



Northwood Technical College

Northwood Technical College
Five-Year Affirmative Action/Equal Opportunity Plan
2019-2024

Annual Update for Fiscal Year 2021

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July 28, 2021

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Section 1 – Goals/Initiatives Activities

Northwood Tech has taken the Team approach to meeting the goals within the Five-Year Plan. All members of the Diversity, Equity and Inclusion Team have expressed interest in moving specific goals forward and have been placed in 12 separate work groups to focus on the individual goals. Teams have met a total of 51 times and will continue to meet regularly through the Five-Year Plan duration.

Employment Program Affirmative Action Initiatives

The goals below respond to identified protected/underserved populations that exist within the Northwood Tech district.

Program 1: Implement targeted employee recruitment plans based on protected class.

Employee Recruitment Goal 1: Build relationships with tribes within the district

Diversity, Equity & Inclusion Team Group 1: Tom Barbano & Jennifer Ellis

Action Item	Responsibility	Timeline
Step 1: Identify tribal liaisons – part of current role (student and/or employee goal)	Diversity, Equity and Inclusion Team	FY22 - This step is in progress with a DEI Team member expressing interest in the role.
Step 2: Liaisons to establish a connection with each tribe.	Diversity, Equity and Inclusion Team	FY22-23
Step 3: Determine events or methods for best communication to tribal communities (job boards/newsletter)	Diversity, Equity and Inclusion Team	FY21 – Team has started finding and saving resources that provide opportunity. Initial outreach through direct email has been made.
Step 4: Take action on opportunities i.e. post jobs	Human Resources Department	FY22-23
Step 5: Determine methods for follow up and data collection of success	Diversity, Equity and Inclusion Team	FY23
Step 6: Assess and reflect, data drives next 5-Year Plan goal.	Diversity, Equity and Inclusion Team	FY23

- Communicated directly to tribes during rebranding efforts
- Consulted with gerontology program to include tribal culture into curriculum; plan to use this as a model for other programs in the future
- In process of creating a reference document for financial aid staff on funding and eligibility for each tribe in our district; create an opportunity for a meet-and-greet with tribal education directors
- Tom Barbano enrolled in the Wisconsin DPI American Indian Studies Summer Institute; intent is to gain better understanding of issues relating to the history, culture, and tribal sovereignty of the American Indian nations and tribal communities in Wisconsin

Employee Recruitment Goal 2: Expand employee recruitment efforts to target the non-alignment of race/ethnicity of College employees to the comparison of district population.

Diversity, Equity & Inclusion Team Group 2: Matt Dietsche, Steve Dus & Alison Moffat

Action Item	Responsibility	Timeline
Step 1: Identify an internal or community liaison to provide perspective/ understanding of key issues or opportunities.	Diversity, Equity and Inclusion Team	FY22 – Team is looking at community contacts to make progress on this step.
Step 2: Plan next steps	Diversity, Equity and Inclusion Team	FY22 – Team is reviewing current job posting language to make potential recommendations for updates.
Step 3: Execute determined steps	Diversity, Equity and Inclusion Team	FY22
Step 4: Review metrics and data	Diversity, Equity and Inclusion Team	FY23
Step 5: Assess and reflect, data drives next 5-Year Plan goal.	Diversity, Equity and Inclusion Team	FY23

- Alison Moffat is researching Chronical of Higher Education (and other sources including network contacts) for articles/best practices for attracting diverse candidates
- Continued conversation regarding diversity coordinator for the College
- Continued discussion on adding diversity language to job postings/qualifications in job descriptions

Employee Recruitment Goal 3: Feature diversity as an asset to the culture of Northwood Tech’s workforce to prospective employees.

Diversity, Equity & Inclusion Team Group 3: Tom Barbano, Chelsea Kilmer, Tim McRaith & John Will

Action Item	Responsibility	Timeline
Step 1: Determine an additional marketing source for job postings	Diversity, Equity and Inclusion Team and Human Resources	FY20 – inventory of current sources is complete and Team will determine additional recruitment sources and solicit contact information for area diversity resources from the full DEI Team.
Step 2: Ensure that the Affirmative Action Plan is available to prospective employees (communicate)	Diversity, Equity and Inclusion Team and Human Resources	FY20 – AA/EO Plan posted on website, in the Talent Center where all new hires have easy access to it when completing new hire paperwork, email in the welcome email from HR and communicated via email annually.
Step 3: Feature images of diversity in marketing materials	Diversity, Equity and Inclusion Team, College President, and Marketing	FY21 – College President and marketing team have reviewed current materials and adjusted strategy to ensure images represent our district population.

Step 4: Create “commitment to diversity” statement to include in all job postings/advertisements (emphasize access to accommodations).	Diversity, Equity and Inclusion Team	FY21 – Equity Vision Statement was finalized and incorporated into website and other marketing materials.
Step 5: Encourage diversity on hiring committees	Diversity, Equity and Inclusion Team and Human Resources	FY21 – Resource documents for recruitment teams have been updated to more directly state guidelines for composition of recruitment teams. HR reviews recruitment team composition to ensure guidelines are followed.
Step 6: Assess and reflect, data drives next 5-Year Plan goal.	Diversity, Equity and Inclusion Team	FY21 – Developed and currently refining a recruitment funnel to review candidate demographic data in an effort to understand candidate progression through the apply/interview/hire process

Equity Vision Statement

The faculty, staff, and community partners of Northwood Technical College commit to identifying and addressing inequities through purposeful data use and intentional planning of policies, procedures, professional learning, and continuous improvement actions to ensure every individual receives what they need to develop their full academic and economic potential.

- Analyzed direct vs. general recruitment postings to determine diversity impact to hired employee population
- Researched blind hiring and decided not to pursue at this time due to system functionality and feedback from other WTCS colleges
- Plan to review recruitment team membership to ensure expanded employee participation and limit repeated participation

Employee Recruitment Goal 4: Expand efforts to recruit Military connected employees.

Diversity, Equity & Inclusion Team Group 4: Stephanie Smith, Celia Tarnowski & Brian Vrtis

Action Item	Responsibility	Timeline
Step 1: Develop a method for self-disclosure of military-connected status and tracking metrics.	Diversity, Equity and Inclusion Team	FY21 – Survey sent to all employees to gather this information; PeopleSoft was updated to reflect military connected status
Step 2: Develop training for interview teams to be able to understand how military skills translate to employment skills for College positions.	Diversity, Equity and Inclusion Team	FY22 – Team is in progress of developing resources and training

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Step 3: Provide training to interview teams to be able to understand transferable skills to better understand how the applicant meets the qualifications	Diversity, Equity and Inclusion Team	FY21 – Resource developed to translate military experience to College job qualifications; reference document posted to The Connection and will be shared in training materials
Step 4: Human Resources develops relations/connection with the County Veteran Services Officers	Human Resources	FY21 – Jessica Kidd, HR Assistant initiated connections with CVSOs and continues to build relationships
Step 5: Highlight Veterans who are already employees with the College and what they do; potential resource; post on website.	Diversity, Equity and Inclusion Team	FY21 – Developed webpage to highlight veteran employees and Military Friendly designation
Step 6: Assess and reflect, data drives next 5-Year Plan goal.	Diversity, Equity and Inclusion Team	FY23

- Link to Veteran Employment site:
<https://www.northwoodtech.edu/about/employment/veterans>
- Determining ways to recognize current veteran employees as well as demonstrating why the College is a choice employer

Program 2: Implement targeted employee retention plans based on protected class.

Employee Retention Goal 1: Centralize diversity efforts and increase internal awareness of and continue diversity efforts that are already happening.

Diversity, Equity & Inclusion Team Group 5: Chelsea Kilmer & Leslie Larsen

Action Item	Responsibility	Timeline
Step 1: Build and maintain inventory of current diversity activities at each location and communicate to Diversity, Equity and Inclusion Team.	Diversity, Equity and Inclusion Team	FY21 – Added to DEI activities inventory to include more detail and special populations
Step 2: Add diversity piece to Points of Pride email	Diversity, Equity and Inclusion Team, Marketing	FY21 – Culture Corner has been added to Points of Pride
Step 3: DEI Team creates a diversity newsletter and communicates efforts to all Northwood Tech staff semi-annually (include items like: nursing mothers rooms, ergonomics/accommodations and AA Plan)	Diversity, Equity and Inclusion Team, Marketing	FY21 – Team has determined that Culture Corner meets the needs of this action item
Step 4: Assess and reflect, data drives next 5-Year Plan goal.	Diversity, Equity and Inclusion Team	FY23

- Rebranding Nursing Mother’s Room concept to include private quiet space for prayer, meditation and medical needs administration.
- Included a survey within Culture Corner to gather feedback from readers; continue to provide monthly topical information and updates from the DEI Team
- Developed a DEI logo in coordination with Marketing
- Developed DEI webpage to provide resources, updates, and other information: www.northwoodtech.edu/DEI
- Connected with Student Life to provide programming to expanded audiences

Employee Retention Goal 2: Expand education amongst employees that fosters a culture of diversity, equity and inclusion.

