will be administered without regard to race, color, religion, sex, national origin, age, disability, marital status and sexual orientation or veteran status.

Harassment by employees based on race, color, religion, sex, national origin, age, marital status and sexual orientation, disability or other protected status is unlawful and prohibited.

The District has developed a policy that states procedures to process complaints. The college policy has been disseminated both internally and externally. This policy statement continues to be in effect and is posted in all District information and materials. William Strycker, (608) 246-6901, has been identified as the Affirmative Action Officer. The District has designated several staff to investigate complaints of discrimination and harassment.

It is our firm belief that the District will benefit overall by the full utilization of minorities and women at all levels and in all segments of the work force where deficiencies exist.

As President and Chief Executive Officer of this College, I declare my personal commitment to Affirmative Action and designate the Affirmative Action Officer as being responsible for implementation of this Affirmative Action Program. The Affirmative Action Officer will report to me on a periodic basis about the District’s progress toward meeting its equal opportunity and affirmative action goals. Through the efforts of all District employees and the local community, we will make every good faith effort to accomplish the commitments, goals and objectives of this program.

_______________________________
August 2005
Bettsey L. Barhorst, Ph.D.
President
Madison Area Technical College Commitment to Diversity

Madison Area Technical College is committed to the diversity of the college environment. In August 2000 the District Board adopted the following statement as a part of its revised strategic goals and initiatives for MATC’s Plan 2010.

MATC Diversity Statement:
MATC’s response to the changing nature of diversity, which goes beyond categories such as gender, race, and disability, requires a commitment by each member of the MATC community to create and sustain a learning environment built on respect for the unique experiences and potential of all. This ensures that MATC is preparing students personally and professionally to become active and successful participants in a complex, diverse world.

(Statement endorsed by MATC President Beverly Simone and adopted by the MATC District Board August 2000.)

In response to the MATC District Board’s desire to increase diversity at MATC, the administration created a cross-functional team of employees named the Inter-Cultural Council (ICC). The charge of the Inter-Cultural Council is to “set, assign responsibility for, and monitor institution-wide implementation goals related to diversity-focused activities for (a) staff awareness and education and (b) the academic success of special population students.” Furthermore the ICC’s work is to “(1) facilitate coordination activities designed to maximize the use of institutional resources to meet its diversity goals; (2) create an ongoing forum for sharing information related to implementation activities and resources; (3) facilitate agreement on institution-wide diversity goals and their implementation; and (4) promote accountability through the creation and implementation of a jointly coordinated institution-wide plan.”

The ICC’s work resulted in the MATC Diversity Plan. The seven goals of the Diversity Plan state that MATC will:

- Foster an inclusive campus climate.
- Promote the recruitment, retention, graduation and placement of a diverse and successful student body.
- Enhance the staff and faculty’s effectiveness in serving diverse populations.
- Act to strengthen community and stakeholder connections.
- Support, promote and implement diversity initiatives throughout the institution.
- Commit to diversifying its curriculum to include the experiences, contributions, and perspectives of various cultures, groups and individuals.
- Improve its accountability system of diversity efforts and strive for continuous improvement in minority success initiatives.
Section II

Dissemination of EEO/AA Information

A. State that copies of the five-year plan and annual updates will be provided to the local board, district president, administrators, managers and supervisors, and to the labor organizations. A specific distribution plan with timetables and methods should be developed and included.

Madison Area Technical College disseminates the Equal Opportunity/Affirmative Action Policy internally and externally upon initial contact with employees, labor organizations, prospective employees, students, prospective students, clients, organizations, and other entities and on a regular basis thereafter as a part of its commitment to the principles of equal opportunity and affirmative action.

B. Provide a commitment and methodology to provide summary information on and access to the non-discrimination policy statement and complaint procedures to all students and employees. Indicate how all students and employees will have access to and have an opportunity to familiarize themselves with the district’s EO/AA policy and the procedures for filing and resolution of discrimination or harassment complaints and/or the procedure and appellate process relating to reasonable accommodations.

All students will have access to information and an opportunity to familiarize themselves with the District’s Equal Opportunity/Affirmative Action Policy and the procedures for filing and resolution of discrimination or harassment complaints.

Internal Dissemination

The Equal Opportunity/Affirmative Action policy is incorporated into all management policy and procedure manuals, supervisory guides and employees’ handbooks. Periodically, the policy and Affirmative Action Programs are highlighted in employee newsletters and district communications.

On a regular basis the district holds informational meetings with management and supervisory personnel to explain the intent of the policy, individual responsibility for effective implementation, and the President’s support for district-wide affirmative action. Informational meetings with all other employees are held to discuss the policy and explain individual employee responsibilities.

The policy and complaint procedures are thoroughly discussed in both employee orientation and management orientation training programs.

Articles are published covering EEO programs, affirmative action progress, and minority and female employee special interest activities.
Minority and female pictures are included in District advertising, on the web site and in similar publications.

On a regular basis, meetings with Union officials occur to inform them of the policy and request their cooperation to include nondiscrimination clauses in all union agreements, and review all contractual provisions to ensure they are not discriminatory.

These actions will occur annually, or more frequently as warranted.

**External Dissemination**

All recruiting sources, including employment agencies, colleges, vocational schools, and community-based organizations/agencies involved in the placement of minorities, women, persons with disabilities, veterans, and other protected classes, are periodically informed verbally and in writing of the Equal Opportunity/Affirmative Action Policy. It is stipulated that these sources actively recruit and refer minorities and women for all positions listed.

Notification of the Equal Opportunity/Affirmative Action Policy is made to all subcontractors, vendors and suppliers requesting appropriate action and compliance. Additionally, the clause is incorporated in all relevant purchase orders, leases and contracts.

Relevant organizations, community leaders, agencies and schools are informed of the Equal Opportunity/Affirmative Action Policy and their assistance is requested in identifying and referring prospective candidates for employment.

Newly hired employees are informed of the Affirmative Action Program and its elements to enable them to be aware of and avail themselves of its benefits. The required federal and state equal employment posters are displayed in the employment application area. Additionally, the current application for employment states “Equal Opportunity Employer.”

**Student Consideration**

The policy statement and complaint procedures are included in the Student Handbook and Planner and on the college’s web site at: http://matcmadison.edu/matc/studentresources/rights/hd.shtm.

Currently MATC does not publish the policy and complaint procedures in a language other than English nor has a published statement that English language proficiency will not be a barrier to admission and participation. It is the goal of the College to address this issue within the next academic year.
Responsibility for Implementation

The President and the Affirmative Action Officer will meet with the Vice Presidents of Learner Success, Strategic Advancement and Infrastructure Services to discuss the Equal Opportunity/Affirmative Action policy.

The President and the Affirmative Action Officer will meet with the Instructional Deans and the Vice President of Learner Success to review minority-hiring goals.

The Affirmative Action Officer will arrange meetings with minority staff to provide input on the implementation of the policy.

Under the direction of the President, the Vice Presidents and the Affirmative Action Officer are responsible for:

1. Assisting management staff in the interpretation and administration of the Affirmative Action Programs.

2. Developing and auditing the reporting systems designed to measure the effectiveness of the Affirmative Action Programs.

