

Mid-State Technical College *2020 WTCS Local Equity Report*



Letter from the President

Mid-State Technical College is an open-access institution offering associate degrees, technical diplomas, and certificates in a variety of high-demand career fields designed to meet local workforce needs. To fulfill our mission of transforming lives through the power of teaching and learning, Mid-State is committed to supporting the success of each student. As the college intentionally supports the success of each student, Mid-State employees are guided by our core values—integrity, commitment, accountability, respect, exceptional service, and student-centeredness. Each of the values is foundational in supporting diversity, equity and inclusion efforts. These efforts are further actualized by creating a common understanding of diversity, equity and inclusion. To that end, in 2019-2020 Mid-State has adopted the WTCS Diversity, Equity, and Inclusion definitions:

- **Diversity:**
Diversity encompasses an array of experiences including, but not limited to, age, race, ethnicity, gender, religion, disabilities, socio-economic status, sexual orientation, gender identity, and national origin. An appreciative awareness of diversity provides the foundation for the understanding that individuals are shaped by this array of experiences.
- **Equity:**
Equity refers to the intentional practice of identifying the unique needs within our diverse student and employee populations, and in turn providing the support necessary for each individual to succeed in their academic and career goals.
- **Inclusion:**
Inclusion is the degree to which all individuals in a community are welcomed, valued, respected, heard, and able to participate. Creating inclusive college communities requires intentional action to address historical under-representation and exclusion with respect to academic and career success, hiring, promotion and leadership, campus climate, curriculum, and access to resources.

In our first institutional equity report, these data provide Mid-State with the opportunity to assess our diversity, equity and inclusion efforts. The report also allows the opportunity to support these initiatives through institutionally coordinated supports and a careful consideration of the outcomes of student groups as well as the institution as a whole. In the end, this effort fulfills our mission and values, enhances the campus climate, and most importantly focuses on creating an environment to support the success of each student.

Sincerely,

Dr. Shelly Mondeik
President, Mid-State Technical College

mstc.edu
888.575.MSTC



Local Equity Report

As part of the Perkins Strengthening Career and Technical Education for the 21st Century Act (Perkins V), funds are available that directly support Wisconsin’s equity and “[60 Forward](#)” attainment goals to close equity gaps and increase credential attainment across the state. A critical first step for this work is to create a local equity report at the district-level to best understand the needs and opportunities for increasing equity, inclusion, and credential attainment for populations experiencing gaps in student success outcomes. This Local Equity Report Template will guide you through recreating the data comparisons and information in the [WTCS System-wide Equity Report](#) with links and resources to help you get started. This template will also prompt you to determine both short-term and long-term college goals for closing equity gaps and advancing inclusion across your district.

This work will help lay the foundation for institutionalizing a culture of equity and inclusion at your college and will help shape your college’s Perkins V local plan, grant applications and revised local needs assessment (conducted in year two of the four-year state plan).

For questions and assistance in completing this Local Equity Report Template, please contact:

- Colleen Larsen (colleen.larsen@wtcsystem.edu, 608-266-3738) or Karen Showers (karen.showers@wtcsystem.edu, 608-267-9458) for information on special populations and student supports.
- Hilary Barker (hilary.barker@wtcsystem.edu, 608-266-3592) for data inquiries.

College Name: Mid-State Technical College	Date: May 28, 2020
Point of Contact or Project Leader Name and Contact Info:	Name and position of team members involved in creating this report:
Micki Dirks-Luebbe, Grant & Contract Administrator	<ul style="list-style-type: none"> • Karen Brzezinski, Vice President, Human Resources & Organizational Development • Sheila Cover, Research Specialist • Beth Ellie, Manager of Institutional Effectiveness, Accreditation and Quality • Mandy Lang, Vice President, Student Services & Enrollment • Christina Lorge, Dean, Retention and Student Support • Natasha Miller, Student Life Manager • Luke Vargo, Business Intelligence Analyst

Contents

Executive Summary.....	3
Historic Shifts in Population Demographics.....	4-8
Historic Shifts in Poverty Rates.....	9-11
Student Success Outcomes.....	12-16
Early Momentum Metrics.....	17-20
Program Enrollments by Wage.....	21-26
Employee Representation	27-29
Goals for Addressing Equity Gaps.....	29-31
References.....	32

Appendix A: Perkins V Target Population

Appendix B: 2019-2024 Affirmative Action Plan

Appendix C: In-Service Agenda

Executive Summary.

Mid-State’s 2,500 square mile district includes all or parts of eight counties: Adams, Clark, Jackson, Juneau, Marathon, Portage, Waushara, and Wood. The Mid-State district is primarily located in three counties: Adams, Portage, and Wood County. It has four campuses located in Adams, Marshfield, Stevens Point, and Wisconsin Rapids. The distance between Mid-State campuses ranges between 23 and 32 miles. Across Mid-State Technical College’s district (Portage, Wood, and Adams Counties), there is a significant socio-economic gap evidenced by the number of individuals that are economically disadvantaged. Although the district’s poverty rates are lower than the national average, there is a significant rate of Asset Limited, Income Constrained, Employed (ALICE) households. Of the ALICE and poverty households in district counties, Adams was reported the highest at 45%; whereas, Portage and Wood reported rates at 34%. This indicates that district households cannot afford the basics of housing, food, education, healthcare, childcare, and transportation, despite working. Considering that by 2020, 65% of the nation’s labor market will require some college to meet industry needs, there will be considerable impact to the region’s economy if needs are unmet.¹

Like the state of Wisconsin, an economic gap exists in the Mid-State district based on several factors, including a (1) decline of the working age population, (2) significant growth in the elderly population, and (3) inequities in postsecondary educational attainment. The steady demand from employers across industries for individuals with technical skills and inequities in postsecondary credential attainment pose a challenge. According to Emsi (2020), from 2020-2025, 16% (-1,800) aged 20-29 years are projected to leave; 12% (-1,213) aged 50-54 years are projected to leave; 74% (6,071) will be aged 60-85 years and over; and 22,426 individuals will be within retirement age (aged 55-69). Additionally, 40% of the district 2020 population holds a high school diploma or equivalent or less. There is also a shift in male and female college attainment. According to Emsi (2020), by 2025, district females will outpace males in holding a college degree (51% v. 49%); comparatively the population is split 50/50 by gender (50% female/50% male).²

Lastly, in addition to the declining working age population, labor market shortages have been exacerbated by low unemployment rates as illustrated in Figure 1. Mid-State district’s unemployment average ending December 2019 was slightly lower than the national average at 3.4% v. 3.8%.³

Unemployment Rates	Region	U.S.	Threshold Calculations
24-month Average Unemployment Rate (BLS) period ending December 2019	3.43	3.78	-0.35
2018 Per Capita Money Income (5-year ACS)	\$29,352	\$32,621	89.98%
2018 Per Capita Personal Income (BEA)	\$45,382	\$54,446	83.35%

Figure 1.

KEY FINDINGS. The report identified the following equity gaps.

- Households in Poverty and ALICE households made up a significant portion of the population across all district counties ranging from 35%-51%.
- Females, low educational attainment levels, and minorities indicated higher rates of poverty.
- Males, minorities, students with disabilities, and students with economic disadvantages had lower 6-year program completion rates.
- Students across all races/ethnicities, males, students without an economic disadvantage, and students with disabilities fall to spring retention rates declined from 2011-2013.
- Students across all populations were primarily enrolled in medium wage programs.
- Compared to the student population, Mid-State employees were less diverse.

¹ WTCS. 2018 Student success summit guided pathways data for equity.
² Emsi. (2020). Mid-State 3-county demographic profile [2020-2025 data set].
³ EDA STATS America (n.d.). Mid-State 3-county economic distress criteria.

Summary: College District Demographics



HISTORIC SHIFTS IN MID-STATE DISTRICT POPULATION DEMOGRAPHICS (2012 and 2017).

By Gender. Overall, as illustrated in Figure 5., Mid-State’s 5-year population demographics by gender was split 50/50. There were some slight variations by district counties served as indicated in Figures 2-5. Adams and Wood Counties showed steady gender trends while Portage County indicated a slight increase of males over the 5-year period.

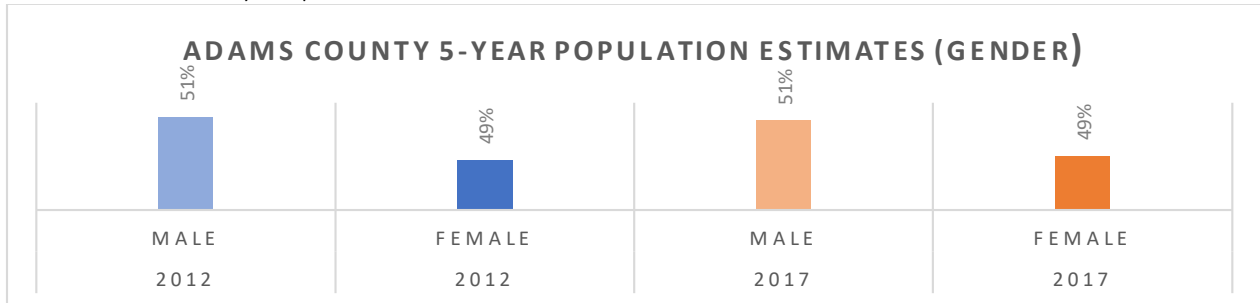


Figure 2. From 2012-2017, the sample showed the overall population of the county declined by 2%.