Diversity, Equity & Inclusion Team Group 6: Steve Dus, Donna Jones-Ilsley & Kim Terry

Action Item	Responsibility	Timeline
Step 1: Build a presence of the Collegewide Diversity, Equity and Inclusion Team at each location.	Diversity, Equity and Inclusion Team	FY21 – Team continues to look for ways to communicate DEI Team activities and successes
Step 2: Develop expanded diversity training expectations across all employee groups (acknowledge current efforts, implement unconscious bias training, implement awareness/sensitivity training surrounding LGBTQ)	Diversity, Equity and Inclusion Team Professional Development	FY21 – Continued to require unconscious bias training for all staff who serve on a recruitment team
Step 3: Implement a diversity lunch and learn series at all sites for students and staff (overall diversity, socioeconomic, mental health, Safe Zone, Challenging Stereotypes)	Diversity, Equity and Inclusion Team – TBD Professional Development Team	FY21 – Lunch and Learn series hosted by College Health Nurses
Step 4: Assess and reflect, data drives next 5-Year Plan goal.	Diversity, Equity and Inclusion Team – TBD	FY23

- Lunch and Learn series hosted by College Health Nurses included domestic abuse presentation, eight-session health and wellbeing series “Taking Care of You,” virtual employer services month in March 2021 included Collegewide employer panel with employers from throughout our district

Student Program Affirmative Action Initiatives

The goals below respond to identified protected/underserved populations that exist within the Northwood Tech district.

Program 1: Implement targeted student recruitment plans based on protected class.

Student Recruitment Goal 1: Highlight current recruitment best practices and successes with underrepresented groups.

Diversity, Equity & Inclusion Team Group 7: Rachel Berg, Dori Marty & John Will

Action Item	Responsibility	Timeline
Step 1: Inventory of current recruitment trends; opportunities for admissions advisors/counselors/recruiters to share best practices	Diversity, Equity and Inclusion Team Student Affairs	FY21 – Team is in process of compiling and reviewing data from revised practices as a result of COVID-19; plan to compare and determine best practices
Step 2: Education opportunity to increase efforts to recruit targeted populations.	Diversity, Equity and Inclusion Team Student Affairs	FY21 – Team is finding ways to celebrate reached efforts in this area
Step 3: Assess statistics post-open enrollment rollout; has retention for these groups improved? More diverse student population?	Diversity, Equity and Inclusion Team Student Affairs	FY21 – Team will review outcome of open admissions to determine impact
Step 4: Make intentional efforts to increase diversity to specific programs. (Chamber panel discussion featuring students/graduates/community members in nontraditional careers) (Continue to build partnerships to serve students with special needs, i.e. Hospitality)	Diversity, Equity and Inclusion Team Student Affairs	FY21 – Focus of this goal has changed to be more inclusive to increase overall enrollment
Step 5: Assess and reflect, data drives next 5-Year Plan goal.	Diversity, Equity and Inclusion Team	FY23

- Group is tasked with tying Local Equity Report to Affirmative Action Report; initial data shows success story with student recruitment, but student retention may demonstrate a gap
- Continued discussion on ways to impact employee demographic composition

Student Recruitment Goal 2: Increase and promote overall diversity.

Diversity, Equity & Inclusion Team Group 8: Rachel Berg, Julie Buckman, Dori Marty, Tim McRaith & Brian Vrtis

Action Item	Responsibility	Timeline
Step 1: Include diversity in the Points of Pride email; students to see their likeness within the College	Diversity, Equity and Inclusion Team Marketing President's Office	FY21 – DEI Team has developed Culture Corner addition to Points of Pride, which does not reach students; potential future goal is to include diversity highlights within weekly Student Life Newsletters
Step 2: Communicate the Affirmative Action Plan to students	Diversity, Equity and Inclusion Team Student Affairs Marketing	FY21 – Affirmative Action Plan is posted to website
Step 3: Create an emphasis of diversity, equity and inclusion on the website	Diversity, Equity and Inclusion Team Marketing	FY21 – DEI Team has developed webpage to highlight diversity efforts and resources
Step 4: Seek out opportunities to attract international students	Diversity, Equity and Inclusion Team Student Affairs	FY21 – Mapped a process for international students exploring opportunities at the College as well services available upon enrollment and arrival; no further steps taken due to COVID-19 travel restrictions
Step 5: Explore scholarship opportunities for students in marginalized groups.	Diversity, Equity and Inclusion Team Student Affairs	FY21 – Reached out to Foundation to explore scholarship opportunities and make connections
Step 6: Assess and reflect, data drives next 5-Year Plan goal.	Diversity, Equity and Inclusion Team	FY23

- Once international travel is reinstated, plan to designate a single point of contact to ensure students' progression through enrollment process
- Plan to develop a process to use CRM to target students who meet specific scholarship profiles
- Worked with Foundation to update a reference document for further understanding by student services staff on Foundation emergency funding versus grant emergency funding

Student Recruitment Goal 3: Expand efforts to recruit Military connected students

Diversity, Equity & Inclusion Team Group 9: Alison Moffat & Stephanie Smith

Action Item	Responsibility	Timeline
Step 1: Determine a space for military connected students to connect and find resources.	Diversity, Equity and Inclusion Team	FY21 – dedicated space has been created at New Richmond and Rice Lake Campuses.
Step 2: Assess and reflect, data drives next 5-Year Plan goal.	Diversity, Equity and Inclusion Team	FY23

- Looking into opportunities to involve veterans in existing student clubs and activities
- Looking for opportunities to create veteran-specific events that include program clubs
- Developed a one-stop-shop website that connects veterans with resources on and off campus: www.northwoodtech.edu/veterans

Program 2: Implement targeted student retention plans based on protected class.

Student Retention Goal 1: Respond to the disproportional graduation rates of students in protected minority classes.

Diversity, Equity & Inclusion Team Group 10: Matt Dietsche, Joel Gibson, Celia Tarnowski & Nora Ziburski

Action Item	Responsibility	Timeline
Step 1: Research current policies, procedures and practices to identify success barriers.	Diversity, Equity and Inclusion Team Academic Affairs Student Affairs	FY21 – Team researched student handbook and current policies, procedures, and practices to determine if any barriers exist; drafted updates to student handbook to add clarity
Step 2: Recommend that campuses become more involved in carrying out the AA Plan through RLT – Develop Campus Plans/Scorecards	Diversity, Equity and Inclusion Team	FY22
Step 3: Build relationships with Tribes in the district through tribal liaison.	Diversity, Equity and Inclusion Team	FY22 – Team 1 is taking a lead on this step of the goal. A volunteer for tribal liaison has been received.
Step 4: Foster relationships with and promote outreach efforts to Somali population within the district.	Diversity, Equity and Inclusion Team	FY22 – Potential future outreach to determine how DEI Team can aid in expanding efforts in this area
Step 5: Assess and reflect, data drives next 5-Year Plan goal.	Diversity, Equity and Inclusion Team	FY23

- Looking into potential for adding a scholarship for students of color
- Reached out to diversity liaison from Duluth schools to learn best practices to potentially incorporate into our efforts
- Discussed building on employee connections to area diversity organizations

Student Retention Goal 2: Increase awareness of and continue diversity efforts that are already happening.

Diversity, Equity & Inclusion Team Group 11: Benita Allen, Julie Buckman, Donna Jones-Ilisley & Kim Terry

Action Item	Responsibility	Timeline
Step 1: Ensure all locations have similar services and those services and efforts are communicated (include items like: nursing mothers rooms, ergonomics/accommodations)	Diversity, Equity and Inclusion Team Student Affairs	FY21 – Team has created a room grid to capture data at each location and developed a PowerPoint presentation to explain available services
Step 2: Communicate the AA Plan to students; communicate efforts being made to expand diversity, equity and inclusion.	Diversity, Equity and Inclusion Team Student Affairs	FY21 – AA Plan is posted on website, Points of Pride and Student Life Newsletter are used to provide updates and activity information
Step 3: Assess and reflect, data drives next 5-Year Plan goal.	Diversity, Equity and Inclusion Team	FY23

- Looking into ways to connect the electronic Student Information Packet to other informational documents for students to have a one-stop-shop for important information
- Looking for additional opportunities to provide clarity on services offered by the College to students

Student Retention Goal 3: Implement best practices across the College that foster of culture of diversity, equity and inclusion.