3. Assisting management in the identification of problem areas and development of solutions to the implementation of the Affirmative Action Programs.

4. Serving as liaisons between the College, community organizations, and EEO enforcement agencies.

5. Keeping respective management informed of the latest developments and requirements in EEO and recommending to appropriate management needed changes in policy and procedures.

6. Auditing employment practices and procedures to ensure compliance with the District’s employment policies.


All College leaders have responsibilities that include, but are not limited to:

Assisting in the identification of problem areas and the establishment of department goals and objectives.

Becoming actively involved with local minority and women’s organizations, community action groups, and community service programs.
Auditing training programs and hiring and promotion patterns on a periodic basis to remove impediments to the attainment of MATC’s goals and objectives.

Reviewing the qualifications of all employees to ensure that minorities and women are given full opportunity for transfer and promotion.

Providing career counseling for all employees.

Making periodic checks to ensure that all EEO and AAP posters are properly displayed; that all facilities are maintained for the use and benefit of all employees; that the rest rooms and other similar facilities are comparable for both sexes; and that minority and female employees are encouraged to participate in all company-sponsored educational, training, recreational, and social activities.

Conducting periodic discussions with subordinates to ascertain that related human resource policies and procedures are being followed.

Insuring that subordinate management understands that their work performance is also evaluated on the basis of their equal employment opportunity efforts and results.

Taking actions to prevent harassment of employees placed through diversity efforts.
Section III
Federal and State Law Compliance
Self-Evaluation

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

Part A: Federal and State Regulations

A self-evaluation instrument is submitted as part of the five-year plan. The checklist is reviewed annually for changes which have occurred at the district. Only changes, improvements, or problems in compliance matters will be reported in the annual plan submission.


2. Title IX of the Education Amendments of 1972 and the implementation of department regulation 45 CFR, Part 86.


4. Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in educational programs.


6. Americans with Disabilities Act of 1990, and the final regulations for Title I at 56 FR 35734, Title II, 28 CFR, Part 35; Title IV, 47 CFR, Parts 0 and 64.


I. Title VI, Civil Rights Act of 1964

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

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

   [X] Yes  [ ] No

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

   [X] Yes  [ ] No

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

   [X] Yes  [ ] No

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

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

   [X] Yes  [ ] No

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

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

   [X] Yes  [ ] No

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No

II. Title IX - Self Evaluation

Procedural Requirements

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

Question: Has a policy statement of 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 magazines operated by recipient or by student alumni groups for or in connection with recipient; memorandum or other written communication distributed to every student and employee?

☐ Yes  ☐ No

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No

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

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

☐ Yes  ☐ No
Question: Has this person’s name, address, and telephone number been given to students, parents, and employees?

☑ Yes  ☐ No

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

Question: Has the district adopted such grievance procedures?

☑ Yes  ☐ No

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

☑ Yes  ☐ No

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

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

☑ Yes  ☐ No

Question: Can the district document its remedial action efforts?

☑ Yes  ☐ No

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

Question: Did the district undertake such a self evaluation?

☑ Yes  ☐ No

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

☑ Yes  ☐ No

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

☑ Yes  ☐ No
6. Regulation 86.3(d) - Requires recipients to keep self evaluation and related materials on file for at least three years following completion including a description of any modification made and any remedial steps taken as a result of the self evaluation.

*Preceding questions are applicable to this regulation.*

III. Section 504 - Self Evaluation

**Procedural Requirements**

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

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

   ☑ Yes ☐ No

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

   ☑ Yes ☐ No

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

   ☑ Yes ☐ No

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

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

   ☑ Yes ☐ No

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

   ☑ Yes ☐ No

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

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

   ☑ Yes ☐ No
**Question:** Has the district taken steps to inform its beneficiaries of such grievance procedures?

☑ Yes ☐ No

4. **Regulation 84.5** - Requires each recipient to submit an assurance stating that no otherwise qualified handicapped persons shall safely, by reason of handicap, be 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 non discrimination on the basis of handicap?

☑ Yes ☐ No

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

**Question:** Did the district undertake a self evaluation?

☑ Yes ☐ No

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

☑ Yes ☐ No

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

☑ Yes ☐ No

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

*Preceding questions are applicable to this regulation.*

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

**Question:** Did the district develop a transition plan?

☑ Yes ☐ No

**Question:** Was the plan developed with the assistance of interested persons or organizations representing handicapped persons?
Question: Is the transition plan available for review?

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No

IV. OCR Guidelines - Self Evaluation

Procedural Requirements

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

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

☐ Yes ☐ No

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

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

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No

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

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

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

☐ Yes  ☑ No

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

☑ Yes  ☐ No

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

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

☑ Yes  ☐ No

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

☑ Yes  ☐ No

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

☑ Yes  ☐ No

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

☑ Yes  ☐ No

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

☑ Yes  ☐ No

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

☑ Yes ☐ No

6. Guideline V(B) - Requires recipients operating educational programs to ensure that counselors do not direct or urge any student to enroll in a particular career or program or measure or predict a student's prospects for success in any career or program based upon the student's race, color, national origin, sex, or handicap; and if there is disproportionate enrollment of either sex, minority group, or handicapped students in a program, recipients are required to take steps to ensure that such an occurrence does not result from unlawful discrimination in counseling.

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

☐ Yes ☑ No

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

☐ Yes ☑ No

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

☐ Yes ☑ No

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

☑ Yes ☐ No

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

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

☑ Yes ☐ No

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

☑ Yes ☐ No
Question: Do materials which are used in recruiting or promotional efforts limit the portrayal of career opportunities or tend to perpetuate or create stereotypes or limitations are not race, national origin, sex, or handicap through text or illustration?

☐ Yes  ☒ No

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

☒ Yes  ☐ No

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

☒ Yes  ☐ No

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

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

☒ Yes  ☐ No

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

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

☒ Yes  ☐ No

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

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

☒ Yes  ☐ No

11. Guideline VI(C) - Requires recipients that provide housing in residential post secondary education centers to extend housing opportunities, whether on campus or off campus, without discrimination, and provide comparable, convenient, and accessible housing at the same cost and under the same conditions for handicapped students.
Question: If provided by a district that has educational programs, is on campus and off campus housing provided for all regardless of race, sex, or handicap?
☐ Yes ☐ No N/A: no housing provided

Question: Is the housing provided for handicapped students comparable, convenient and offered at the same cost and conditions as for other students?
☐ Yes ☐ No N/A: no housing provided

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

Question: Does the district provide common facilities which have been modified or separate comparable facilities (changing rooms, showers, etc.) offered for students of different sex?
☒ Yes ☐ No

Question: Have facilities been adapted or modified to the extent necessary to make the educational program readily accessible to the handicapped?
☒ Yes ☐ No

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

Question: Does the district make opportunities in its work study, cooperative education and job placement programs available to students without regard to race, color, national origin, sex, or handicap?
☒ Yes ☐ No

Question: Does the district ensure that students placed in cooperative education work study, or job placement programs receive equal treatment with regard to task assignment, numbers of hours worked, responsibility levels, and pay?
☒ Yes ☐ No

Question: Are assurances of non discrimination contained in written agreement for the referral or assignment of students to an employer?
☒ Yes ☐ No
14. **Guideline VII(B)** - If written agreement with a labor union or other sponsor providing apprentice training is used, requires recipients to include an assurance that the union or other sponsor does not engage in discrimination against its membership or applicants for membership; and that apprentice training will be offered and conducted free of discrimination.