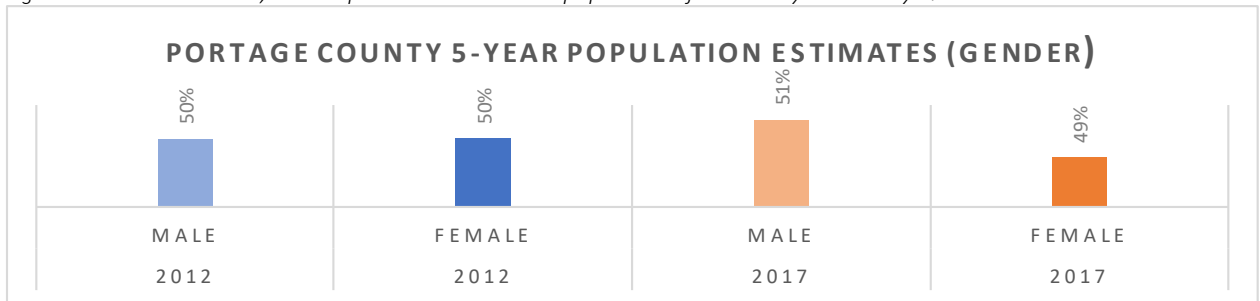


Figure 3. From 2012-2017, the sample showed the overall population of the county increased by 1%.

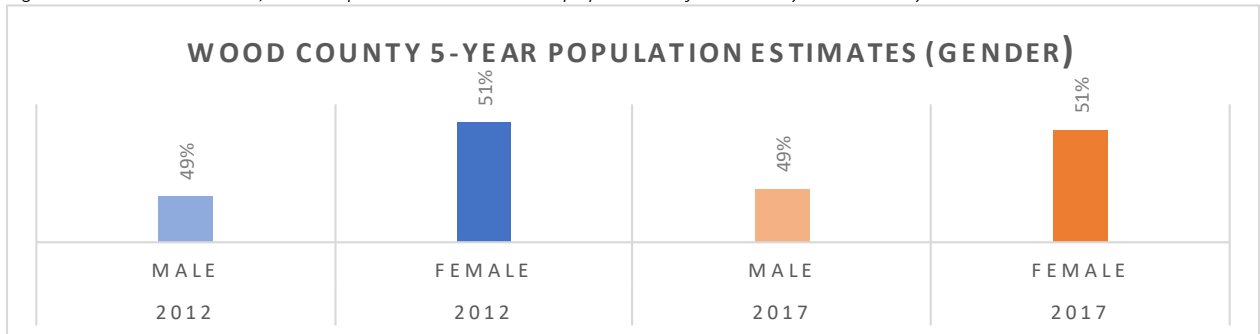


Figure 4. From 2012-2017, the sample showed the overall population of the county declined by 2%.

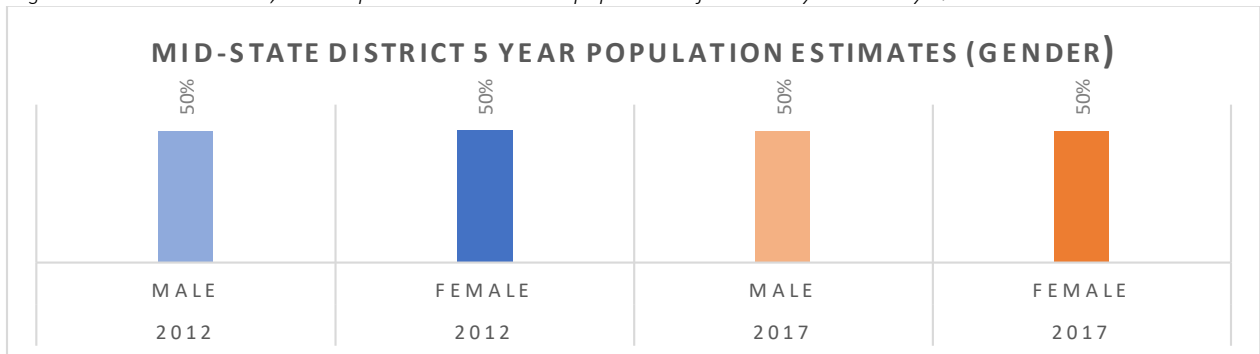


Figure 5. From 2012-2017, the sample showed the overall population of the district declined by 1%.

By Race/Ethnicity. Overall, as illustrated in Figure 9, Mid-State’s 5-year population demographics by race/ethnicity slightly shifted. The non-Hispanic White population declined by 1% over a 5-year period. Similar shifts were illustrated in Adams, Portage, and Wood Counties.

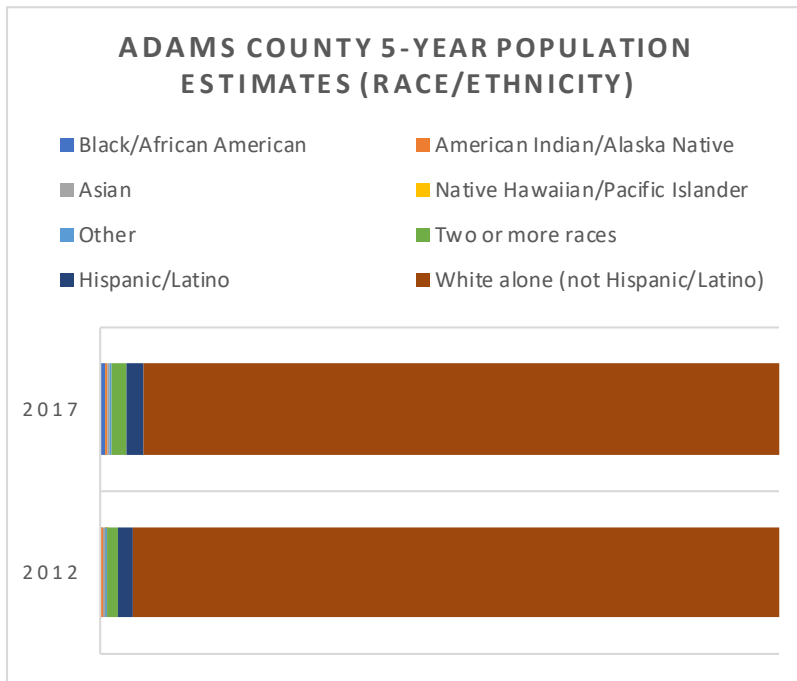


Figure 6. Population increases: Black (1%), Asian (1%), Hispanic/Latino (1%).

Adams County	2012		2017	
Black/African American	0%	40	1%	140
American Indian/Alaska Native	0%	69	0%	46
Asian	0%	28	1%	98
Native Hawaiian/Pacific Islander	0%	21	0%	0
Other	0%	75	0%	57
Two or more races	2%	308	2%	374
Hispanic/Latino	2%	426	3%	498
White alone (not Hispanic; Latino)	96%	18,553	94%	17,918