Diversity, Equity & Inclusion Team Group 12: Jennifer Ellis, Joel Gibson & Leslie Larsen

Action Item	Responsibility	Timeline
Step 1: Build a presence of the Collegewide Diversity, Equity and Inclusion Team at each location – expand diversity week to all campuses.	Diversity, Equity and Inclusion Team	FY21 – Focus has shifted to a collegewide rather than campus-based approach exploring opportunities for further DEI activities
Step 2: Implement a diversity lunch and learn series at all sites for students and staff (overall diversity, socioeconomic, mental health, Safe Zone, Challenging Stereotypes)	Diversity, Equity and Inclusion Team Student Affairs	FY21 – Several professional development offerings are planned for FY22 activity hours and will be available to students and staff
Step 3: Assess and reflect, data drives next 5-Year Plan goal.	Diversity, Equity and Inclusion Team	FY23

- Team is reviewing and looking to find ways to support the accommodations process including connecting with K-12 partners
- Interviewed WTCS accommodation specialists to determine best practices for offering and providing student accommodations
- Recommending student involvement on staff recruitment teams for specific roles; would require training for students prior to involvement

Section 2 – Diversity/Equity Activities for Culture

Northwood Tech is committed to Equal Opportunity for all its employees and students in all programs and educational activities including, but not limited to: outreach, recruitment, certification, selection, transfer, referrals, promotions, testing, placement, training, compensation, support services, benefits, layoffs, terminations and committee appointments. Northwood Tech continues to work to improve and expand culture through professional development, culture focused activities and through equal employment and educational opportunities using targeted marketing sources.

In FY21:

June 2021 - Safe Zone Project

Northwood Staff volunteers created a Train the Trainer session

Audience: All Staff were invited to participate.

Safe Zone trainings are opportunities to learn about LGBTQ+ identities, gender and sexuality, and examine prejudice, assumptions, and privilege.

May 25, 2021 - Creating a Culture of Success: On Course for Front Line Staff

Workshop offered to all staff.

Purpose: To recognize the importance of the role of Front Line Staff as educators, “empowerers’ of students and retention specialist; to provide frontline staff with principles and practices for empowering students to achieve greater academic success and persistence.

May 21, 2021 – Alonzo Kelly

Audience: Morning session with Faculty, 171 attended; afternoon session open to all staff 73 managers, support staff and custodians attended.

Presentation was accompanied by a book being supplied to all participants, The C.A.L.L.

A dynamic Executive Coach, Professor, 3x Best Selling Author, and Radio Host, Alonzo Kelly has gained international and global attention as a premier consultant and strategist. Alonzo is recognized as one of the nation’s leading experts on leadership development, strategic thinking, planning, and acting which results in individual and organizational goal achievement.

May 2021 - Abigail Dillon created a Racial Justice Resource Guide. The guide is available at:

<https://itlc.northwoodtech.edu/racialjustice> on our website. Several books were ordered to build out the library resources directly focused on racial justice and concepts of anti-racism.

April 14, 2021 – The Intrusion Show

Audience: students and staff from several WTCS schools

Through her portrayal of eight characters, award winning actress Qurrat Ann Kadwani evaluates the flaws in a society where rape is supposedly eradicated, helping to raise awareness about sexual violence and combat systemic oppression.

March 2021 – Queer & Trans, Black, Indigenous, and People of Color (QTBIPOC) Symposium

Audience: three staff from Northwood Tech attended the symposium.

Materials, concepts and a book: *Queer People of Color in Higher Education*; have become additional resources for Safe Zone Project training as an outcome.

February/March 2021 – Diversity, Equity and Inclusion Conference

Audience: available to all staff and students

Wednesday, Feb. 17 Why Diversity Matters and Understanding Unconscious Bias, presented by Deborah Biddle Gain a foundational understanding on the importance of diversity and inclusion in conjunction with the core values and behavior standards. This workshop creates a common language and gives participants an overview of diversity and inclusion using scenario analysis and discussion along with interactive knowledge checks to gauge understanding. Participants also explore unconscious bias and how it impacts business environments and work relationships, discover how their own values, culture and experiences effect interactions with colleagues, attitudes about work, and understanding of workplace values.

Wednesday, Feb. 24 Inclusive on Purpose, presented by Deborah Biddle As business professionals, we've heard how diversity, equality and inclusion benefit productivity, problem solving, free flow of ideas and the bottom line. But, how can we personally see the impact on our teams and across our organizations? In this session, we share approaches to heighten personal inclusion awareness and strategies to improve how we make connections, build belonging, and enhance relationships.

Wednesday, Mar. 3 Building Capacity for Greater Diversity, Equity and Inclusion, presented by Rev. Dr. Jamie Washington This session is designed to help participants explore how to manage workplace conflict based on identity. We will also address challenges of recruitment and retention for minoritized groups.

December 2020 - Becoming Your Better Self

Self-education video series – 3 videos

Presented by: Ted Schick

Audience: available for free to all staff, community partners and students

127 total views of the recordings

5 Ways to Be More Productive

There is so much to do, right? Personally or professionally, we will make time for the things that are important to us. Being more productive isn't necessarily a function of time management as it a function of leading ourselves! In this presentation, we outline and define 5 ways to get more done. Put this presentation on your list of things to do.

10 Ways to Stay Motivated in Your Fitness & Health

Motivation in our fitness can wane, but there are ways we can overcome our daily obstacles. A fitness instructor, Ted Schick discusses the fundamentals of staying in the game as they relate to our fitness and health. In addition, we'll discuss what holds us back, and the real and tangible ways to reach our fitness goals--- whatever those may be. Fun and practical, these are tactics we can put to work today.

What Does It Mean to Be a Professional

The finest compliment one can pay you is to call you a professional. So, what does that mean? What goes into one's professionalism? Your success in your life and career starts with this foundation of professionalism. In this presentation, we will list and describe the 5 Keys to your professionalism--- from your competency to owning your mistakes. Be a Pro.

Cultural Diversity

Developed by Northwood Tech employee, Vladimir Kozubovsky, Social Science Instructor

Course Objectives:

1. Recognize the growing diversity within the workplace, student body, and local communities.
2. Identify ways and benefits of promoting the culture of equity and inclusion.
3. Interpret the necessary steps in developing cultural competence.
4. Distinguish unique challenges and success strategies in serving minority students.
5. Examine various DEI training programs and professional development opportunities.

Training will be incorporated into employee's professional development plans in October 2021

Understanding Privilege and Impact of Microaggressions to our Work at Northwood Tech.

Developed by Northwood Tech employee, Joel Gibson, Human Services Associate Instructor and Charlietta Owens, Northwood Tech Student

Course Objectives:

1. what is privilege
2. what is implicit bias
3. how bias plays a role in making privilege so difficult to understand, accept and see.
4. how to balance forces of privilege at the personal, student, co-worker, and institutional level
5. how to become aware of micro aggressions
6. how to become an informed advocate for our students

Training will be incorporated into employee's professional development plans in October 2021

November 17, 2020 – Gender Non-Conformity & General Queer Culture in Today's Society

Presented by: Cory Wade

Delivered live via Zoom

Audience: All Students and Staff were invited. Attended by 157 students and staff.

LGBT Equality Speaker

November 12 & 13, 2020 – Toward One Wisconsin

Nine employees of Northwood Tech attended the virtual Toward One Wisconsin Conference.

Building Communities of Equity and Opportunity

November 2, 2020 - Poverty Informed Practice

Presented by: Chad Dull

Delivered live via Teams

Audience: Management Group was invited (104 total) and 68 attended the session

Chad Dull is a passionate advocate for people in the crisis of poverty and for the value of post-secondary education in creating social mobility. He currently serves as the Vice President of Academics at Minnesota State College Southeast in Winona and Red Wing, Minnesota. Chad is a certified Poverty Coach through Communication across barriers and writes and podcasts regularly about poverty-informed practice in higher education.

July 2020 - Inclusive Interviewing: Hiring the Future of Northwood Tech

Created in-house by Amanda Gohde, Director Human Resources

Audience: recruitment teams and staff who support recruitment

This course is intended to provide Recruitment Teams and the staff who support recruitment with insight into the best practices related to interviewing and barriers created by unconscious bias.

Section 3 – Policy Changes

G-112 & J-120 - Non-Discrimination/Non-Harassment Compliance Policy

- This policy was updated due to the change in Title IX regulations issued by the US Department of Education for an August 20, 2020 implementation date.

G-113 & J-121 - Unlawful Discrimination/Harassment/Sexual Harassment/Sexual Misconduct/Sexual Violence Complaints Policy

- This policy was updated due to the change in Title IX regulations issued by the US Department of Education for an August 20, 2020 implementation date.

G-113A & J-121A & J-220A - Unlawful Discrimination/Harassment/Sexual Harassment/Sexual Misconduct/Sexual Violence Complaints Procedure

- This procedure was updated due to the change in Title IX regulations issued by the US Department of Education for an August 20, 2020 implementation date.

G-113B - Unlawful Discrimination/Harassment/Sexual Harassment/Sexual Misconduct/Sexual Violence Complaints Grievance Procedure

- This procedure was created in response to the change in Title IX regulations issued by the US Department of Education for an August 20, 2020 implementation date

G-114 & J-114 - Sexual Violence Elimination Commitment Policy

- This policy was updated due to the change in Title IX regulations issued by the US Department of Education for an August 20, 2020 implementation date.

Section 4 – Evaluation and Monitoring

Evaluation and monitoring activities are completed through the efforts of DEI Team subgroups, reports generated by Student Affairs staff in the client reporting system and through the efforts of our Human Resources Department.