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

☑ Yes ☐ No

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

☑ Yes ☐ No

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

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

☑ Yes ☐ No

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

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

☑ Yes ☐ No

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

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

☑ Yes ☐ No

18. **Guideline VIII(F)** - Requires recipients to take steps to overcome the effects for past discrimination. Such steps may include the recruitment or reassignment of qualified persons of a particular race, national origin, or sex, or who are handicapped.
**Question:** Does the district limit its recruitment efforts to schools, communities or companies which are disproportionately composed of persons of a particular race, national origin, sex, or handicap?

☐ Yes  ☒ No  N/A

V. **Contracts for Services - TCS 8**

Policy and Procedural Requirements Relating to Non Discrimination

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

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

   ☒ Yes  ☐ No

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

   ☒ Yes  ☐ No

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

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

   ☒ Yes  ☐ No

VI. **Americans with Disabilities Act - Self Evaluation**

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

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

   ☒ Yes  ☐ No

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

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

   ☒ Yes  ☐ No
Question: Are individuals with disabilities integrated to the maximum extent appropriate?
☑ Yes   ☐ No

Question: If separate programs are offered, are they appropriate to the particular individual?
☑ Yes   ☐ No

Question: Have any individuals with disabilities been excluded from the regular program or required to accept special services or benefits?
☐ Yes   ☑ No   N/A

Question: Are individuals with disabilities provided accommodations necessary to allow them to participate in regular programs?
☑ Yes   ☐ No

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

Question: Are any safety requirements imposed based on real risks, not speculation, stereotypes or generalizations about individuals with disabilities?
☑ Yes   ☐ No

Question: Are any inquiries made into a disability absolutely necessary to insure safe participation?
☑ Yes   ☐ No

Question: In cases where extra (non personal item) costs are incurred does the district absorb the cost without charge to the disabled individual being served?
☑ Yes   ☐ No

Question: Are modifications to policies, practices or procedures in programs made to accommodate disabled individuals except where the modification would fundamentally alter the nature of the service, program or activity?
☑ Yes   ☐ No

4. Guideline II-5.0000 - A public entity may not deny the benefits of its programs, activities, and services to individuals because its facilities are inaccessible. The "program accessibility standard" requires that a public entity's services, programs, or activities, when viewed in their entirety, to be readily accessible to and usable by individuals with disabilities.
**Question:** Has the district conducted a review of its facilities, developed a transition plan, and made changes as needed to achieve program accessibility?

☑ Yes  ☐ No

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

☑ Yes  ☐ No

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

☑ Yes  ☐ No

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

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

☑ Yes  ☐ No

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

☑ Yes  ☐ No

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

☑ Yes  ☐ No

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

☑ Yes  ☐ No

6. **Guideline II-8.0000** - Provides for administrative requirements including preparation of a self evaluation, development of a transition plan, providing notice to the public, designation of a responsible employee and development of a grievance procedure.
Question: Has the district developed (and on file) a self-evaluation plan which identifies all of the programs, activities and services; and reviews all policies and practices that govern the programs, activities and services.

☐ Yes  ☐ No

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No

VII. Wisconsin Fair Employment Act

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

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No
**Question:** Does the district as an employer refrain from prohibited honesty, genetic, and/or other testing prohibited by the Wisconsin Fair Employment Act?

☑ Yes ☐ No

**VIII. Chapter 38, Wis. Stats.**

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

**Question:** Does the district incorporate in its orientation program for newly entering student's oral and written information on sexual assault and sexual harassment?

☑ Yes ☐ No

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

☑ Yes ☐ No

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

☑ Yes ☐ No

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

☑ Yes ☐ No

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

☑ Yes ☐ No
Section IV

Self Analysis of Work Force and Goals Established

This self-analysis was done using MATC District workforce availability data as requested. Use of local availability data alone, however, may not provide the most accurate picture of the “real” availability of disabled, female or minority workers in the various EEOC categories. That being said, it is MATC’s Affirmative Action goal to achieve equitable representation of disabled, female and racial minority employees in each employee class.

Employees with Disabilities

MATC does not currently have data to determine the current number of disabled employees in the various EEOC categories. Because of this, it is not possible at this time to determine underutilization for disabled employees in each EEOC category. However, the College will be conducting a survey of all full-time employees in September, 2005, and every year thereafter to develop data and goals.

Female Employees

Female employees are underutilized in the following category:

Technicians Goal: Increase by approximately 12 employees

Service/Maintenance Goal: Increase by approximately 20 employees

<table>
<thead>
<tr>
<th>2004-2005 Workforce Analysis, FEMALE EMPLOYEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEOC Category</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Administrative</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td>Professional Non-faculty</td>
</tr>
<tr>
<td>Clerical/Secretarial</td>
</tr>
<tr>
<td>Para-professional</td>
</tr>
<tr>
<td>Technicians</td>
</tr>
<tr>
<td>Service/Maintenance</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>
Ethnic Minority Employees

Minority employees are underutilized in the following categories:

Faculty Goal: Increase by approximately 43 employees*

Professional Non-faculty Goal: Increase by approximately 1 employee

Service/Maintenance Goal: Increase by approximately 1 employee

<table>
<thead>
<tr>
<th>EEOC Category</th>
<th>Total # of EEs</th>
<th>% of EEs</th>
<th>% Workforce Available</th>
<th>% Diff.</th>
<th>Underutilized? (Diff. &gt; 1%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative</td>
<td>78</td>
<td>9 / 11.5%</td>
<td>5.00%</td>
<td>6.50%</td>
<td>N</td>
</tr>
<tr>
<td>Faculty</td>
<td>393</td>
<td>31 / 7.9%</td>
<td>18.80%</td>
<td>-9.90%</td>
<td>Y</td>
</tr>
<tr>
<td>Professional Non-faculty</td>
<td>9</td>
<td>0 / 0.0%</td>
<td>6.70%</td>
<td>-6.70%</td>
<td>Y</td>
</tr>
<tr>
<td>Clerical/Secretarial</td>
<td>135</td>
<td>9 / 6.7%</td>
<td>6.10%</td>
<td>0.60%</td>
<td>N</td>
</tr>
<tr>
<td>Para-professionals</td>
<td>72</td>
<td>13 / 18.1%</td>
<td>6.90%</td>
<td>11.20%</td>
<td>N</td>
</tr>
<tr>
<td>Technicians</td>
<td>70</td>
<td>5 / 7.1%</td>
<td>6.70%</td>
<td>0.40%</td>
<td>N</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>72</td>
<td>7 / 9.7%</td>
<td>11.50%</td>
<td>-1.80%</td>
<td>Y</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>829</strong></td>
<td><strong>74 / 8.9%</strong></td>
<td><strong>7.40%</strong></td>
<td><strong>1.50%</strong></td>
<td></td>
</tr>
</tbody>
</table>