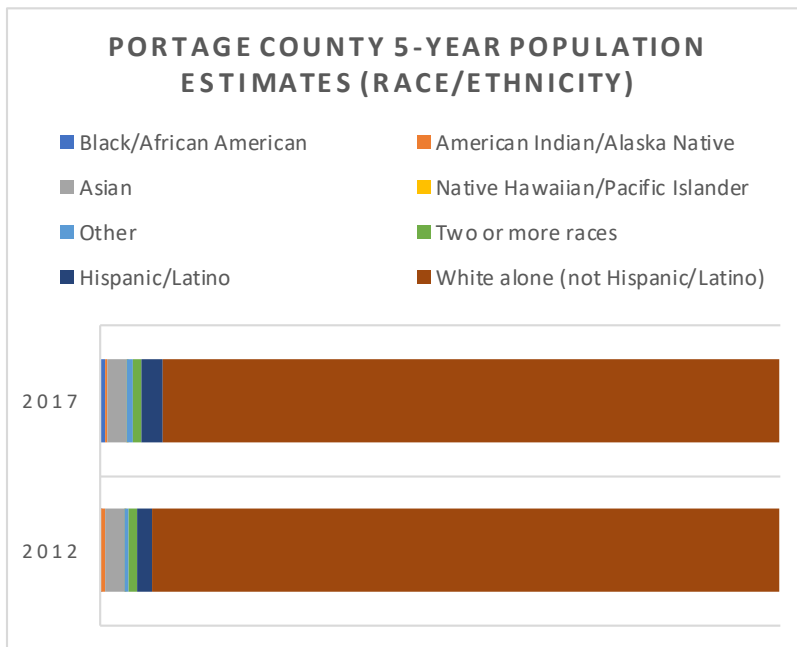
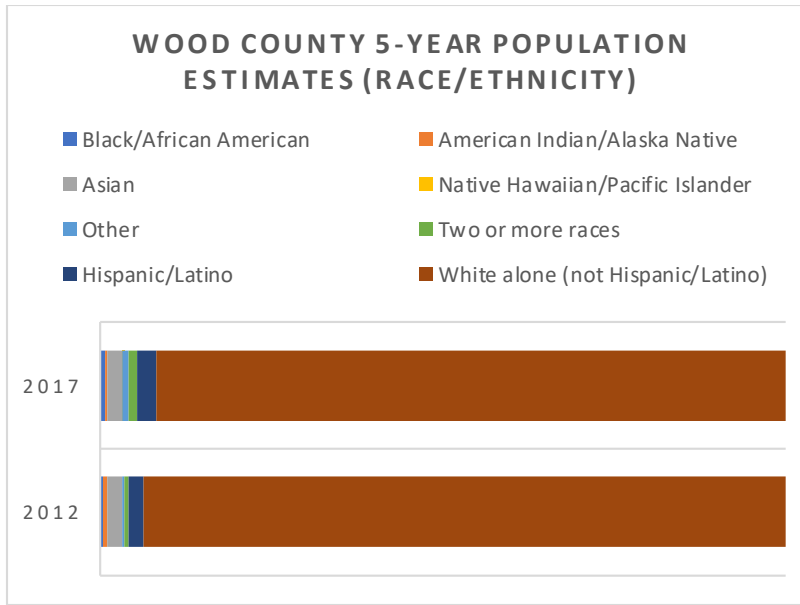


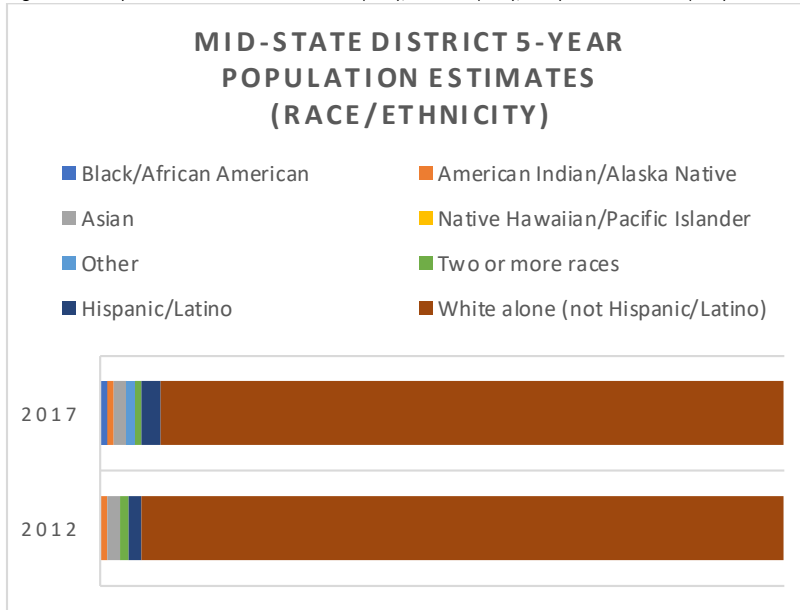
Figure 7. Population increases: Black (1%), Amer. Indian (1%), Hispanic/Latino (1%).

Portage County	2012		2017	
Black/African American	0%	138	1%	400
American Indian/Alaska Native	0%	263	1%	409
Asian	3%	1960	3%	1748
Native Hawaiian/Pacific Islander	0%	3	0%	4
Other	1%	419	1%	622
Two or more races	1%	750	1%	934
Hispanic/Latino	2%	1627	3%	2029
White alone (not Hispanic; Latino)	93%	61,765	92%	61,580



Wood County	2012		2017	
Black/African American	0%	138	1%	451
American Indian/Alaska Native	1%	263	1%	387
Asian	2%	1960	2%	1476
Native Hawaiian/Pacific Islander	0%	3	0%	12
Other	0%	419	1%	630
Two or more races	1%	750	1%	1017
Hispanic/Latino	2%	1627	3%	2046
White alone (not Hispanic; Latino)	94%	61,765	93%	67,195

Figure 8. Population increases: Black (1%), Other (1%), Hispanic/Latino (1%).



Mid-State District	2012		2017	
Black/African American	0%	464	1%	991
American Indian/Alaska Native	1%	879	1%	842
Asian	2%	3443	2%	3322
Native Hawaiian/Pacific Islander	0%	24	0%	16
Other	0%	779	1%	1309
Two or more races	1%	1636	1%	2325
Hispanic/Latino	2%	3688	3%	4573
White alone (not Hispanic; Latino)	93%	149,464	92%	146,693

Figure 9. Population increases: Black (1%), Other (1%), Hispanic/Latino (1%).

By Educational Attainment. Overall, as illustrated in Figure 13., Mid-State’s 5-year population demographics by educational attainment made a 3% gain in individuals attaining some college or associate degree and a 5% gain in individuals attaining a bachelor’s degree or higher. However, a significant percentage of the 2017 district population had only a high school or equivalency or less (44%)—especially significant in Adams County (55%) (Figure 10.).

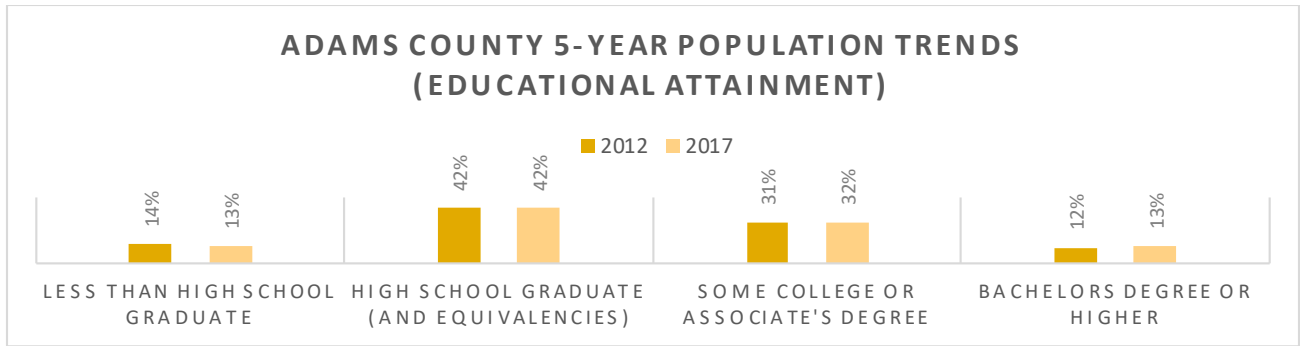


Figure 10. From 2012-2017, there was only a slight shift in trends across all educational attainment levels (0%-1%).

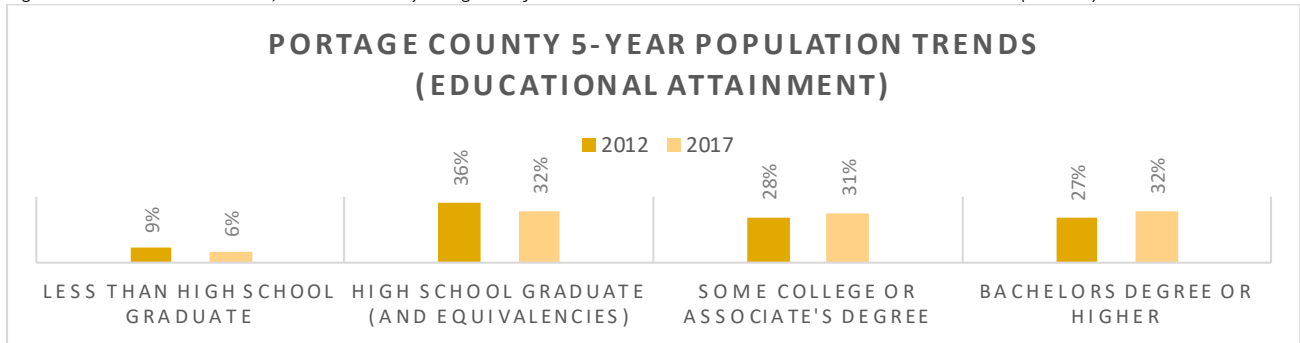


Figure 11. From 2012-2017, there was an 8% increase in educational attainment levels for those with some college or higher.