Section 5 – Data Analysis

Affirmative Action Compliance Report Data Analysis

In an evaluation of the College's 2020-21 Affirmative Action Compliance Report (Report), the College did see a change in the All Staff Workforce Analysis Data that reflects an increase in workforce demographics that resulted in a numerical change that effect compliance. The Disability – All Staff population remains out of compliance, but the number of staff reporting a disability increased resulting in a 2.05% overall increase. The change in our data is a direct result of an outreach to staff requesting updated demographic information.

In the Administrative category of the Report, overall Race/Ethnic increased by 1.2% but remain out of compliance despite the College's continued efforts to recruit and retain diverse staff.

As a result of low population numbers within these groups, minor changes in staffing may cause significant percentage changes.

Client Reporting System Data Analysis

In an evaluation of the College's 2020-21 Client Reporting, the College saw a decrease in overall enrollees (8.3% decrease) and graduates (29.2% decrease). This decrease seems to have most significantly impacted our minority populations. This was an anticipated outcome following the COVID-19 pandemic. Limited course offerings also resulted in decreased enrollee and graduate LEP counts. Disabled graduates increased by 1.14%, potentially as a result of expanded course modalities and online support options.

No other changes in data were numerically significant enough to effect compliance.

AFFIRMATIVE ACTION COMPLIANCE REPORT

Fiscal Year: 2020-21

District: Northwood Technical College

Date Completed: 7/16/2021

All Staff

Factors for Consideration	Total	Female	Disability	Race/ Ethnic	American Indian	Asian American	Black	Hispanic	Pacific Islander	Multi- Racial	Unknown Race
Employees (1) Count	405	264	15	11	3	1	1	4	1	0	1
Employees (1) Percent		65.19%	3.70%	2.72%	0.74%	0.25%	0.25%	0.99%	0.25%	0.00%	0.25%
Work Force (2) Count	157,094	74,049	10,809	10,444	2,869	1,253	1,059	3,045	61	2,157	N/A
Work Force (2) Percent		47.14%	6.88%	6.65%	1.83%	0.80%	0.67%	1.94%	0.04%	1.37%	N/A
% Difference (3)		18.05%	-3.18%	-3.93%	-1.09%	-0.55%	-0.43%	-0.95%	0.21%	-1.37%	
Quotient (4)		1.38	0.54	0.41	0.41	0.31	0.37	0.51	6.36	0.00	
Female Difference (5)	73.10										
Racial Difference (6)	15.93										

** DISABILITY ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE **

** RACE/ETHNIC ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE **

** AMERICAN INDIAN ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE **

** MULTI RACIAL ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE **

(1) Full-Time Staff Count or Employee Count

(2) District 16-64 Work Force value from 5-year ACS

(3) = (Staff Count or Employee Count % - District Work Force %)

(4) = (Staff Count or Employee Count % / District Work Force %)

(5) = (Total District Employees * Female Percent of District Work Force - Female Count of District Employees)

(6) = (Total District Employees * Race/Ethnic Percent of District Work Force - Race/Ethnic Count of District Employees)

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AFFIRMATIVE ACTION COMPLIANCE REPORT

Fiscal Year: 2020-21
 District: Northwood Technical College
 Date Completed: 7/16/2021

Administrative

Factors for Consideration	Total	Female	Disability	Race/ Ethnic	American Indian	Asian American	Black	Hispanic	Pacific Islander	Multi- Racial	Unknown Race
Employees (1) Count	100	61	4	4	1	0	0	3	0	0	0
Employees (1) Percent		61.00%	4.00%	4.00%	1.00%	0.00%	0.00%	3.00%	0.00%	0.00%	0.00%
Work Force (2) Count	13,814	5,901	704	788	292	49	89	169	0	189	N/A
Work Force (2) Percent		42.72%	5.10%	5.70%	2.11%	0.35%	0.64%	1.22%	0.00%	1.37%	N/A
% Difference (3)		18.28%	-1.10%	-1.70%	-1.11%	-0.35%	-0.64%	1.78%	0.00%	-1.37%	
Quotient (4)		1.43	0.78	0.70	0.47	0.00	0.00	2.45	0.00	0.00	
Female Difference (5)	18.28										
Racial Difference (6)	1.70										

** DISABILITY ADMINISTRATIVE POPULATION MAY BE OUT OF COMPLIANCE **
 ** RACE/ETHNIC ADMINISTRATIVE POPULATION MAY BE OUT OF COMPLIANCE **
 ** AMERICAN INDIAN ADMINISTRATIVE POPULATION MAY BE OUT OF COMPLIANCE **
 ** MULTI RACIAL ADMINISTRATIVE POPULATION MAY BE OUT OF COMPLIANCE **

- (1) Full-Time Staff Count or Employee Count
- (2) District 16-64 Work Force value from 5-year ACS
- (3) = (Staff Count or Employee Count % - District Work Force %)
- (4) = (Staff Count or Employee Count % / District Work Force %)
- (5) = (Total District Employees * Female Percent of District Work Force - Female Count of District Employees)
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Faculty

Factors for Consideration	Total	Female	Disability	Race/ Ethnic	American Indian	Asian American	Black	Hispanic	Pacific Islander	Multi- Racial	Unknown Race
Employees (1) Count	109	81	4	2	1	0	1	0	0	0	0
Employees (1) Percent		74.31%	3.67%	1.83%	0.92%	0.00%	0.92%	0.00%	0.00%	0.00%	0.00%
Work Force (2) Count	781	463	66	55	29	0	0	0	17	9	N/A
Work Force (2) Percent		59.28%	8.45%	7.04%	3.71%	0.00%	0.00%	0.00%	2.18%	1.15%	N/A
% Difference (3)		15.03%	-4.78%	-5.21%	-2.80%	0.00%	0.92%	0.00%	-2.18%	-1.15%	
Quotient (4)		1.25	0.43	0.26	0.25	0.00	0.00	0.00	0.00	0.00	
Female Difference (5)	16.38										
Racial Difference (6)	5.68										

** DISABILITY FACULTY POPULATION MAY BE OUT OF COMPLIANCE **
 ** RACE/ETHNIC FACULTY POPULATION MAY BE OUT OF COMPLIANCE **
 ** AMERICAN INDIAN FACULTY POPULATION MAY BE OUT OF COMPLIANCE **
 ** PACIFIC ISLANDER FACULTY POPULATION MAY BE OUT OF COMPLIANCE **
 ** MULTI RACIAL FACULTY POPULATION MAY BE OUT OF COMPLIANCE **

- (1) Full-Time Staff Count or Employee Count
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- (3) = (Staff Count or Employee Count % - District Work Force %)
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Professional Non-Faculty

Factors for Consideration	Total	Female	Disability	Race/ Ethnic	American Indian	Asian American	Black	Hispanic	Pacific Islander	Multi- Racial	Unknown Race
Employees (1) Count	20	15	2	1	0	1	0	0	0	0	0
Employees (1) Percent		75.00%	10.00%	5.00%	0.00%	5.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Work Force (2) Count	3,393	2,428	126	93	82	6	0	0	0	5	N/A
Work Force (2) Percent		71.56%	3.71%	2.74%	2.42%	0.18%	0.00%	0.00%	0.00%	0.15%	N/A
% Difference (3)		3.44%	6.29%	2.26%	-2.42%	4.82%	0.00%	0.00%	0.00%	-0.15%	
Quotient (4)		1.05	2.69	1.82	0.00	28.28	0.00	0.00	0.00	0.00	
Female Difference (5)	0.69										
Racial Difference (6)	0.45										

** AMERICAN INDIAN PROFESSIONAL NON-FACULTY POPULATION MAY BE OUT OF COMPLIANCE **

- (1) Full-Time Staff Count or Employee Count
- (2) District 16-64 Work Force value from 5-year ACS
- (3) = (Staff Count or Employee Count % - District Work Force %)
- (4) = (Staff Count or Employee Count % / District Work Force %)
- (5) = (Total District Employees * Female Percent of District Work Force - Female Count of District Employees)
- (6) = (Total District Employees * Race/Ethnic Percent of District Work Force - Race/Ethnic Count of District Employees)

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Clerical/Secretarial

Factors for Consideration	Total	Female	Disability	Race/ Ethnic	American Indian	Asian American	Black	Hispanic	Pacific Islander	Multi- Racial	Unknown Race
Employees (1) Count	27	26	2	1	0	0	0	0	1	0	0
Employees (1) Percent		96.30%	7.41%	3.70%	0.00%	0.00%	0.00%	0.00%	3.70%	0.00%	0.00%
Work Force (2) Count	5,873	5,208	393	372	147	14	80	96	0	35	N/A
Work Force (2) Percent		88.68%	6.69%	6.33%	2.50%	0.24%	1.36%	1.63%	0.00%	0.60%	N/A
% Difference (3)		7.62%	0.72%	-2.63%	-2.50%	-0.24%	-1.36%	-1.63%	3.70%	-0.60%	
Quotient (4)		1.09	1.11	0.58	0.00	0.00	0.00	0.00	0.00	0.00	
Female Difference (5)	2.06										
Racial Difference (6)	0.71										