*DISCUSSION: The challenge represented by the goal of hiring 43 minority faculty is tempered by the skewed availability of certain ethnic populations in the MATC District workforce due to the presence of a major international research university that actively recruits Asian faculty members. MATC is considering revising the goal based upon the projected minority population in the coming years. For example, the projected minority population of the MATC District is 12.8 percent in 2010 (based on the 2005 Woods and Poole projection). Therefore with this example, MATC’s goal would be an increase of at least 19 minority faculty members by 2010 if the number of faculty remained at 393.
Section V
Affirmative Action Initiatives (Employment)

I. Identification of Initiative: Candidate Recruitment

A. Title of Program: Candidate Recruitment (Human Resources)

B. Narrative Summary: Human Resources has worked actively with various selection committees to develop strategies for expanding the pool of qualified applicants. The HR staff participated in a career fair at the Dane County Exposition Center that was directed at persons of color. The College participated in the NAACP Career Fair held in Milwaukee and other targeted recruitment activities. Other targeted minority recruitment occurred for a number of faculty vacancies through content area professional organizations. Mailing lists and publications directed toward minority candidates were utilized. The College continues to use the website to communicate vacancies at MATC.

C. Evaluation Methods: The efforts of this initiative will be evaluated and reported in the annual Affirmative Action report based on the number of minority candidates that apply and are hired. Additional candidates of color will be added to candidate pools. The diversity of College employees will increase when compared against employment hiring targets.

D. Annual Progress: This initiative was begun approximately ten years ago. The area of focus for the initiative efforts has changed over time but MATC does not have any hard data to support this change. There will be a quantifiable, measurable result published in future annual Affirmative Action reports.

II. Identification of Initiative: Employee Performance Assessment Documents

A. Title of Program: Employee Performance Assessment Improvement

B. Narrative Summary: In an effort to emphasize the importance of diversity throughout the College, Employee Performance Assessment documents have been revised. Management employees are required to address how their efforts and their unit’s efforts have responded to Diversity Plan initiatives, including progress toward reaching Affirmative Action hiring goals. All other employees must address how they have striven to improve their own knowledge of diversity and strategies taken to foster an inclusive campus climate.
C. Evaluation Methods: As employee assessment documents are submitted the forms are reviewed for completeness. Compliance with the employee evaluation process is reported annually to the President.

D. Annual Progress: Initial revisions to the documents occurred approximately three years ago. A work team was created eighteen months ago to evaluate the initial revisions and make any necessary changes. The number of employee evaluations submitted has increased greatly over the past year.

III. Identification of Initiative: Diversity Training

A. Title of Program: Diversity: The Concept and the Practice

B. Narrative Summary: “Diversity: The Concept and the Practice” is a one day training opportunity designed to help build a common language, develop an understanding of applicable laws and institutional values that guide behavior, define expected behaviors exhibited in an inclusive environment and allow individuals to reflect on their own values and behaviors.

C. Evaluation Methods: Success of the initiative will be determined by the number of participants annually attending the training and based on the evaluation forms completed by each participant. Long term evaluation will be measured by increased scores of diversity-related questions on the Personal Assessment of the College Environment (PACE) and the Student Assessment of the College Environment (SACE) evaluation instruments.

D. Annual Progress: Since inception of this initiative in 1998 approximately 675 full- and part-time employees have completed the training.

IV. Identification of Initiative: EEO representatives for the hiring process

A. Title of Program: Selection Committees Utilizing EEO Representatives

B. Narrative Summary: In an effort to ensure that all administrative and faculty selection committees function well and within the process and legal guidelines for hiring, each selection committee is required to have an Equal Employment Opportunity (EEO) Representative. A diverse group of employees from across the College have been trained to serve as EEO Representatives.

C. Evaluation Methods: The number of issues raised due to the selection committee process, and any complaints as a result of the selection process, will be counted annually.

D. Annual Progress: This initiative was implemented in the spring of 2005, so there is no data on its progress yet.
V. Identification of Initiative: Affirmative Action Checkpoints

A. Title of Program: Affirmative Action Checkpoints in the Hiring Process

B. Narrative Summary: Checkpoints in the hiring process have been integrated to ensure that an adequate representation of qualified underutilized applicants is in the hiring pool, as determined by the availability data within the Affirmative Action report. These checkpoints will provide an opportunity to ensure that all candidates are treated fairly during the hiring process.

C. Evaluation Methods: The number of underutilized applicants in all stages of the hiring process will be reflective of the availability data. The actual numbers of underutilized applicants hired will be measured against previous year’s data.

D. Annual Progress: This initiative began in the spring of 2005, so there is no data on its progress yet.

VI. Identification of Initiative: Recruitment Sources

A. Title of Program: Increased Recruitment Sources

B. Narrative Summary: National and regional organizations and other communication resources of interest to persons of color have been identified. MATC is utilizing these recruitment sources to advertise administrative and faculty vacancies in an effort to increase the number of underrepresented applicants in the hiring pool.

C. Evaluation Methods: The number of underrepresented applicants in the hiring pools and new hires will be measured. This data will be compared against previous year’s data.

D. Annual Progress: This initiative began in the spring of 2005, so there is no data at the present time.

VII. Identification of Initiative: Values Based Organization

A. Title of Program: Create an Organizational Culture Based on Values

B. Narrative Summary: Values and the behaviors they solicit is recognized as a component of college effectiveness. With that in mind, the College has implemented a variety of projects that integrate diversity throughout the entire college experience. These projects include PACE and SACE college-wide evaluation instruments, Core Abilities assessment in each associate degree program, and international experiences.
C. Evaluation Methods: Each project has its own evaluation method. The PACE and SACE evaluation instruments provide a score which measures the effectiveness of MATC’s use of its values in decision making as perceived by employees and students. The Core Abilities project assesses students in each of the Core Abilities at least once during their curriculum. The number of assessments done is compared to the number of students available. Participation is the measurement used for the International Experiences project.

D. Annual Progress: PACE scores indicate that MATC has increased its score related to the use of values at the College from a 2.91 in 2002 to 3.26 in 2005. This increase indicates that employees perceive that the College has moved from a competitive to a consultative college environment. The SACE scores indicate that MATC moved from 3.73 in 1997 to a 3.92 for student satisfaction. This is compared to the national average of 3.75. However, in 2005 the College changed student evaluation instruments to the Noel-Levitz Student Satisfaction Inventory (SSI). The SSI overall score of 5.31 indicates that MATC students are not as satisfied as the national norm, which has a score of 5.39. The SSI will allow MATC to identify and address specific aspects of the college experience where students are less satisfied. The SSI will be re-administered in 2007 to assess progress made in these areas. Finally, the International Experiences project has not previously kept participation numbers. However, this will occur in the future and the results will be reported in the annual Affirmative Action report.
Section VI
District Student Analysis and Goals

MATC’s Affirmative Action goal is to achieve equitable representation of disabled, female and racial minority students in each program area, from both an enrollment and graduation perspective.