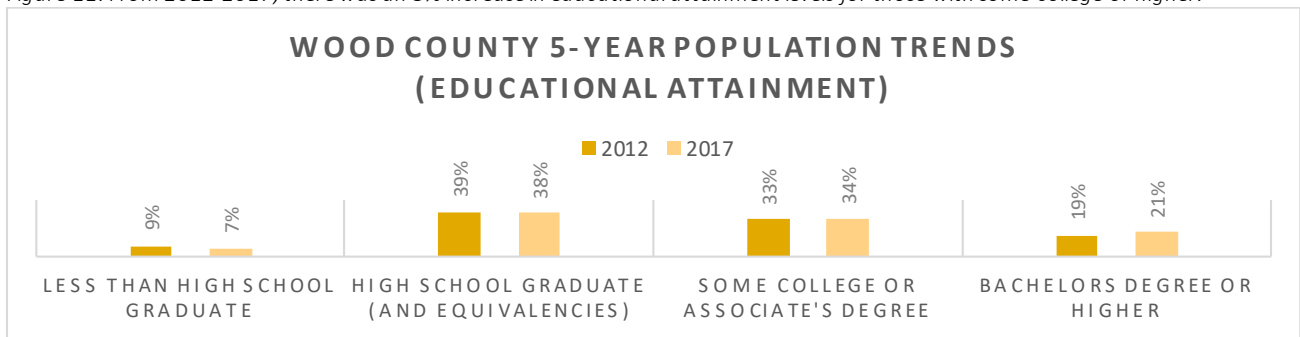


Figure 12. From 2012-2017, there was a 3% increase in educational attainment levels for those with some college or higher.

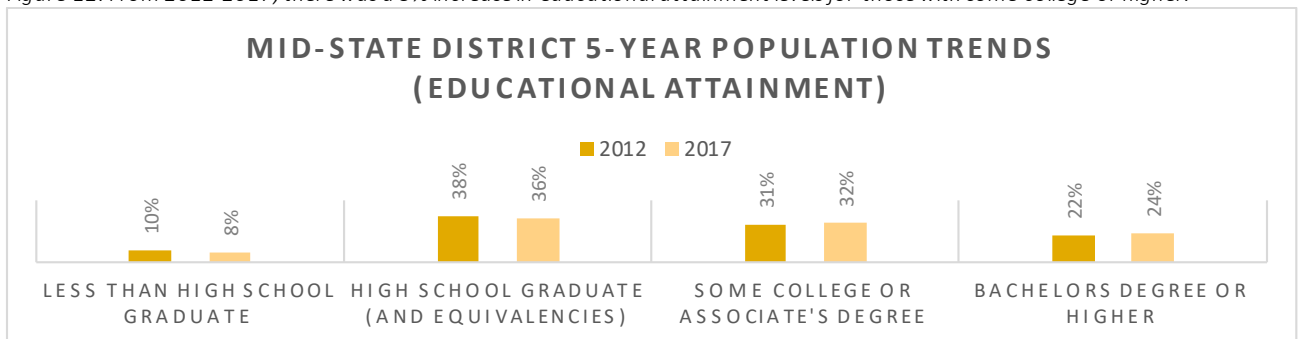


Figure 13. From 2012-2017, there was a 3% increase in educational attainment levels for those with some college or higher.

By Income. Figure 14. illustrated Mid-State's 5-year population demographics by income. Over the five-year period, Adams County had a 5% increase in poverty rates while Portage and Wood Counties declined by 1%. When combining ALICE household data in 2017, Adams County again showed greater economic distress (>16%) than Portage and Wood Counties.

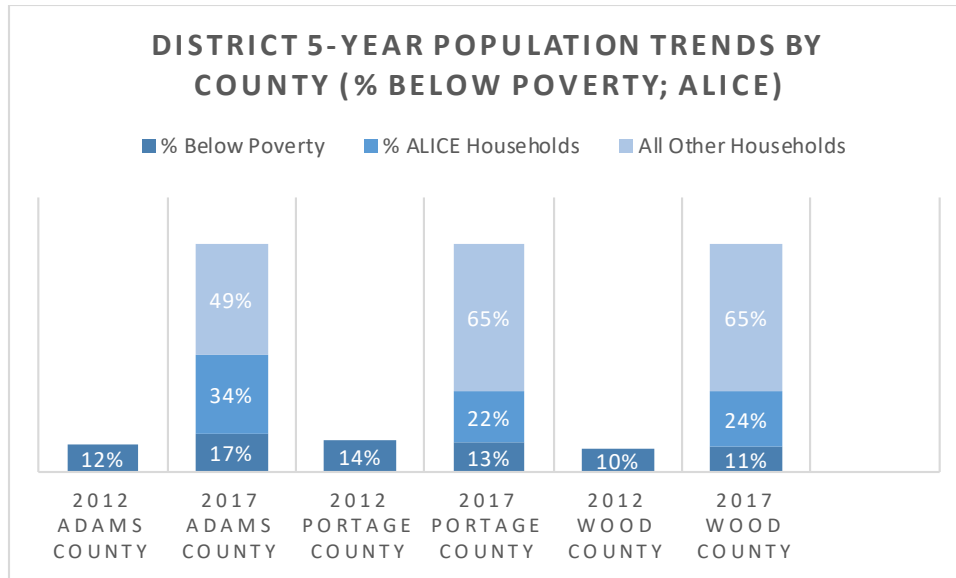


Figure 14. Percentage of Mid-State District households in 2012 and 2017, grouped by those below the national poverty line (Dark blue) and the United Way's ALICE threshold (medium blue). All other households are above the ALICE threshold (light blue). Data are derived from the United Way's ALICE report (2018).

KEY FINDINGS: Historic Shifts in Mid-State District Population Demographics (2012 And 2017).

- Male and females represented 49% to 51% across all district counties. Overall, the district experienced a 1% decline in overall population (net loss of 1,089 individuals).
- District Race/ethnicity populations are shifting slightly. Population increases included: Black (1%), Other (1%), Hispanic/Latino (1%).
- Based on labor market's projection of requiring 65% of its workforce by 2022 to have some college; ⁴ there is a significant equity gap in the district considering that 44% of the 2017 district population (25 years or older) had only a high school diploma or equivalency—Adams County had even higher levels of educational attainment gaps (55%). However, in the district, there were some gains from 2012-2017, there was a 3% increase in educational attainment levels for those with some college or higher.
- Households in Poverty and ALICE households make up a significant portion of the population across all district counties ranging from 35%-51% increasing inequities to affording basic needs due to low wages, depleted savings, and the increased cost of housing, childcare, health care, food, and transportation.⁵
 - Households in Adams County are more economically distressed than Portage and Wood Counties (>16% in 2017).

⁴ WTCS. 2018 Student success summit guided pathways data for equity.

⁵ United Way of Wisconsin (2018). ALICE Report. Retrieved from <https://unitedwaywi.site-ym.com/page/2018ALICE>.

Historic Shifts in Mid-State District Poverty Rates



HISTORIC SHIFTS IN MID-STATE DISTRICT POVERTY RATES (2012 and 2017).

By Gender. Overall, Mid-State’s 5-year population demographics by poverty and gender were split 50/50. Adams and Wood Counties indicated a slight increase of both genders in poverty over a 5-year period; by 1%-2% and 1%, respectively. Overall, females were more likely to be in poverty (1%-2% higher rates).

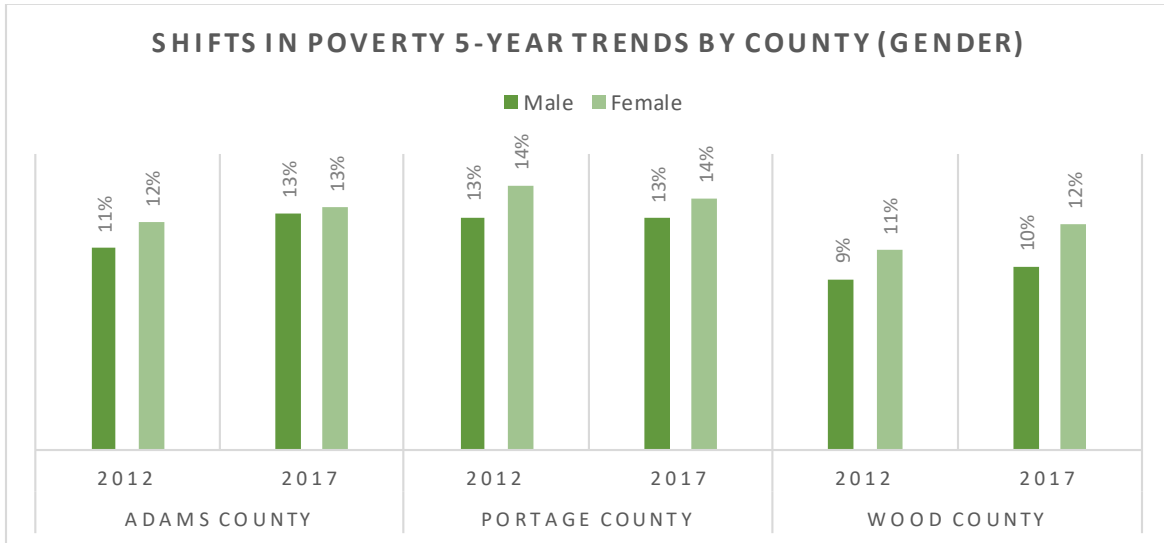


Figure 15. Overall, females were slightly more likely to be in poverty than males.