** RACE/ETHNIC CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE **
 ** AMERICAN INDIAN CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE **
 ** BLACK CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE **
 ** HISPANIC CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE **

- (1) Full-Time Staff Count or Employee Count
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Technical/Paraprofessional

Factors for Consideration	Total	Female	Disability	Race/ Ethnic	American Indian	Asian American	Black	Hispanic	Pacific Islander	Multi- Racial	Unknown Race
Employees (1) Count	98	76	2	1	0	0	0	1	0	0	0
Employees (1) Percent		77.55%	2.04%	1.02%	0.00%	0.00%	0.00%	1.02%	0.00%	0.00%	0.00%
Work Force (2) Count	2,973	1,793	122	156	31	10	10	24	0	81	N/A
Work Force (2) Percent		60.31%	4.10%	5.25%	1.04%	0.34%	0.34%	0.81%	0.00%	2.72%	N/A
% Difference (3)		17.24%	-2.06%	-4.23%	-1.04%	-0.34%	-0.34%	0.21%	0.00%	-2.72%	
Quotient (4)		1.29	0.50	0.19	0.00	0.00	0.00	1.26	0.00	0.00	
Female Difference (5)	16.90										
Racial Difference (6)	4.14										

** DISABILITY TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE **
 ** RACE/ETHNIC TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE **
 ** AMERICAN INDIAN TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE **
 ** MULTI-RACIAL TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE **

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AFFIRMATIVE ACTION COMPLIANCE REPORT

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Skilled Crafts

Factors for Consideration	Total	Female	Disability	Race/ Ethnic	American Indian	Asian American	Black	Hispanic	Pacific Islander	Multi- Racial	Unknown Race
Employees (1) Count	33	3	0	1	0	0	0	0	0	0	1
Employees (1) Percent		9.09%	0.00%	3.03%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	3.03%
Work Force (2) Count	3,548	1,798	383	428	100	61	21	147	0	99	N/A
Work Force (2) Percent		50.68%	10.79%	12.06%	2.82%	1.72%	0.59%	4.14%	0.00%	2.79%	N/A
% Difference (3)		-41.59%	-10.79%	-9.03%	-2.82%	-1.72%	-0.59%	-4.14%	0.00%	-2.79%	
Quotient (4)		0.18	0.00	.025	0.00	0.00	0.00	0.00	0.00	0.00	
Female Difference (5)	13.72										
Racial Difference (6)	2.98										

**** FEMALE SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE ****
**** DISABILITY SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE ****
**** RACE/ETHNIC SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE ****
**** AMERICAN INDIAN SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE ****
**** ASIAN AMERICAN SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE ****
**** HISPANIC SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE ****
**** MULTI RACIAL SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE ****

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Service/Maintenance

Factors for Consideration	Total	Female	Disability	Race/ Ethnic	American Indian	Asian American	Black	Hispanic	Pacific Islander	Multi- Racial	Unknown Race
Employees (1) Count	18	2	1	1	1	0	0	0	0	0	0
Employees (1) Percent		11.11%	5.56%	5.56%	5.56%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Work Force (2) Count	13,953	7,158	1,386	1,204	400	161	78	328	0	237	N/A
Work Force (2) Percent		51.30%	9.93%	8.63%	2.87%	1.15%	0.56%	2.35%	0.00%	1.70%	N/A
% Difference (3)		-40.19%	-4.38%	-3.07%	2.69%	-1.15%	-0.56%	-2.35%	0.00%	-1.70%	
Quotient (4)		0.22	0.56	0.64	1.94	0.00	0.00	0.00	0.00	0.00	
Female Difference (5)	7.23										
Racial Difference (6)	0.55										

** FEMALE SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE **
 ** DISABILITY SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE **
 ** RACE/ETHNIC SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE **
 ** ASIAN AMERICAN SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE **
 ** HISPANIC SERVICE/MAINTENANCE POPULATION MAY BE OUT OF COMPLIANCE **
 ** MULTI RACIAL SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE **

- (1) Full-Time Staff Count or Employee Count
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- (5) = (Total District Employees * Female Percent of District Work Force - Female Count of District Employees)
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Client Reporting System
CLI660A Compliance Indicator I - Program Areas
 Warning – The Selected Fiscal Year Is Not Final

Fiscal Year: 2021
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All Programs – Enrollee Comparison

Factors for Consideration	Total Population	Native American Alaskan Native	Asian	Black	Hispanic	White	Native Hawaiian Pacific Islander	Multi-Race	Unknown Race
Total Enrollment (1) Count	5,171	170	71	76	137	4,530	10	105	72
Total Enrollment (1) Percent		3.29%	1.37%	1.47%	2.65%	87.60%	0.19%	2.03%	1.39%
District POP (2) Count	157,094	2,869	1,253	1,059	3,045	146,650	61	2,157	
District POP (2) Percent		1.83%	0.80%	0.67%	1.94%	93.35%	0.04%	1.37%	
% Difference (3)		1.46%	0.58%	0.80%	0.71%	-5.75%	0.15%	0.66%	

All Programs – Graduate Comparison

Factors for Consideration	Total Population	Native American Alaskan Native	Asian	Black	Hispanic	White	Native Hawaiian Pacific Islander	Multi-Race	Unknown Race
Total Graduates (4) Count	998	37	8	4	16	909	2	10	12
Total Graduates (4) Percent		3.71%	0.80%	0.40%	1.60%	91.08%	0.20%	1.00%	1.20%
Total Enrollment (1) Count	5,171	170	71	76	137	4,530	10	105	72
Total Enrollment (1) Percent		3.29%	1.37%	1.47%	2.65%	87.60%	0.19%	2.03%	1.39%
% Difference (3)		0.42%	-0.57%	-1.07%	-1.05%	3.48%	0.01%	-1.03%	-0.19%

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

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

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

- (1) Student Program or Course Enrollment Count
- (2) District Population (18-64 years old) Value from 5-year ACS
- (3) (Student Program or Course Enrollment Count% - District Population Value from Census Records%)
- (4) Student Graduate

Client Reporting System
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 Warning – The Selected Fiscal Year Is Not Final

Fiscal Year: 2021
 District: Northwood Technical College
 Date Completed: 7/28/2021

Agriculture – Enrollee Comparison

Factors for Consideration	Total Population	Native American Alaskan Native	Asian	Black	Hispanic	White	Native Hawaiian Pacific Islander	Multi-Race	Unknown Race
Total Enrollment (1) Count	114	3	1	1	3	104	0	1	1
Total Enrollment (1) Percent		2.63%	0.88%	0.88%	2.63%	91.23%	0.00%	0.88%	0.88%
District POP (2) Count	157,094	2,869	1,253	1,059	3,045	146,650	61	2,157	
District POP (2) Percent		1.83%	0.80%	0.67%	1.94%	93.35%	0.04%	1.37%	
% Difference (3)		0.81%	0.08%	0.20%	0.69%	-2.12%	-0.04%	-0.50%	

Agriculture – Graduate Comparison

Factors for Consideration	Total Population	Native American Alaskan Native	Asian	Black	Hispanic	White	Native Hawaiian Pacific Islander	Multi-Race	Unknown Race
Total Graduates (4) Count	11	0	0	0	0	11	0	0	0
Total Graduates (4) Percent		0.00%	0.00%	0.00%	0.00%	100%	0.00%	0.00%	0.00%
Total Enrollment (1) Count	114	3	1	1	3	104	0	1	1
Total Enrollment (1) Percent		2.63%	0.88%	0.88%	2.63%	91.23%	0.00%	0.88%	0.88%
% Difference (3)		-2.63%	-0.88%	-0.88%	-2.63%	8.77%	0.00%	-0.88%	-0.88%

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

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

- (1) Student Program or Course Enrollment Count
- (2) District Population (18-64 years old) Value from 5-year ACS
- (3) (Student Program or Course Enrollment Count% - District Population Value from Census Records%)
- (4) Student Graduate

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Business – Enrollee Comparison

Factors for Consideration	Total Population	Native American Alaskan Native	Asian	Black	Hispanic	White	Native Hawaiian Pacific Islander	Multi-Race	Unknown Race
Total Enrollment (1) Count	1,590	51	27	15	60	1,368	3	49	17
Total Enrollment (1) Percent		3.21%	1.70%	0.94%	3.77%	86.04%	0.19%	3.08%	1.07%
District POP (2) Count	157,094	2,869	1,253	1,059	3,045	146,650	61	2,157	
District POP (2) Percent		1.83%	0.80%	0.67%	1.94%	93.35%	0.04%	1.37%	
% Difference (3)		1.38%	0.90%	0.27%	1.84%	-7.31%	0.15%	1.71%	