Disabled Students
Disabled students are underutilized in the following categories:
- **Enrollment:** Agribusiness, Service, General Education
- **Completion:** Agribusiness, Health, Service

<table>
<thead>
<tr>
<th>EEOC Category</th>
<th>Total # of Students</th>
<th>% of Students</th>
<th>Available in District</th>
<th>Underutilized?</th>
<th># of Completing Students</th>
<th>% of Students</th>
<th>Available in District</th>
<th>Underutilized?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agribusiness</td>
<td>427</td>
<td>2 / 0.5%</td>
<td>3.60%</td>
<td>Y</td>
<td>21</td>
<td>0 / 0%</td>
<td>3.60%</td>
<td>Y</td>
</tr>
<tr>
<td>Business</td>
<td>1544</td>
<td>76 / 4.9%</td>
<td>3.60%</td>
<td>N</td>
<td>149</td>
<td>9 / 6.0%</td>
<td>3.60%</td>
<td>N</td>
</tr>
<tr>
<td>Marketing</td>
<td>952</td>
<td>35 / 3.7%</td>
<td>3.60%</td>
<td>N</td>
<td>96</td>
<td>4 / 4.2%</td>
<td>3.60%</td>
<td>N</td>
</tr>
<tr>
<td>Home Economics</td>
<td>230</td>
<td>13 / 5.7%</td>
<td>3.60%</td>
<td>N</td>
<td>33</td>
<td>2 / 6.1%</td>
<td>3.60%</td>
<td>N</td>
</tr>
<tr>
<td>Industrial</td>
<td>918</td>
<td>26 / 2.8%</td>
<td>3.60%</td>
<td>N</td>
<td>307</td>
<td>10 / 3.3%</td>
<td>3.60%</td>
<td>N</td>
</tr>
<tr>
<td>Health</td>
<td>2416</td>
<td>64 / 2.7%</td>
<td>3.60%</td>
<td>N</td>
<td>485</td>
<td>10 / 2.1%</td>
<td>3.60%</td>
<td>Y</td>
</tr>
<tr>
<td>Service</td>
<td>527</td>
<td>10 / 1.9%</td>
<td>3.60%</td>
<td>Y</td>
<td>122</td>
<td>0 / 0%</td>
<td>3.60%</td>
<td>Y</td>
</tr>
<tr>
<td>Technical &amp; TV</td>
<td>448</td>
<td>18 / 4.0%</td>
<td>3.60%</td>
<td>N</td>
<td>49</td>
<td>3 / 6.1%</td>
<td>3.60%</td>
<td>N</td>
</tr>
<tr>
<td>General Education</td>
<td>484</td>
<td>4 / 1.0%</td>
<td>3.60%</td>
<td>Y</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Female Students
Female students are underutilized in the following categories:
- **Enrollment:** Agribusiness, Industrial, Service, Technical & Television
- **Completion:** Agribusiness, Industrial, Service, Technical & Television

<table>
<thead>
<tr>
<th>EEOC Category</th>
<th>Total # of Students</th>
<th>% of Students</th>
<th>Available in District</th>
<th>Underutilized?</th>
<th># of Completing Students</th>
<th>% of Students</th>
<th>Available in District</th>
<th>Underutilized?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agribusiness</td>
<td>427</td>
<td>61 / 14.3%</td>
<td>50.50%</td>
<td>Y</td>
<td>21</td>
<td>5 / 23.8%</td>
<td>50.50%</td>
<td>Y</td>
</tr>
<tr>
<td>Business</td>
<td>1544</td>
<td>963 / 62.4%</td>
<td>50.50%</td>
<td>N</td>
<td>149</td>
<td>89 / 59.7%</td>
<td>50.50%</td>
<td>N</td>
</tr>
<tr>
<td>Marketing</td>
<td>952</td>
<td>474 / 49.8%</td>
<td>50.50%</td>
<td>N</td>
<td>96</td>
<td>54 / 56.3%</td>
<td>50.50%</td>
<td>N</td>
</tr>
<tr>
<td>Home Economics</td>
<td>230</td>
<td>215 / 93.5%</td>
<td>50.50%</td>
<td>N</td>
<td>33</td>
<td>31 / 93.9%</td>
<td>50.50%</td>
<td>N</td>
</tr>
<tr>
<td>Industrial</td>
<td>918</td>
<td>30 / 3.3%</td>
<td>50.50%</td>
<td>Y</td>
<td>307</td>
<td>13 / 4.2%</td>
<td>50.50%</td>
<td>Y</td>
</tr>
<tr>
<td>Health</td>
<td>2416</td>
<td>2149 / 89.0%</td>
<td>50.50%</td>
<td>N</td>
<td>485</td>
<td>442 / 91.1%</td>
<td>50.50%</td>
<td>N</td>
</tr>
<tr>
<td>Service</td>
<td>527</td>
<td>174 / 33.0%</td>
<td>50.50%</td>
<td>Y</td>
<td>122</td>
<td>36 / 29.5%</td>
<td>50.50%</td>
<td>Y</td>
</tr>
<tr>
<td>Technical &amp; TV</td>
<td>448</td>
<td>76 / 17.0%</td>
<td>50.50%</td>
<td>Y</td>
<td>49</td>
<td>1 / 2.0%</td>
<td>50.50%</td>
<td>Y</td>
</tr>
<tr>
<td>General Education</td>
<td>484</td>
<td>286 / 59.1%</td>
<td>50.50%</td>
<td>N</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Minority Students
Minority students are underutilized in the following categories:

**Enrollment:** Agribusiness

**Completion:** Agribusiness, Technical & Television

<table>
<thead>
<tr>
<th>2004 - 2009 Race/Ethnic Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EEOC Category</strong></td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Agribusiness</td>
</tr>
<tr>
<td>Business</td>
</tr>
<tr>
<td>Marketing</td>
</tr>
<tr>
<td>Home Economics</td>
</tr>
<tr>
<td>Industrial</td>
</tr>
<tr>
<td>Health</td>
</tr>
<tr>
<td>Service</td>
</tr>
<tr>
<td>Technical &amp; TV</td>
</tr>
<tr>
<td>General Education</td>
</tr>
</tbody>
</table>

What follows in Section VII is a sampling of the various projects, programs and initiatives that Madison Area Technical College has implemented to address the underutilization of disabled, female and minority/ethnic students. While not exhaustive, the sampling provides a good representation of the work that MATC has done in the past and will continue into the future. It is hoped that these projects, programs and initiatives will assist MATC to reach its student Affirmative Action goal of achieving equitable representation of disabled, female and racial minority students in each program area, from both an enrollment and graduation perspective.