By Educational Attainment. Overall, as illustrated in Figure 16., the higher the credential, the less likely households were in poverty. In 2017, in Portage and Wood Counties, there was increased poverty levels in households, especially those that held a high school diploma or equivalent or less. Interestingly, in 2017, Adams County there was a slight increase in poverty levels in households with a high school diploma or equivalent or more including a 3% increase for those who had some college or associate’s degree.

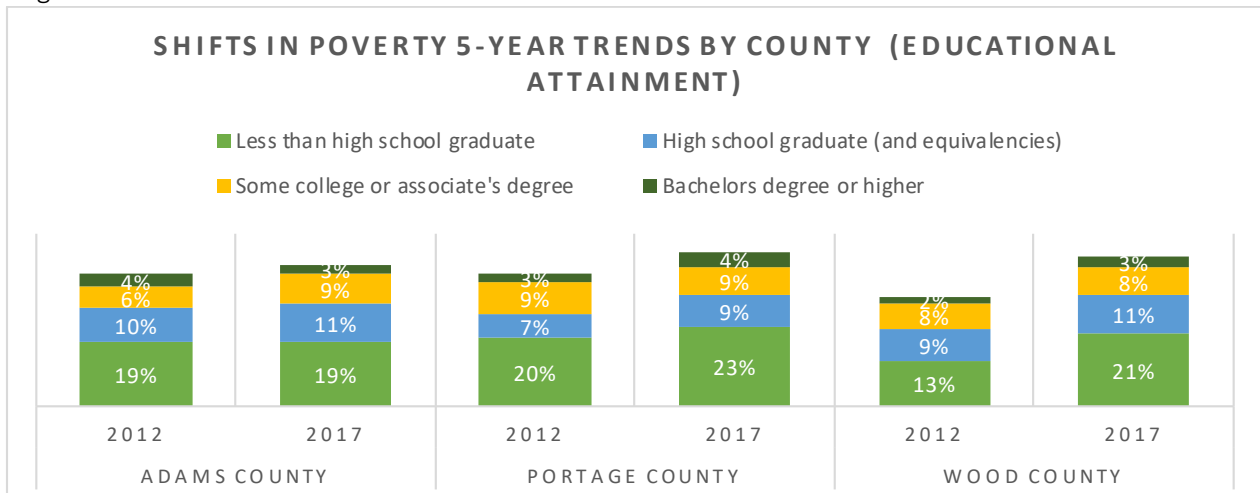


Figure 16. Those residing in Portage and Wood Counties with a high school credential or less were in poverty at higher rates in 2017 compared to 2012.

By Race/Ethnicity. Mid-State’s 5-year population demographics by poverty and race/ethnicity revealed: across all the counties, the White population showed lower rates of poverty compared to other races/ethnicities (10%-13%) except for the Asian population in Wood County (4%-2012/2017).

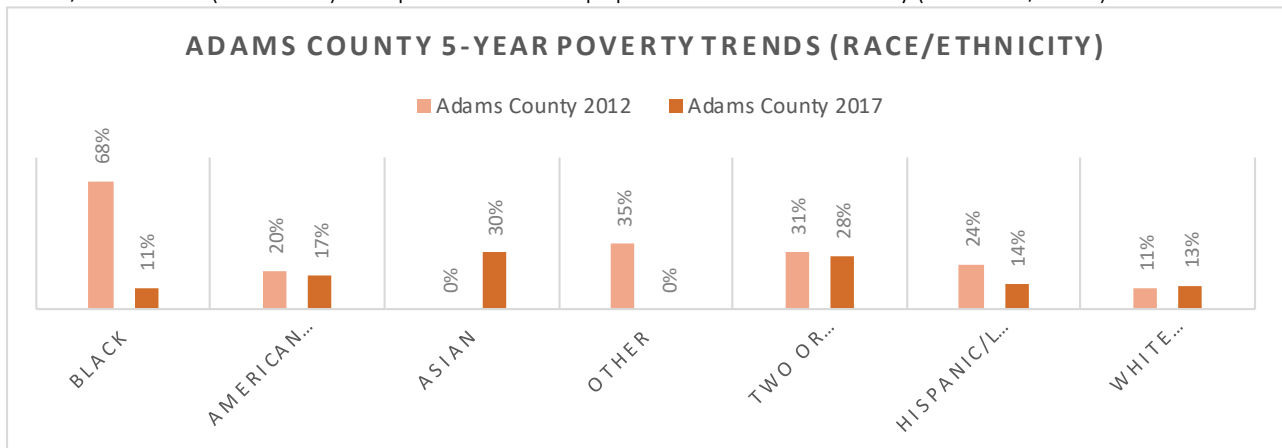


Figure 17. Of the county’s population, 12% and 13% were below the poverty level in 2012, 2017; respectively. Asians (2012), “Other” (2017), and Whites (2012) had lower poverty rates than annual baseline measures. However, Whites and Asians poverty rates increased by 2% and 30%; respectively from 2012-2017.

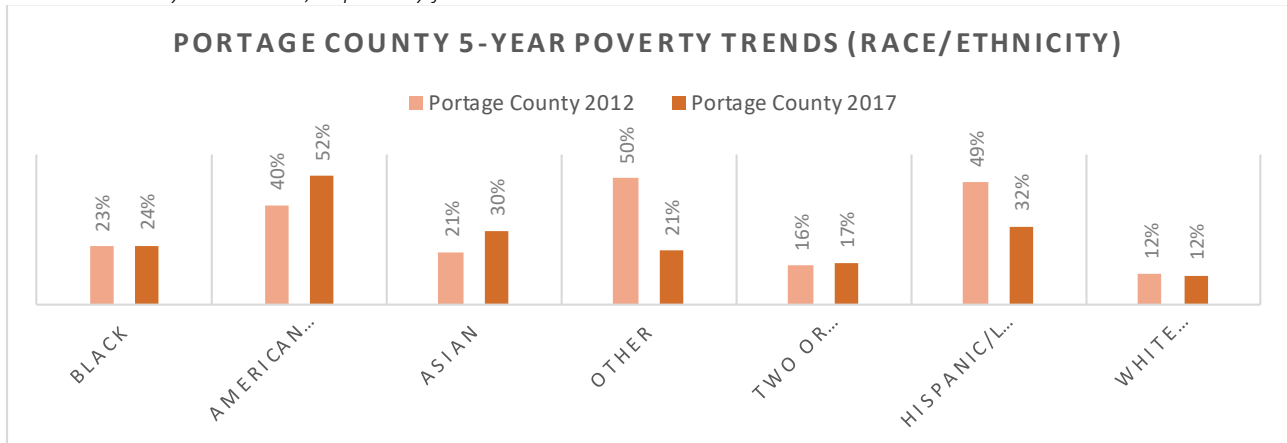


Figure 18. Of the county’s population, 14% and 13% were below the poverty level in 2012, 2017; respectively. Whites (2012, 2017) had lower poverty rates than annual baseline measures. From 2012-2017, poverty increased for Blacks (1%), Amer. Indian (12%), Asian (8%), and 2+ Races (1%).

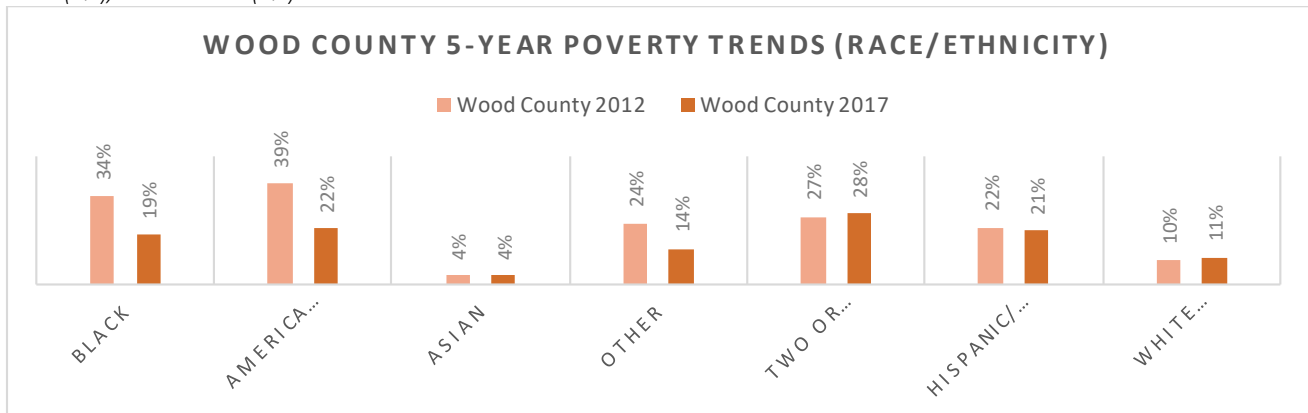


Figure 19. Of the county’s population, 10% and 11% were below the poverty level in 2012, 2017; respectively. Asians (2012, 2017) had lower poverty rates than the annual baseline measures. From 2012-2017, poverty increased for 2+ Races (1%) and Whites (1%).