Business – Graduate Comparison

Factors for Consideration	Total Population	Native American Alaskan Native	Asian	Black	Hispanic	White	Native Hawaiian Pacific Islander	Multi-Race	Unknown Race
Total Graduates (4) Count	229	8	4	1	9	202	0	3	2
Total Graduates (4) Percent		3.49%	1.75%	0.44%	3.93%	88.21%	0.00%	1.31%	0.87%
Total Enrollment (1) Count	1,590	51	27	15	60	1,368	3	49	17
Total Enrollment (1) Percent		3.21%	1.70%	0.94%	3.77%	86.04%	0.19%	3.08%	1.07%
% Difference (3)		0.29%	0.05%	-0.51%	0.16%	2.17%	-0.19%	-1.77%	-0.20%

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

- (1) Student Program or Course Enrollment Count
- (2) District Population (18-64 years old) Value from 5-year ACS
- (3) (Student Program or Course Enrollment Count% - District Population Value from Census Records%)
- (4) Student Graduate

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Family & Consumer Ed – Enrollee Comparison

Factors for Consideration	Total Population	Native American Alaskan Native	Asian	Black	Hispanic	White	Native Hawaiian Pacific Islander	Multi-Race	Unknown Race
Total Enrollment (1) Count	295	8	2	7	3	262	0	8	5
Total Enrollment (1) Percent		2.71%	0.68%	2.37%	1.02%	88.81%	0.00%	2.71%	1.69%
District POP (2) Count	157,094	2,869	1,253	1,059	3,045	146,650	61	2,157	
District POP (2) Percent		1.83%	0.80%	0.67%	1.94%	93.35%	0.04%	1.37%	
% Difference (3)		0.890%	-0.12%	1.70%	-0.92%	-4.54%	-0.04%	1.34%	

Family & Consumer Ed – Graduate Comparison

Factors for Consideration	Total Population	Native American Alaskan Native	Asian	Black	Hispanic	White	Native Hawaiian Pacific Islander	Multi-Race	Unknown Race
Total Graduates (4) Count	90	4	2	0	0	82	0	1	1
Total Graduates (4) Percent		4.44%	2.22%	0.00%	0.00%	91.11%	0.00%	1.11%	1.11%
Total Enrollment (1) Count	295	8	2	7	3	262	0	8	5
Total Enrollment (1) Percent		2.71%	0.68%	2.37%	1.02%	88.81%	0.00%	2.71%	1.69%
% Difference (3)		1.73%	1.54%	-2.37%	-1.02%	2.30%	0.00%	-1.60%	-0.58%

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

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

** MULTI RACE GRADS POPULATION MAY BE OUT OF COMPLIANCE **Student Program or Course Enrollment Count

- (1) District Population (18-64 years old) Value from 5-year ACS
- (2) (Student Program or Course Enrollment Count% - District Population Value from Census Records%)
- (3) Student Graduate

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General Ed – Enrollee Comparison

Factors for Consideration	Total Population	Native American Alaskan Native	Asian	Black	Hispanic	White	Native Hawaiian Pacific Islander	Multi-Race	Unknown Race
Total Enrollment (1) Count	392	14	9	12	6	334	0	5	12
Total Enrollment (1) Percent		3.57%	2.30%	3.06%	1.53%	85.20%	0.00%	1.28%	3.06%
District POP (2) Count	157,094	2,869	1,253	1,059	3,045	146,650	61	2,157	
District POP (2) Percent		1.83%	0.80%	0.67%	1.94%	93.35%	0.04%	1.37%	
% Difference (3)		1.75%	1.50%	2.39%	-0.41%	-8.15%	-0.04%	-0.10%	

General Ed – Graduate Comparison

Factors for Consideration	Total Population	Native American Alaskan Native	Asian	Black	Hispanic	White	Native Hawaiian Pacific Islander	Multi-Race	Unknown Race
Total Graduates (4) Count	0	0	0	0	0	0	0	0	0
Total Graduates (4) Percent		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Enrollment (1) Count	392	14	9	12	6	334	0	5	12
Total Enrollment (1) Percent		3.57%	2.30%	3.06%	1.53%	85.20%	0.00%	1.28%	3.06%
% Difference (3)		-3.57%	-2.30%	-3.06%	-1.53%	-85.20%	0.00%	-1.28%	-3.06%

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

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

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

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

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

Client Reporting System
CLI660A Compliance Indicator I - Program Areas
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Fiscal Year: 2021
 District: Northwood Technical College
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Health – Enrollee Comparison

Factors for Consideration	Total Population	Native American Alaskan Native	Asian	Black	Hispanic	White	Native Hawaiian Pacific Islander	Multi-Race	Unknown Race
Total Enrollment (1) Count	1,481	51	19	22	34	1,309	4	18	24
Total Enrollment (1) Percent		3.44%	1.28%	1.49%	2.30%	88.39%	0.27%	1.22%	1.62%
District POP (2) Count	157,094	2,869	1,253	1,059	3,045	146,650	61	2,157	
District POP (2) Percent		1.83%	0.80%	0.67%	1.94%	93.35%	0.04%	1.37%	
% Difference (3)		1.62%	0.49%	0.81%	0.36%	-4.97%	0.23%	-0.16%	

Health – Graduate Comparison

Factors for Consideration	Total Population	Native American Alaskan Native	Asian	Black	Hispanic	White	Native Hawaiian Pacific Islander	Multi-Race	Unknown Race
Total Graduates (4) Count	311	12	1	1	3	284	1	2	7
Total Graduates (4) Percent		3.86%	0.32%	0.32%	0.96%	91.32%	0.32%	0.64%	2.25%
Total Enrollment (1) Count	1,481	51	19	22	34	1,309	4	18	24
Total Enrollment (1) Percent		3.44%	1.28%	1.49%	2.30%	88.39%	0.27%	1.22%	1.62%
% Difference (3)		0.41%	-0.96%	-1.16%	-1.33%	2.93%	0.05%	-0.57%	0.63%

- (1) Student Program or Course Enrollment Count
- (2) District Population (18-64 years old) Value from 5-year ACS
- (3) (Student Program or Course Enrollment Count% - District Population Value from Census Records%)
- (4) Student Graduate

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Fiscal Year: 2021
 District: Northwood Technical College
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Industrial – Enrollee Comparison

Factors for Consideration	Total Population	Native American Alaskan Native	Asian	Black	Hispanic	White	Native Hawaiian Pacific Islander	Multi-Race	Unknown Race
Total Enrollment (1) Count	707	21	5	6	13	646	0	8	8
Total Enrollment (1) Percent		2.97%	0.71%	0.85%	1.84%	91.37%	0.00%	1.13%	1.13%
District POP (2) Count	157,094	2,869	1,253	1,059	3,045	146,650	61	2,157	
District POP (2) Percent		1.83%	0.80%	0.67%	1.94%	93.35%	0.04%	1.37%	
% Difference (3)		1.14%	-0.09%	0.17%	-0.10%	-1.98%	-0.04%	-0.24%	

Industrial – Graduate Comparison

Factors for Consideration	Total Population	Native American Alaskan Native	Asian	Black	Hispanic	White	Native Hawaiian Pacific Islander	Multi-Race	Unknown Race
Total Graduates (4) Count	231	8	0	2	3	214	0	3	1
Total Graduates (4) Percent		3.46%	0.00%	0.87%	1.30%	92.64%	0.00%	1.30%	0.43%
Total Enrollment (1) Count	707	21	5	6	13	646	0	8	8
Total Enrollment (1) Percent		2.97%	0.71%	0.85%	1.84%	91.37%	0.00%	1.13%	1.13%
% Difference (3)		0.49%	-0.71%	0.02%	-0.54%	1.27%	0.00%	0.17%	-0.70%

- (1) Student Program or Course Enrollment Count
- (2) District Population (18-64 years old) Value from 5-year ACS
- (3) (Student Program or Course Enrollment Count% - District Population Value from Census Records%)
- (4) Student Graduate

Northwood Technical College
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 District: Northwood Technical College
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Marketing – Enrollee Comparison

Factors for Consideration	Total Population	Native American Alaskan Native	Asian	Black	Hispanic	White	Native Hawaiian Pacific Islander	Multi-Race	Unknown Race
Total Enrollment (1) Count	205	3	4	6	7	173	1	9	2
Total Enrollment (1) Percent		1.46%	1.95%	2.93%	3.41%	84.39%	0.49%	4.39%	0.98%
District POP (2) Count	157,094	2,869	1,253	1,059	3,045	146,650	61	2,157	
District POP (2) Percent		1.83%	0.80%	0.67%	1.94%	93.35%	0.04%	1.37%	
% Difference (3)		-0.36%	1.15%	2.25%	1.48%	-8.96%	0.45%	3.02%	

Marketing – Graduate Comparison

Factors for Consideration	Total Population	Native American Alaskan Native	Asian	Black	Hispanic	White	Native Hawaiian Pacific Islander	Multi-Race	Unknown Race
Total Graduates (4) Count	21	1	0	0	0	19	0	0	1
Total Graduates (4) Percent		4.76%	0.00%	0.00%	0.00%	90.48%	0.00%	0.00%	4.76%
Total Enrollment (1) Count	205	3	4	6	7	173	1	9	2
Total Enrollment (1) Percent		1.46%	1.95%	2.93%	3.41%	84.39%	0.49%	4.39%	0.98%
% Difference (3)		3.30%	-1.95%	-2.93%	-3.41%	6.09%	-0.49%	-4.39%	3.79%