In the tables that follow the column labeled “Diversity Goals Addressed” refers to the seven goals of MATC’s Diversity Plan. See page 12 for a list of the seven goals.
# Section VII

## Affirmative Action Initiatives (Students)

<table>
<thead>
<tr>
<th>Initiative Name (* indicates new initiative in 2004-2005)</th>
<th>Responsible Unit</th>
<th>Diversity Goals Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Support Services:</strong> Help Perkins-eligible students succeed in their classes and/or selected educational programs. Services provided include peer tutoring, note taking and text on tape services.</td>
<td>Alternative Learning Division</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td><strong>Adult Basic Education/Expanded Adult Basic Education Services:</strong> Provides basic education (including remedial and developmental instruction), adult secondary, and English as a second language (ESL) instruction to under-prepared learners district-wide. Learners receive instruction that is required to assist them in meeting their educational goals.</td>
<td>Alternative Learning Division</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td><strong>African American Business Association (Support the creation of):</strong> College-facilitated meetings helped clarify community needs with the objective of improving economic development in the African American community. Results include the formation of an organization and creation of a web site.</td>
<td>Strategic Innovations</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Apprenticeship Program Training:</strong> Apprenticeship Program advisory committees and the College have combined efforts to increase and improve access, recruitment, training, and retention of women and minorities into construction trade careers through state-approved apprenticeship programs.</td>
<td>Apprenticeship Program (Agriculture, Apprenticeship, Technical &amp; Industrial)</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td><strong>Associate Degree/Practical Nursing Student Success Committee:</strong> This committee is working to make better connections between students with needs and student success resources available on campus. The Alternative Learning Division assists with tutoring and supplemental instruction, Multicultural Student Services provides advising and counseling services, and Disability Resources ensure that adequate accommodations are provided to students with limited English proficiency.</td>
<td>Associate Degree/Practical Nursing Student Success Committee</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td><strong>Childcare Extension Courses:</strong> This initiative aims to increase educational opportunities for the Latino community in the childcare area, increase continuing education opportunities for certification purposes, and help childcare providers meet state and WTCS requirements.</td>
<td>Learning Programs</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Initiative Name (* indicates new initiative in 2004-2005)</td>
<td>Responsible Unit</td>
<td>Diversity Goals Addressed</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Childcare Means Parents in School (CCAMPIS) Grant (Child and Family Center):</strong> The CCAMPIS is a federally funded grant through the Department of Education that supports the participation of low-income parents in post-secondary education through the provision of campus-based childcare services.</td>
<td>Student Development &amp; Success (Student Life and Development Center)</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td><strong>C.N.A. Training Program for Limited English Proficient (LEP) Students:</strong> Specialized curriculum to support LEP learners enrolling in the Certified Nursing Assistant (CNA) program has been developed. The CNA program provides entry-level access to healthcare careers and is the initial prerequisite for the associate degree (ADN) and technical diploma (PN) nursing programs.</td>
<td>Alternative Learning Division</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td><strong>Collaboration to Improve Retention and Success for Perkins Eligible Special Population Students – ALD/MSS:</strong> Alternative Learning and Minority Student Services are collaborating to improve the retention and success of Perkins-eligible special population students.</td>
<td>Joint with Alternative Learning Division and Minority Student Services</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td><strong>Critical Literacy Program:</strong> This program assists faculty to develop teaching practices that are sensitive to diversity and gender-related issues and are more effective with students of color.</td>
<td>Human Resources/Learning Programs</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td><strong>Diversity Scorecard:</strong> This project aims to develop an institutional scorecard using existing institutional data to monitor equity progress for historically under-represented students and recommend changes that will assist the College to meet equity goals in the four areas of access, retention, institutional receptivity, and excellence.</td>
<td>Student Development and Success - Multicultural Student Services</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td><strong>Economic Development of Minority- and Woman-Owned Businesses:</strong> The Business Procurement Assistance Center’s cooperative agreement develops goals regarding business counseling and contracts awarded to minority-owned businesses and woman-owned small businesses.</td>
<td>Business Procurement Assistance Center</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td><strong>Industry Partnerships Project:</strong> Employer partnerships in manufacturing and healthcare industries helped develop a curriculum to train incumbent and dislocated workers in the critical skills needed to be competitive, productive employees in the workplace.</td>
<td>Business, Industry &amp; Community Services</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Initiative Name (* indicates new initiative in 2004-2005)</td>
<td>Responsible Unit</td>
<td>Diversity Goals Addressed</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>English as a Second Language (ESL – Assistance for Jefferson County Employers):</strong> In response to the increasingly diverse workforce in Jefferson County, several different projects were developed including establishing a workplace literacy site, presentations to employers concerning workplace diversity issues and services available to employers including English as a Second Language training, Command Spanish programs for manufacturers, supervisors and healthcare workers.</td>
<td>Fort Atkinson Campus</td>
<td>√</td>
</tr>
<tr>
<td><strong>Foundations of Healthcare:</strong> A program to support successful entry by dislocated workers, low income adults, minority persons and at-risk older youth into healthcare training by focusing on contextualized basic skills in reading, writing, math, computers &amp; communications was developed.</td>
<td>Business, Industry &amp; Community Services and Alternative Learning Division</td>
<td>√ √</td>
</tr>
<tr>
<td><strong>General Education Institute:</strong> General Education classes were shaped into an institute format and offered specifically for dislocated workers who could not wait for the traditional college schedule to begin their retraining program.</td>
<td>Business, Industry &amp; Community Services &amp; Watertown Campus</td>
<td>√ √</td>
</tr>
<tr>
<td><strong>Global Horizons Distinguished Lecture Series:</strong> This initiative aims to inspire dialogue and increase intercultural understanding by selecting speakers who inspire interest and dialogue among students, faculty, and the community on issues of race, ethnicity, gender, class and other lines of social and cultural difference.</td>
<td>Student Development &amp; Success/Student Life</td>
<td>√ √ √ √</td>
</tr>
<tr>
<td><strong>High School Equivalency Program (HEP Program):</strong> The HEP program provides instruction that enables seasonal agricultural and migrant farm workers or their eligible children to obtain a high school equivalency diploma. The program provides participants with limited transportation and childcare assistance to remove participation barriers.</td>
<td>Alternative Learning Division</td>
<td>√ √</td>
</tr>
<tr>
<td><strong>Workplace Occupational Spanish and Cross-Cultural Training:</strong> Spanish language and cross-cultural training is provided to help employers improve the climate and communication between and among workers from diverse backgrounds, cultures and countries.</td>
<td>Business, Industry &amp; Community Services</td>
<td>√ √ √</td>
</tr>
<tr>
<td>Initiative Name (* indicates new initiative in 2004-2005)</td>
<td>Responsible Unit</td>
<td>Diversity Goals Addressed</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td><strong>Latino Chamber of Commerce (LCC) (Assist in the creation of):</strong> This initiative is designed to promote the economic and educational development of Latino-owned businesses; to create a Latino business and owner network; to assist in Latino business start-up; to host conferences and workshops that assist existing businesses; and to provide additional, specialized training and assistance opportunities.</td>
<td>Strategic Innovations/Learning Programs</td>
<td>✓</td>
</tr>
<tr>
<td>*** Latino Business Partnership:** This partnership provides a one-stop, comprehensive business development resource program to help current and new Latino businesses succeed in Dane County.</td>
<td>Learning Programs/Instructional Services</td>
<td>✓ ✓</td>
</tr>
<tr>
<td><strong>Latino Childcare Workshops, Summer 2003:</strong> These workshops provided Latino childcare providers and parents information related to childcare services, early childhood education, and parenting skills, and highlighted available educational and training services at MATC.</td>
<td>Learning Programs/Instructional Services</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td><strong>Latino Educational Offerings:</strong> MATC has developed a series of courses and workshops available to the Spanish-speaking community in several areas including Childcare, Computer Literacy, Wellness, Enrichment, Personal Improvement and Starting a Business.</td>
<td>Learning Programs</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td><strong>Latino Educational Opportunities Workshops (4th year):</strong> These workshops provide an educational forum for the Latino community to learn of the many educational opportunities available at MATC.</td>
<td>Learning Programs/Instructional Services</td>
<td>✓ ✓</td>
</tr>
<tr>
<td><strong>Marketing – Ensuring Diversity in Marketing &amp; Media:</strong> College promotional materials – print and electronic – depict people of diverse ethnic and racial backgrounds, gender and age in an effort to recruit a diverse student population. MATC regularly advertises in local ethnic and minority publications.</td>
<td>Institutional Marketing and Public Relations</td>
<td>✓ ✓</td>
</tr>
<tr>
<td><strong>Microsoft Office Bilingual (English/Spanish) Basic Certificate:</strong> MATC’s basic and advanced certificates in Microsoft Office are offered bilingually in English and Spanish.</td>
<td></td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td><strong>Minority Pre-Collegiate Summer Program:</strong> MATC provides instruction in writing and math for minority high school students from 16 to 18 years of age in select high schools.</td>
<td>Alternative Learning Division</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
</tbody>
</table>