KEY FINDINGS: Historic Shifts in Mid-State District Poverty Rates (2012 And 2017).

- Overall, females were more likely to be in poverty at 1%-2% higher rates than males.
- The data revealed, the higher the credential, the less likely households were in poverty.
 - Interestingly, in 2017, Adams County there was a slight increase in poverty levels in households with a high school diploma or equivalent or more including a 3% increase for those who had some college or associate's degree.
- Overall, the White population showed lower rates of poverty compared to other races/ethnicities (10%-13%) except for the Asian population in Wood County (4%-2012/2017).

Student Success Outcomes



STUDENT SUCCESS OUTCOMES. Data for Figures 20-22 are based on six-year degree attainment rates for Mid-State program students (aid codes: 10, 20, 30, 31, 32, and 50) disaggregated by status. Data are derived from Client Reporting for students who started an academic program in 2011-2013.

Race/Ethnicity. Across the 3 cohorts who completed programs in 6 years, White students accounted for 90% (n=1,376-1,415 students); Asian students accounted for 3% (n=39-45 students); Black students accounted for 2% (n=28-31 students); Hispanic/Latino students accounted for 2% (n=27-28 students); 2% (n=26-38 students) were not reported; American Indian accounted for 1% (n=12-15 students) and 2 or more races accounted for 1% (n=4-10 students). As illustrated in Figures 18-20, White students (54% - across all three cohorts) completed programs within 6-years at higher rates than racially and ethnically diverse students: Asian < 5%-10%; Black < 29%-37%; and Hispanic/Latino < 2%-6%; American Indian < 25%-37%.

Note: Asian students are a Perkins V Target Population. In FY19, Asian students completed 9% below baseline.

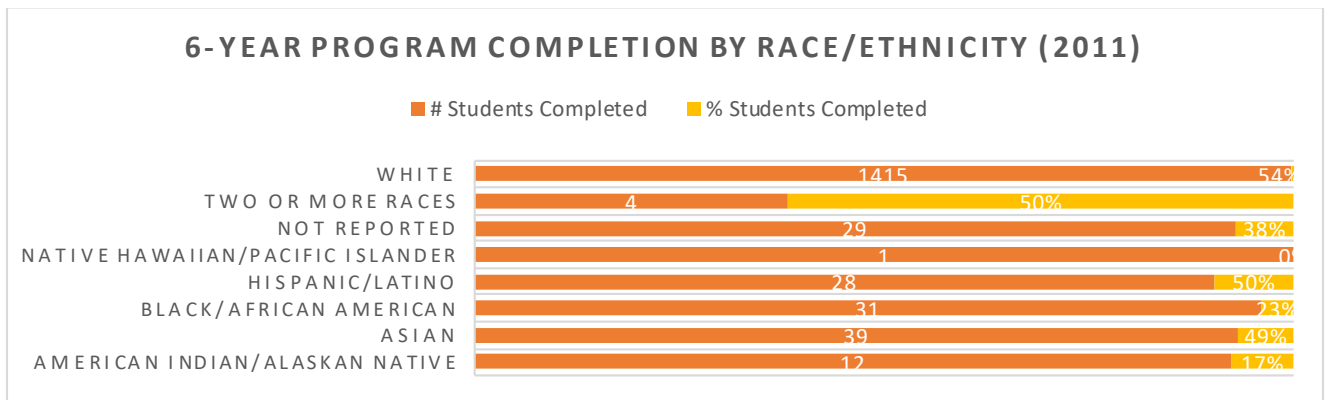


Figure 20. Mid-State baseline 6-Year Program Completion in 2011- 53%. White students were the only population to complete above baseline.

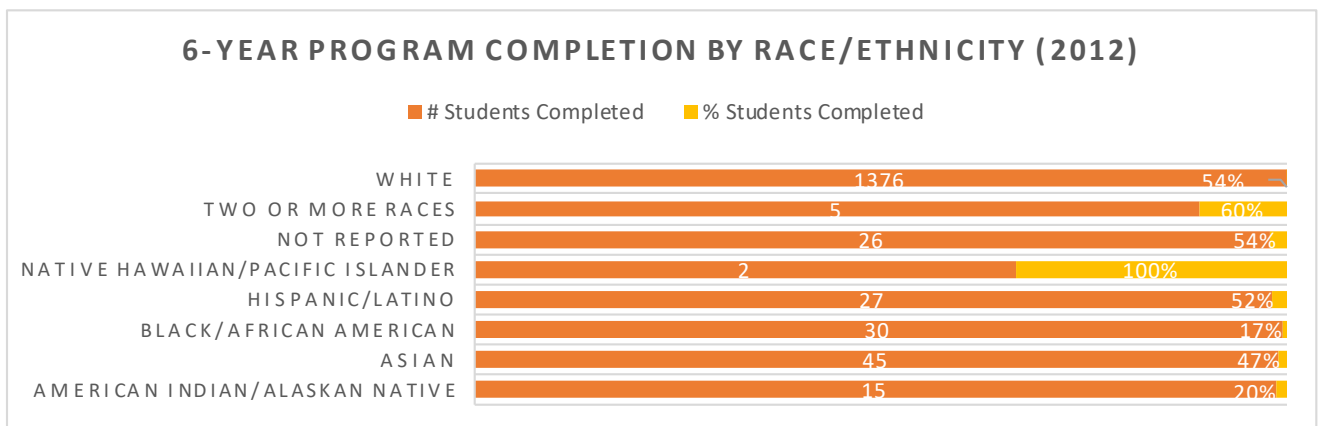


Figure 21. Mid-State baseline 6-Year Program Completion in 2012 – 52%. White students, 2 or More Races, and Pacific Islander student populations completed above baseline.

6-YEAR PROGRAM COMPLETION BY RACE/ETHNICITY (2013)

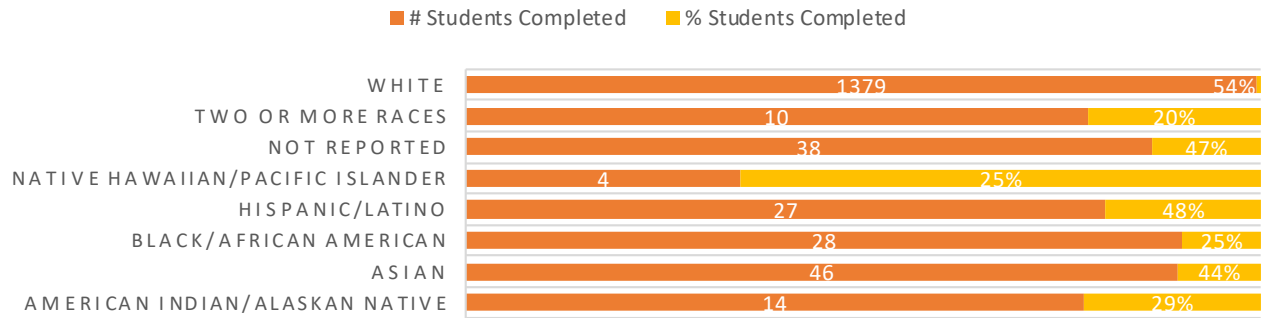


Figure 22. Mid-State baseline 6-Year Program Completion in 2013 – 53%. White students were the only population to complete above baseline.

By Gender. Mid-State’s 2011-2013 cohorts revealed higher 6-year program completion by females (14%-26%) compared to males. From 2011-2013, females exceeded annual baseline measures ranging from 6%-11%; however, 6-year program completion rates declined by 5% over the 3-year period. Comparatively, from 2011-2013, males 6-year program completion rates were 8%-15% lower than annual baseline measure but increased by 7% over the 3-year period.

Note: Male students are a Perkins V Target Population. In FY19, male students completed 9% below baseline.