** ASIAN GRADS POPULATION MAY BE OUT OF COMPLIANCE **
 ** BLACK GRADS POPULATION MAY BE OUT OF COMPLIANCE **
 ** HISPANIC GRADS POPULATION MAY BE OUT OF COMPLIANCE **
 ** MULTI-RACE GRADS POPULATION MAY BE OUT OF COMPLIANCE **

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Service – Enrollee Comparison

Factors for Consideration	Total Population	Native American Alaskan Native	Asian	Black	Hispanic	White	Native Hawaiian Pacific Islander	Multi-Race	Unknown Race
Total Enrollment (1) Count	320	18	4	6	10	273	0	6	3
Total Enrollment (1) Percent		5.63%	1.25%	1.88%	3.13%	85.31%	0.00%	1.88%	0.94%
District POP (2) Count	157,094	2,869	1,253	1,059	3,045	146,650	61	2,157	
District POP (2) Percent		1.83%	0.80%	0.67%	1.94%	93.35%	0.04%	1.37%	
% Difference (3)		3.80%	0.45%	1.20%	1.19%	-8.04%	-0.04%	0.50%	

Service – Graduate Comparison

Factors for Consideration	Total Population	Native American Alaskan Native	Asian	Black	Hispanic	White	Native Hawaiian Pacific Islander	Multi-Race	Unknown Race
Total Graduates (4) Count	71	3	1	0	1	66	0	0	0
Total Graduates (4) Percent		4.23%	1.41%	0.00%	1.41%	92.96%	0.00%	0.00%	0.00%
Total Enrollment (1) Count	320	18	4	6	10	273	0	6	3
Total Enrollment (1) Percent		5.63%	1.25%	1.88%	3.13%	85.31%	0.00%	1.88%	0.94%
% Difference (3)		-1.40%	0.16%	-1.88%	-1.72%	7.65%	0.00%	-1.88%	-0.94%

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

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

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

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

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Fiscal Year: 2021
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Technical & TV – Enrollee Comparison

Factors for Consideration	Total Population	Native American Alaskan Native	Asian	Black	Hispanic	White	Native Hawaiian Pacific Islander	Multi-Race	Unknown Race
Total Enrollment (1) Count	67	1	0	1	1	61	2	1	0
Total Enrollment (1) Percent		1.49%	0.00%	1.49%	1.49%	91.04%	2.99%	1.49%	0.00%
District POP (2) Count	157,094	2,869	1,253	1,059	3,045	146,650	61	2,157	
District POP (2) Percent		1.83%	0.80%	0.67%	1.94%	93.35%	0.04%	1.37%	
% Difference (3)		-0.33%	-0.80%	0.82%	-0.45%	-2.31%	2.95%	0.12%	

Technical & TV – Graduate Comparison

Factors for Consideration	Total Population	Native American Alaskan Native	Asian	Black	Hispanic	White	Native Hawaiian Pacific Islander	Multi-Race	Unknown Race
Total Graduates (4) Count	34	1	0	0	0	31	1	1	0
Total Graduates (4) Percent		2.94%	0.00%	0.00%	0.00%	91.18%	2.94%	2.94%	0.00%
Total Enrollment (1) Count	67	1	0	1	1	61	2	1	0
Total Enrollment (1) Percent		1.49%	0.00%	1.49%	1.49%	91.04%	2.99%	1.49%	0.00%
% Difference (3)		1.45%	0.00%	-1.49%	-1.49%	0.13%	-0.04%	1.45%	0.00%

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

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

- (1) Student Program or Course Enrollment Count
- (2) District Population (18-64 years old) Value from 5-year ACS
- (3) (Student Program or Course Enrollment Count% - District Population Value from Census Records%)
- (4) Student Graduate

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All Programs – Enrollee Comparison

Factors for Consideration	Total Population	Female	Disabled	Minority
Total Enrollment (1) Count	5,171	3,137	441	569
Total Enrollment (1) Percent		60.67%	8.53%	11.00%
District POP (2) Count	157,094	74,049	10,809	10,444
District POP (2) Percent		47.14%	6.88%	6.65%
% Difference (3)		13.53%	1.65%	4.36%

All Programs – Graduate Comparison

Factors for Consideration	Total Population	Female	Disabled	Minority
Total Graduates (4) Count	998	579	119	77
Total Graduates (4) Percent		58.02%	11.92%	7.72%
Total Enrollment (1) Count	5,171	3,137	441	569
Total Enrollment (1) Percent		60.67%	8.53%	11.00%
% Difference (3)		-2.65%	3.40%	-3.29%

** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **

** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **

- (1) Student Program or Course Enrollment Count
- (2) District Population (18-64 years old) Value from 5-year ACS
- (3) (Student Program or Course Enrollment Count% - District Population Value from Census Records%)
- (4) Student Graduate

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Agriculture – Enrollee Comparison

Factors for Consideration	Total Population	Female	Disabled	Minority
Total Enrollment (1) Count	114	78	16	9
Total Enrollment (1) Percent		68.42%	14.04%	7.89%
District POP (2) Count	157,094	74,049	10,809	10,444
District POP (2) Percent		47.14%	6.88%	6.65%
% Difference (3)		21.28%	7.15%	1.25%

Agriculture – Graduate Comparison

Factors for Consideration	Total Population	Female	Disabled	Minority
Total Graduates (4) Count	11	3	0	0
Total Graduates (4) Percent		27.27%	0.00%	0.00%
Total Enrollment (1) Count	114	78	16	9
Total Enrollment (1) Percent		68.42%	14.04%	7.89%
% Difference (3)		-41.15%	-14.04%	-7.89%

** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **
 ** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **
 ** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **

- (1) Student Program or Course Enrollment Count
- (2) District Population (18-64 years old) Value from 5-year ACS
- (3) (Student Program or Course Enrollment Count% - District Population Value from Census Records%)
- (4) Student Graduate

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Business – Enrollee Comparison

Factors for Consideration	Total Population	Female	Disabled	Minority
Total Enrollment (1) Count	1,590	881	111	205
Total Enrollment (1) Percent		55.41%	6.98%	12.89%
District POP (2) Count	157,094	74,049	10,809	10,444
District POP (2) Percent		47.14%	6.88%	6.65%
% Difference (3)		8.27%	0.10%	6.24%

Business – Graduate Comparison

Factors for Consideration	Total Population	Female	Disabled	Minority
Total Graduates (4) Count	229	147	19	25
Total Graduates (4) Percent		64.19%	8.30%	10.92%
Total Enrollment (1) Count	1,590	881	111	205
Total Enrollment (1) Percent		55.41%	6.98%	12.89%
% Difference (3)		8.78%	1.32%	-1.98%

** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **

- (1) Student Program or Course Enrollment Count
- (2) District Population (18-64 years old) Value from 5-year ACS
- (3) (Student Program or Course Enrollment Count% - District Population Value from Census Records%)
- (4) Student Graduate

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Family & Consumer Ed – Enrollee Comparison

Factors for Consideration	Total Population	Female	Disabled	Minority
Total Enrollment (1) Count	295	281	37	28
Total Enrollment (1) Percent		95.25%	12.54%	9.49%
District POP (2) Count	157,094	74,049	10,809	10,444
District POP (2) Percent		47.14%	6.88%	6.65%
% Difference (3)		48.12%	5.66%	2.84%

Family & Consumer Ed – Graduate Comparison

Factors for Consideration	Total Population	Female	Disabled	Minority
Total Graduates (4) Count	90	87	10	7
Total Graduates (4) Percent		96.67%	11.11%	7.78%
Total Enrollment (1) Count	295	281	37	28
Total Enrollment (1) Percent		95.25%	12.54%	9.49%
% Difference (3)		1.41%	-1.43%	-1.71%

** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **

** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **

- (1) Student Program or Course Enrollment Count
- (2) District Population (18-64 years old) Value from 5-year ACS
- (3) (Student Program or Course Enrollment Count% - District Population Value from Census Records%)
- (4) Student Graduate

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General Ed – Enrollee Comparison

Factors for Consideration	Total Population	Female	Disabled	Minority
Total Enrollment (1) Count	392	242	13	46
Total Enrollment (1) Percent		61.73%	3.32%	11.73%
District POP (2) Count	157,094	74,049	10,809	10,444
District POP (2) Percent		47.14%	6.88%	6.65%
% Difference (3)		14.60%	-3.56%	5.09%

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

General Ed – Graduate Comparison

Factors for Consideration	Total Population	Female	Disabled	Minority
Total Graduates (4) Count	0	0	0	0
Total Graduates (4) Percent	0.00%	0.00%	0.00%	0.00%
Total Enrollment (1) Count	392	242	13	46
Total Enrollment (1) Percent		61.73%	3.32%	11.73%
% Difference (3)		-61.73%	-3.32%	-11.73%

** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **

** DISABLED GRAD POPULATION MAY BE OUT OF COMPLIANCE **

** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **

- (1) Student Program or Course Enrollment Count
- (2) District Population (18-64 years old) Value from 5-year ACS
- (3) (Student Program or Course Enrollment Count% - District Population Value from Census Records%)
- (4) Student Graduate

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Health – Enrollee Comparison

Factors for Consideration	Total Population	Female	Disabled	Minority
Total Enrollment (1) Count	1,481	1,279	124	148
Total Enrollment (1) Percent		86.36%	8.37%	9.99%
District POP (2) Count	157,094	74,049	10,809	10,444
District POP (2) Percent		47.14%	6.88%	6.65%
% Difference (3)		39.22%	1.49%	3.34%

Health – Graduate Comparison

Factors for Consideration	Total Population	Female	Disabled	Minority
Total Graduates (4) Count	311	263	36	20
Total Graduates (4) Percent		84.57%	11.58%	6.43%
Total Enrollment (1) Count	1,481	1,279	124	148
Total Enrollment (1) Percent		86.36%	8.37%	9.99%
% Difference (3)		-1.79%	3.20%	-3.56%

** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **

** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **

- (1) Student Program or Course Enrollment Count
- (2) District Population (18-64 years old) Value from 5-year ACS
- (3) (Student Program or Course Enrollment Count% - District Population Value from Census Records%)
- (4) Student Graduate

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Industrial – Enrollee Comparison

Factors for Consideration	Total Population	Female	Disabled	Minority
Total Enrollment (1) Count	707	63	57	53
Total Enrollment (1) Percent		8.91%	8.06%	7.50%
District POP (2) Count	157,094	74,049	10,809	10,444
District POP (2) Percent		47.14%	6.88%	6.65%
% Difference (3)		-38.23%	1.18%	0.85%

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

Industrial – Graduate Comparison

Factors for Consideration	Total Population	Female	Disabled	Minority
Total Graduates (4) Count	231	21	27	16
Total Graduates (4) Percent		9.09%	11.69%	6.93%
Total Enrollment (1) Count	707	63	57	53
Total Enrollment (1) Percent		8.91%	8.06%	7.50%
% Difference (3)		0.18%	3.63%	-0.57%

- (1) Student Program or Course Enrollment Count
- (2) District Population (18-64 years old) Value from 5-year ACS
- (3) (Student Program or Course Enrollment Count% - District Population Value from Census Records%)
- (4) Student Graduate

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Marketing – Enrollee Comparison

Factors for Consideration	Total Population	Female	Disabled	Minority
Total Enrollment (1) Count	205	99	22	30
Total Enrollment (1) Percent		48.29%	10.73%	14.63%
District POP (2) Count	157,094	74,049	10,809	10,444
District POP (2) Percent		47.14%	6.88%	6.65%
% Difference (3)		1.16%	3.85%	7.99%

Marketing – Graduate Comparison

Factors for Consideration	Total Population	Female	Disabled	Minority
Total Graduates (4) Count	21	11	11	1
Total Graduates (4) Percent		52.38%	52.38%	4.76%
Total Enrollment (1) Count	205	99	22	30
Total Enrollment (1) Percent		48.29%	10.73%	14.63%
% Difference (3)		4.09%	41.65%	-9.87%

** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **

- (1) Student Program or Course Enrollment Count
- (2) District Population (18-64 years old) Value from 5-year ACS
- (3) (Student Program or Course Enrollment Count% - District Population Value from Census Records%)
- (4) Student Graduate

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Service – Enrollee Comparison

Factors for Consideration	Total Population	Female	Disabled	Minority
Total Enrollment (1) Count	320	202	54	44
Total Enrollment (1) Percent		63.13%	16.88%	13.75%
District POP (2) Count	157,094	74,049	10,809	10,444
District POP (2) Percent		47.14%	6.88%	6.65%
% Difference (3)		15.99%	9.99%	7.10%

Service – Graduate Comparison

Factors for Consideration	Total Population	Female	Disabled	Minority
Total Graduates (4) Count	71	43	12	5
Total Graduates (4) Percent		60.56%	16.90%	7.04%
Total Enrollment (1) Count	320	202	54	44
Total Enrollment (1) Percent		63.13%	16.88%	13.75%
% Difference (3)		-2.56%	0.03%	-6.71%

** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **

** MINORITY GRAD POPULATION MAY BE OUT OF COMPLIANCE **

- (1) Student Program or Course Enrollment Count
- (2) District Population (18-64 years old) Value from 5-year ACS
- (3) (Student Program or Course Enrollment Count% - District Population Value from Census Records%)
- (4) Student Graduate

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Technical & TV – Enrollee Comparison

Factors for Consideration	Total Population	Female	Disabled	Minority
Total Enrollment (1) Count	67	12	7	6
Total Enrollment (1) Percent		17.91%	10.45%	8.96%
District POP (2) Count	157,094	74,049	10,809	10,444
District POP (2) Percent		47.14%	6.88%	6.65%
% Difference (3)		-29.23%	3.57%	2.31%

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

Technical & TV – Graduate Comparison

Factors for Consideration	Total Population	Female	Disabled	Minority
Total Graduates (4) Count	34	4	4	3
Total Graduates (4) Percent		11.76%	11.76%	8.82%
Total Enrollment (1) Count	67	12	7	6
Total Enrollment (1) Percent		17.91%	10.45%	8.96%
% Difference (3)		-6.15%	1.32%	-0.13%

** FEMALE GRAD POPULATION MAY BE OUT OF COMPLIANCE **

- (1) Student Program or Course Enrollment Count
- (2) District Population (18-64 years old) Value from 5-year ACS
- (3) (Student Program or Course Enrollment Count% - District Population Value from Census Records%)
- (4) Student Graduate

Northwood Technical College
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**Client Reporting System
 CLI670 Compliance Indicator II – Sex**

Fiscal Year: 2021
 District: Northwood Technical College
 Date Completed: 7/28/2021

Enrollee Comparison

Factors for Consideration	Total Population	Female	Male	Unknown Sex
Total Enrollment (1) Count	5,173	3,138	2,034	1
Total Enrollment (1) Percent		60.66%	39.32%	0.02%
District POP (2) Count	157,094	74,049	83,045	0
District POP (2) Percent		47.14%	52.86%	0.00%
% Difference (3)		13.52%	-13.54%	
Quotient (4)		1.29	0.74	
Difference = 700.09				

Graduate Comparison

Factors for Consideration	Total Population	Female	Male	Unknown Sex
Total Graduates (5) Count	998	579	419	0
Total Graduates (5) Percent		58.02%	41.98%	0.00%
Total Enrollment (1) Count	5,173	3,138	2,034	1
Total Enrollment (1) Percent		60.66%	39.32%	0.02%
% Difference (6)		-2.65%	2.66%	
Quotient (7)		0.96	1.07	
Difference = 26.52				

** GRADUATE FEMALE POPULATION MAY BE OUT OF COMPLIANCE **

- (1) Student Program or Course Enrollment Count
- (2) District Population (18-64 years old) Value from 5-year ACS
- (3) (Student Program or Course Enrollment Count% - District Population Value from Census Records%)
- (4) Student Graduate

Northwood Technical College
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Client Reporting System
CLI680 Compliance Indicator III – Disabled
 Warning – The Selected Fiscal Year Is Not Final

Fiscal Year: 2021
 District: Northwood Technical College
 Date Completed: 7/28/2021

Enrollee Comparison

Factors for Consideration	Total Population	Disabled
Total Enrollment (1) Count	5,171	441
Total Enrollment (1) Percent		8.53%
Working Age Population (2) Count	157,094	10,809
Working Age Population (2) Percent		6.88%
% Difference (3)		1.65%
Quotient (4)		1.24
Difference = 85.20		

Graduate Comparison

Factors for Consideration	Total Population	Disabled
Total Graduates (5) Count	998	119
Total Graduates (5) Percent		11.92%
Total Enrollment (1) Count	5,171	441
Total Enrollment (1) Percent		8.53%
% Difference (6)		3.40%
Quotient (7)		1.40
Difference = 33.89		

Northwood Technical College
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 Annual Update for Fiscal Year 2021

Client Reporting System
CLI690 Compliance Indicator IV – LEP
 Warning – The Selected Fiscal Year Is Not Final

Fiscal Year: 2021
 District: Northwood Technical College
 Date Completed: 7/28/2021

Enrollee Comparison

Factors for Consideration	Total Population	LEP
Total Enrollment (1) Count	5,171	0
Total Enrollment (1) Percent		0.00%
Adult POP (2) Count	157,094	3,686
Adult POP (2) Percent		2.35%
% Difference (3)		-2.35%
Quotient (4)		0.00
Difference = 121.33		

** ENROLLMENT LEP POPULATION MAY BE OUT OF COMPLIANCE **

Graduate Comparison

Factors for Consideration	Total Population	LEP
Total Graduates (5) Count	998	0
Total Graduates (5) Percent		0.00%
Total Enrollment (1) Count	5,171	0
Total Enrollment (1) Percent		0.00%
% Difference (6)		0.00%
Quotient (7)		-
Difference = 0.00		