46
<table>
<thead>
<tr>
<th>Initiative Name (* indicates new initiative in 2004-2005)</th>
<th>Responsible Unit</th>
<th>Diversity Goals Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English as a Second Language/Bilingual Teacher 2+2 Training - MATC/Edgewood College:</strong> The purpose of the Edgewood College ESL Teacher Training Program is to strengthen the quality and increase the number of bilingual Early Childhood and Elementary Teachers licensed in the State of Wisconsin. MATC’s objective is to academically prepare twenty FTE students for transfer to Edgewood College.</td>
<td>Supervised by Downtown Campus Administrator, supported by Associate Dean of Arts &amp; Sciences</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td><strong>Minority Pre-Collegiate Program (MPCP); MPCP/Madison School Community Recreation (MSCR) &quot;Grow Your Own&quot; Junior Leaders Project:</strong> MPCP’s goal is to help underachieving minority students (grades 9-12) in Madison high schools successfully graduate and prepare for their future. The objective of the pilot “Grow Your Own” Project is to have MPCP high school juniors and seniors work as Junior Leaders in the MSCR summer elementary day camps, supervising groups of elementary school students.</td>
<td>Learning Programs/Student Services</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td><strong>Minority Youth Career Awareness Project (MY CAP):</strong> MY CAP is a 12-month math and science enrichment program for Madison middle school students of color with the goal of preparing minority students for secondary education and satisfying career through academic skill development, career exploration and family enhancement.</td>
<td>Learning Programs/Student Services</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td><strong>Multicultural Student Advising:</strong> A Multicultural Student Services part-time advisor is designated to support minority students preparing to enter and those students enrolled in health occupations programs.</td>
<td>Nursing Programs</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td><strong>Nursing Curriculum Focus on Diversity:</strong> Concepts related to specific cultural practices and health beliefs are developed for integration into the Nursing curriculum.</td>
<td>Nursing</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td><strong>Perkins Local Performance Improvement Plan:</strong> MATC outlines strategies for improvements it will undertake to address course completion, graduation, and employment performance for defined special population students.</td>
<td>Student Development and Success</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Project Odyssey:</strong> The UW Odyssey Project provides students who are facing economic barriers with a chance to start college. MATC assists the UW in providing students with a chance to start college by offering college transfer courses and academic support services.</td>
<td>Learning Programs</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Initiative Name (* indicates new initiative in 2004-2005)</td>
<td>Responsible Unit</td>
<td>Diversity Goals Addressed</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>Project SWEETT (Southeastern Wisconsin Excellence in Education through Teacher Training Project):</strong> The purpose of Project SWEETT is to increase the number of bilingual teachers in the State of Wisconsin. MATC recruits and provides education to minority language speakers through the College Transfer Program.</td>
<td>Arts &amp; Sciences Division</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Refugee Children School Impact Teacher Training Grant:</strong> This project seeks to increase access to educational opportunities for refugee communities in our area and increase the number of highly qualified early childhood educators by improving the English proficiency and literacy skills of children and young adults from refugee families; providing access to institutes of higher learning; disseminating best practices in early childhood educational programs; and increasing the number of refugee educators.</td>
<td>Learning Programs</td>
<td>✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td><strong>Refugee Teacher Training Grant:</strong> Qualified bilingual refugee-status applicants (as determined by federal guidelines) who are interested in becoming early childhood educators are assisted in completing the MATC Early Childhood Education Associate degree program and meet licensing requirements.</td>
<td>MATC Foundation/Downtown Education Center</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td><strong>Remedial Instruction for Perkins-Eligible Special Population Students (unduplicated count):</strong> Remedial academic support is provided to Perkins-eligible special population students including disabled students, students with limited English proficiency and students who are academically disadvantaged.</td>
<td>Alternative Learning Division</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td><strong>Small Business Workshops for Minorities (in English) with focus on African-American Community:</strong> This program provides current and new African-American and other minority businesses with the knowledge and basics to operate a successful business in Dane County. The 10-session program covers money management, business planning, legal considerations, personnel management and other related topics.</td>
<td>Learning Programs</td>
<td>✓ ✓</td>
</tr>
<tr>
<td><strong>Special Needs Instruction:</strong> Full-time faculty provide direct instruction to special needs students based on individualized educational plans. Students develop accommodation plans and create instructional strategies specifically recommended for special needs students.</td>
<td>Alternative Learning Division</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Initiative Name (* indicates new initiative in 2004-2005)</td>
<td>Responsible Unit</td>
<td>Diversity Goals Addressed</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Small Business Workshop for Latino/Spanish Speaking Community:</strong> A series of 10 classes that include essential information in order to start a business is provided. Technical assistance for those who already have started a business is provided.</td>
<td>Learning Programs</td>
<td>√  √</td>
</tr>
<tr>
<td><strong>Student Clubs and Organizations:</strong> Student activity funds are distributed directly to student clubs to assist and support programs and activities either for/or presented by students. The College continues to have 5 student clubs with a primary focus on assisting and supporting minority students.</td>
<td>Student Development and Success - Student Life and Development Center (Student Life)</td>
<td>√  √</td>
</tr>
<tr>
<td><strong>Student Involvement Tracking Systems:</strong> Student Life, PeopleSoft and Research &amp; Planning are developing systems and processes that will allow for the tracking and matching of student involvement at MATC.</td>
<td>Student Development and Success - Student Life and Development Center</td>
<td>√  √  √</td>
</tr>
<tr>