6-YEAR PROGRAM COMPLETION BY GENDER (2011-2013)

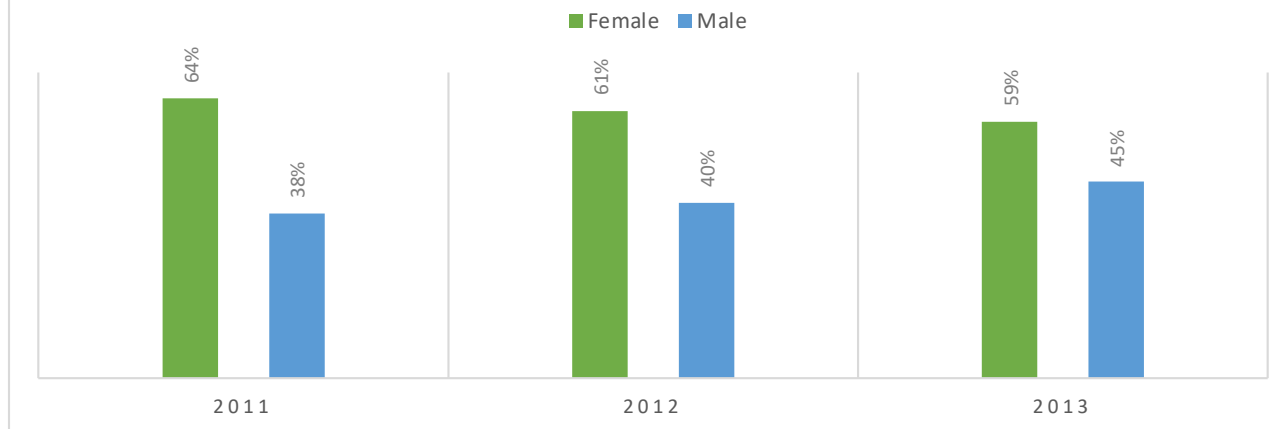


Figure 23. Mid-State baseline 6-Year Program Completion in 2011 – 53%, 2012-52%, and 2013-53%.

By Disability Status. Mid-State’s 2011-2013 cohorts revealed student success gaps for students with disabilities completed at 5%-22% lower rates than students without a disability. Additionally, from 2011-2013, the number of students with disabilities increased by 43 students.

Note: Students with disabilities are a Perkins V Target Population. In FY19, Students with disabilities completed 6% below baseline.

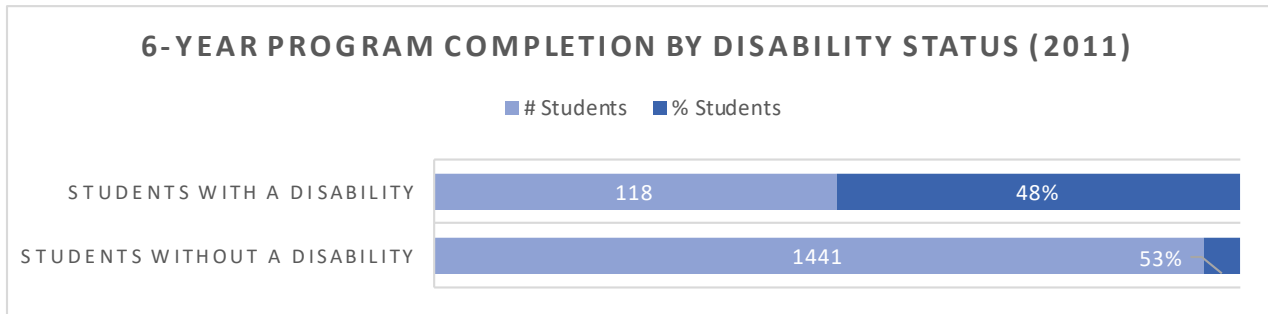


Figure 24. Mid-State baseline 6-Year Program Completion in 2011 was 53%. Students with a disability completed at a 5% lower rate than the annual baseline.

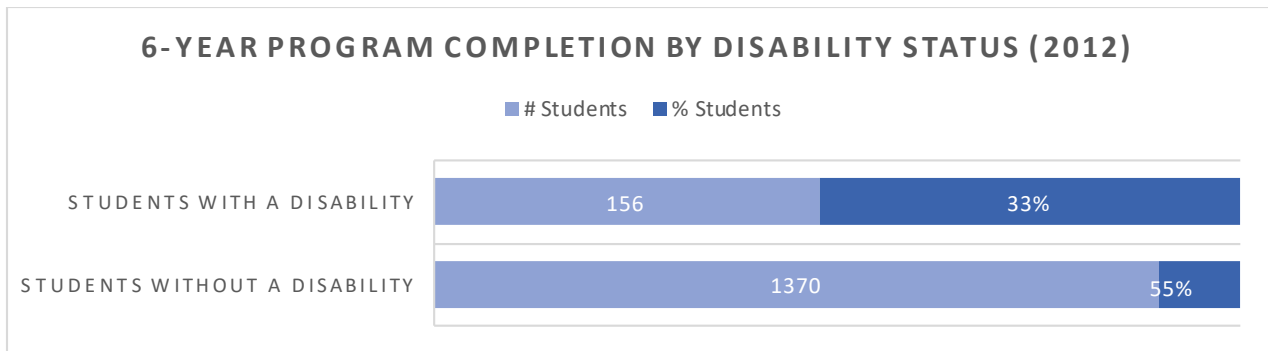


Figure 25. Mid-State baseline 6-Year Program Completion in 2012 was 52%. Students with a disability completed at a 19% lower rate than the annual baseline.

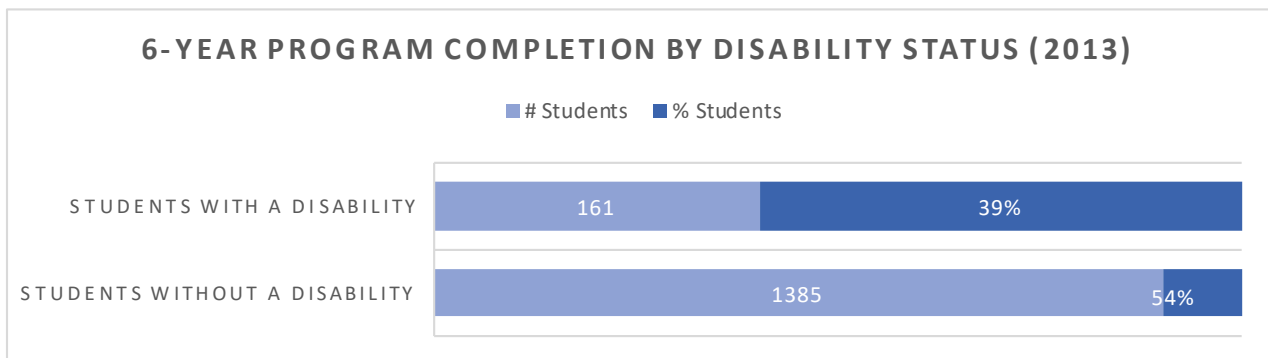


Figure 26. Mid-State baseline 6-Year Program Completion in 2013 was 52%. Students with a disability completed at a 13% lower rate than the annual baseline.

By Economic Status. Mid-State’s 2011-2013 cohorts revealed inequities for students with an economic disadvantage. The group completed at 13%-20% lower rates than students without an economic disadvantage with a slight decline of 1% over the 3-year period’s annual baseline (Figures 25-27).

Note: Economically disadvantaged students are a Perkins V Target Population. In FY19, economically disadvantaged students completed 9% below baseline. Additionally, single parents are a Perkins V Target Population. In FY19, single parents completed 8% below the baseline.

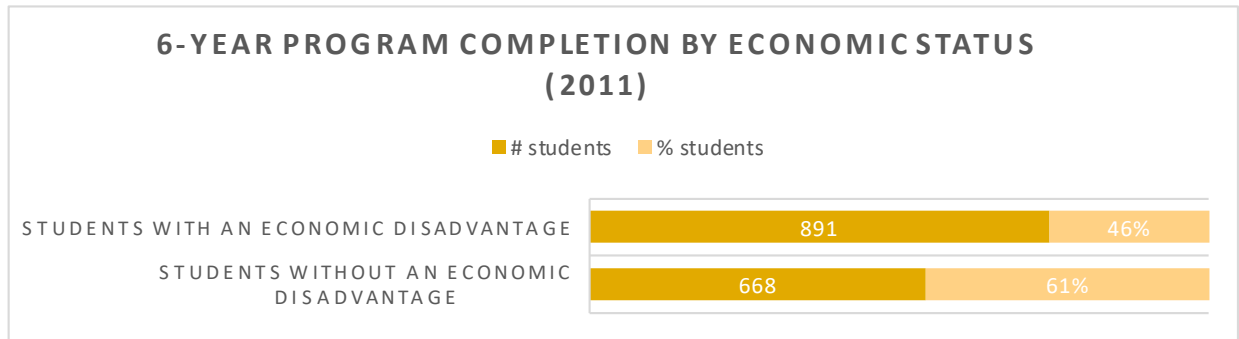


Figure 27. Mid-State baseline 6-Year Program Completion in 2011 was 53%. Students with an economic disadvantage completed their programs at a 7% lower rate than the annual baseline average.