<td><strong>Student Life Multicultural Program Series:</strong> The Educational Programming Board is a student-led programming group that develops, implements, and hosts learning programs on current issues, multiculturalism, and global awareness as a means to enhance learning and foster knowledge and competencies related to the Core Ability of global and cultural perspectives.</td>
<td>Student Development &amp; Success (Student Life)</td>
<td>√  √</td>
</tr>
<tr>
<td><strong>Student Recruitment Activities:</strong> MATC has increased its presence at various multicultural events to increase awareness about MATC programs and increase the number of diverse students enrolling at MATC.</td>
<td>Student Development and Success – Prospective Student Relations</td>
<td>√</td>
</tr>
<tr>
<td><strong>Student Recruitment Activities: posting of faculty openings:</strong> Several faculty openings have been posted in professional journals and trade magazines with a broader regional and national readership. Student recruitment activities designed to reach a more diverse population include: translation of Machine Tool program brochure into Spanish &amp; delivery to Spanish-based CBOs; ads promoting our NSF-funded scholarship program (ACEM) in UMOJA.</td>
<td>Vet Tech, Automotive, Construction/Remodeling, Machine Tool</td>
<td>√  √  √</td>
</tr>
<tr>
<td><strong>Student Security Officer Program:</strong> MATC Security Services is utilizing a diverse cross-section of students with varying backgrounds in an effort to provide a higher quality of public safety.</td>
<td>MATC Security Services</td>
<td>√</td>
</tr>
<tr>
<td>Initiative Name (* indicates new initiative in 2004-2005)</td>
<td>Responsible Unit</td>
<td>Diversity Goals Addressed</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Study and Success Skills for Perkins eligible Population Students: Student success skills and peer tutoring are provided to special population Perkins-eligible students including students who are limited English proficient, disabled or non-traditionally aged.</td>
<td>Alternative Learning Division</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Support Services for Perkins Eligible Students with Disabilities: Support services such as sign language interpreter services and test taking accommodations are provided to Perkins-eligible students with disabilities enrolled in at least one credit of a technical education course.</td>
<td>Alternative Learning Division</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>TechWorks: This project helps Information Technology (IT) students with disabilities develop and refine the skills needed to enter the IT workforce. Based on an innovative team approach combining the expertise and resources of its partners, the TechWorks project links students to existing services provided by the college and provides additional services.</td>
<td>Business, Industry &amp; Community Services</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Testing Accommodations: Alternative testing methods and settings to meet the learning needs of students with varying disabilities are provided on a district wide basis to assist students in achieving course and program success by removing barriers imposed by their special needs or specific disability.</td>
<td>Alternative Learning Division</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Tools for Tomorrow: Women in Trades &amp; Technology Program (1991): This program is designed to improve women’s preparation for, access to, and retention in high skill construction and industrial and technical careers through a network of career exploration, and educational and support services.</td>
<td>Apprenticeship Dept - AAT&amp;I Division</td>
<td>✓</td>
</tr>
<tr>
<td>* Urban League/MATC Medical Administrative Pre-Training Project: The Medical Administrative Pre-Training Program was crafted to introduce low income and/or disadvantaged individuals to the concepts and basic competencies needed for clerical/administrative work in a healthcare setting.</td>
<td>Learning Programs</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Workplace Education (ALD/BICS): The WPE program provides on-site just-in-time customized instructional services for various sized employers throughout the District, primarily to serve workers for whom English was not their primary language.</td>
<td>Business, Industry &amp; Community Services &amp; Alternative Learning Department</td>
<td>✓</td>
</tr>
<tr>
<td>Initiative Name (* indicates new initiative in 2004-2005)</td>
<td>Responsible Unit</td>
<td>Diversity Goals Addressed</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>YMCA Heil Scholarship: This initiative represents an ongoing collaboration with the YMCA to support the educational efforts of financially-needy women students who have completed six (6) or more credits and have a cumulative grade point average of 2.0 or higher in a diploma or degree program at MATC, or new program students who are enrolled in six (6) or more credits.</td>
<td>Alternative Learning Division</td>
<td>√</td>
</tr>
</tbody>
</table>
APPENDIX
<table>
<thead>
<tr>
<th>Employment Category</th>
<th>Total</th>
<th>White non-Hispanic</th>
<th>Hispanic</th>
<th>Black non-Hispanic</th>
<th>American Indian/Alaskan Native non-Hispanic</th>
<th>Asian non-Hispanic</th>
<th>Hawaiian &amp; Pacific Islander non-Hispanic</th>
<th>Other non-Hispanic</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Officials &amp; Manager</td>
<td>100.0%</td>
<td>95.0%</td>
<td>1.0%</td>
<td>1.4%</td>
<td>0.6%</td>
<td>1.4%</td>
<td>0.1%</td>
<td>0.4%</td>
<td>39.0%</td>
</tr>
<tr>
<td>Postsecondary Teachers</td>
<td>100.0%</td>
<td>81.2%</td>
<td>3.9%</td>
<td>1.2%</td>
<td>0.2%</td>
<td><strong>12.7%</strong></td>
<td>0.1%</td>
<td>0.7%</td>
<td>43.5%</td>
</tr>
<tr>
<td>Other Professionals</td>
<td>100.0%</td>
<td>93.3%</td>
<td>1.6%</td>
<td>1.4%</td>
<td>0.4%</td>
<td>2.9%</td>
<td>0.0%</td>
<td>0.3%</td>
<td>55.2%</td>
</tr>
<tr>
<td>Technicians</td>
<td>100.0%</td>
<td>93.3%</td>
<td>1.9%</td>
<td>1.5%</td>
<td>0.7%</td>
<td>2.5%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>58.7%</td>
</tr>
<tr>
<td>Administrative Support</td>
<td>100.0%</td>
<td>93.9%</td>
<td>1.5%</td>
<td>2.2%</td>
<td>0.6%</td>
<td>1.4%</td>
<td>0.1%</td>
<td>0.3%</td>
<td>76.5%</td>
</tr>
<tr>
<td>Craft Workers</td>
<td>100.0%</td>
<td>94.9%</td>
<td>2.1%</td>
<td>1.2%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>0.1%</td>
<td>0.3%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Laborers &amp; Helpers</td>
<td>100.0%</td>
<td>91.3%</td>
<td>4.7%</td>
<td>2.2%</td>
<td>1.1%</td>
<td>0.6%</td>
<td>0.1%</td>
<td>0.1%</td>
<td>19.3%</td>
</tr>
<tr>
<td>Service Workers</td>
<td>100.0%</td>
<td>88.5%</td>
<td>4.1%</td>
<td>3.7%</td>
<td>1.2%</td>
<td>1.9%</td>
<td>0.1%</td>
<td>0.6%</td>
<td>61.3%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>92.6%</strong></td>
<td><strong>2.2%</strong></td>
<td><strong>2.0%</strong></td>
<td><strong>0.7%</strong></td>
<td><strong>2.1%</strong></td>
<td><strong>0.0%</strong></td>
<td><strong>0.4%</strong></td>
<td><strong>50.6%</strong></td>
</tr>
</tbody>
</table>

* Source is WTCS, based on U.S. 2000 census and experienced in relation to Hispanic data. For specific definition see [www.eeoc.gov/stats/census/race_ethnic_data.html](http://www.eeoc.gov/stats/census/race_ethnic_data.html)