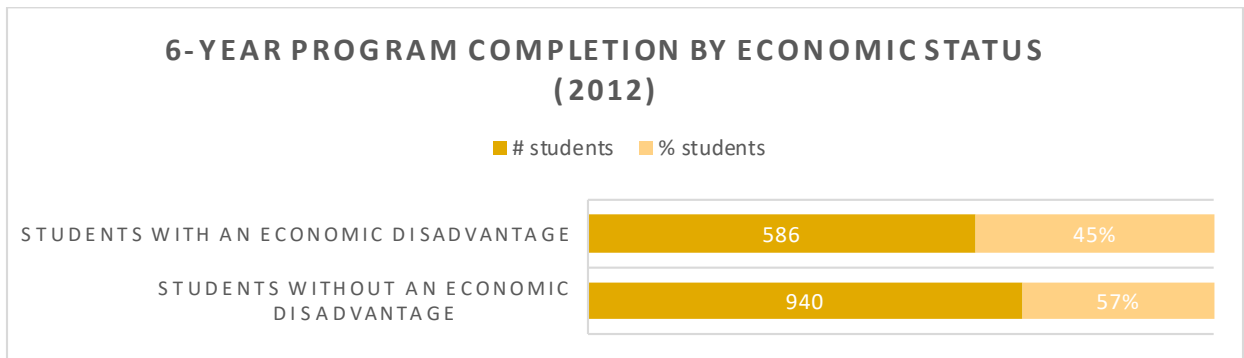


Figure 28. Mid-State baseline 6-Year Program Completion in 2012 was 52%. Students with an economic disadvantage completed their programs at a 7% lower rate than the annual baseline average.

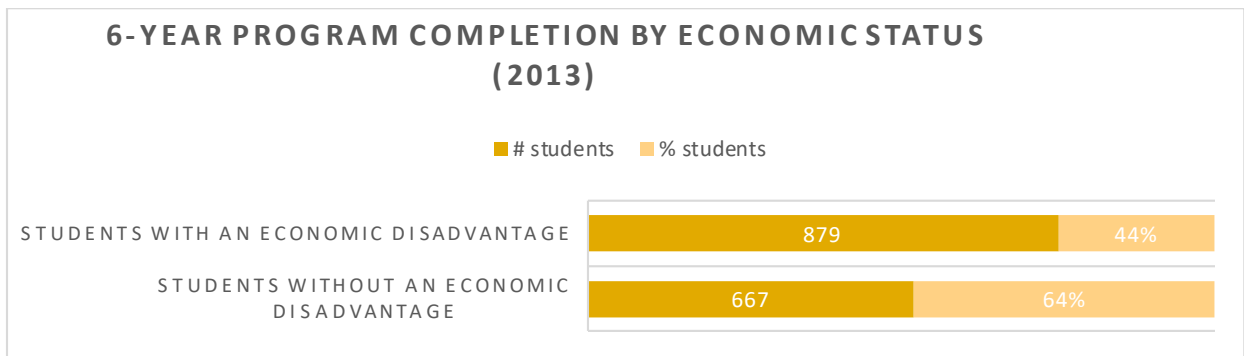


Figure 29. Mid-State baseline 6-Year Program Completion in 2013 was 52%. Students with an economic disadvantage completed their programs at an 8% lower rate than the annual baseline average.

KEY FINDINGS: Student Success Outcomes (2011-2013).

- White students completed programs within 6-year at higher rates than racially and ethnically diverse students.
 - There was a significant gap for Black students whom represented 2% of the cohort with data indicating they completed at 29%-37% lower rates than White students and a moderate gap for Asian students whom represented 3% of the cohort with data indicating they completed at 5%-10% lower rates than White students.
- Females compared to males were more successful at 6-year program completion (ranging 6%-11% higher than annual baseline measures). However, the data revealed a 5% decline in success over the 3-year period.
- Males were less successful than females at 6-year program completion (ranging 8%-15% below annual baseline measures). However, males showed a 7% increase over the 3-year period.
- Students with disabilities completed at 5%-22% lower rates than students without a disability.
 - From 2011-2013, the number of students with disabilities increased by 43 students.
- Students with an economic disadvantage completed at 13%-20% lower rates than students without an economic disadvantage.

Early Momentum Metrics



EARLY MOMENTUM METRICS. Fall to Spring Retention for new program students (first-time college student; program student).

By Race/Ethnicity. Overall, Mid-State’s Fall to Spring retention from 2011-2013 trended down 11%. A 9% decline was indicated from 2012 to 2011 for 614 and 605 White students; respectively. From 2011-2013, the following indicated declines in Fall to Spring retention: Hispanic/Latino (9-14 students) at 26%-29%, Black/African American (15-17 students) at 42%-46%, and Asian (19-27 students) at 19%-20%.

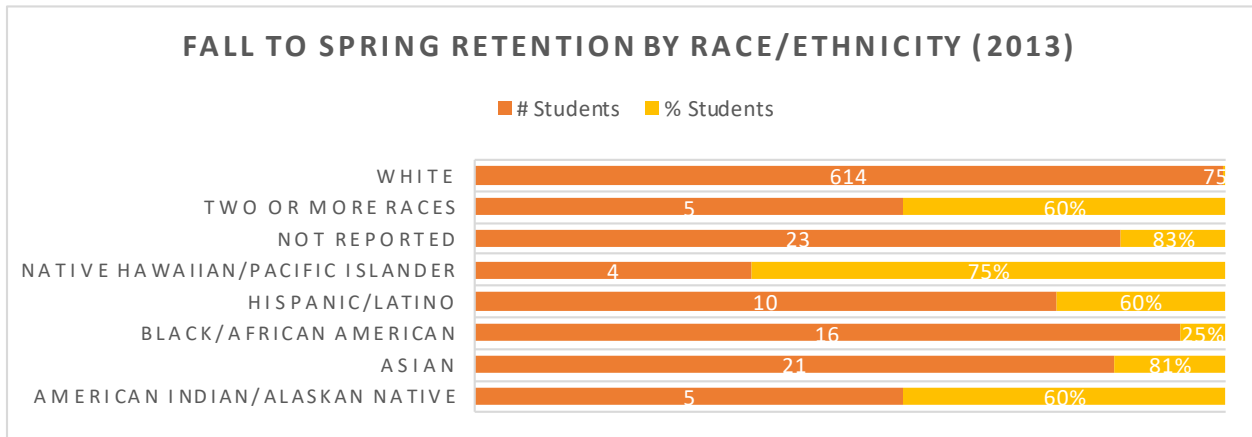


Figure 30. Baseline total Fall to Spring retention in 2013 was 74%. White, Pacific Islander, and Asian students were retained at higher rates than the overall population.

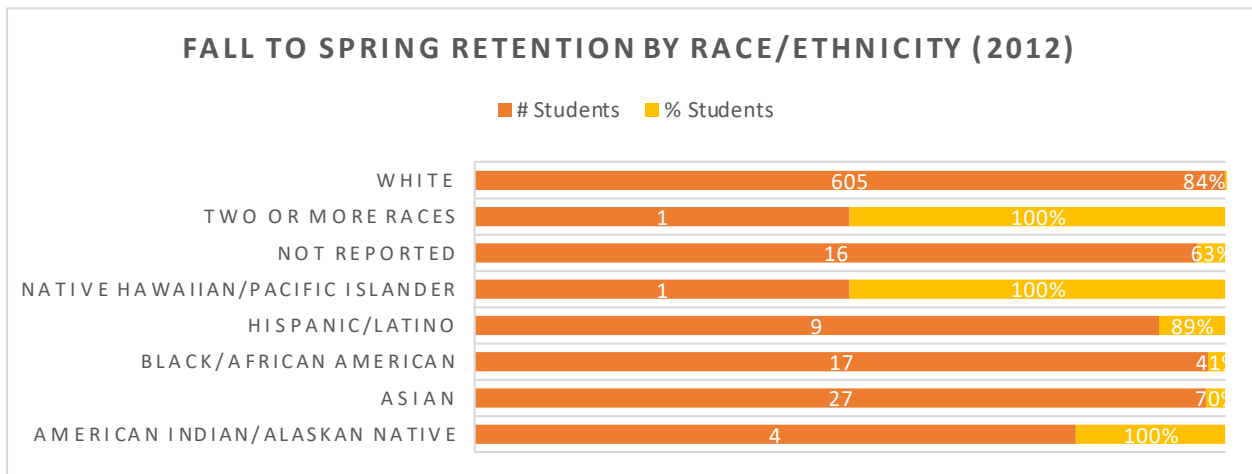


Figure 31. Baseline total Fall to Spring retention in 2012 was 82%. White, 2+ More Races, Pacific Islander, Hispanic/Latino, and American Indian students were retained at higher rates than the overall population.

FALL TO SPRING RETENTION BY RACE/ETHNICITY (2011)

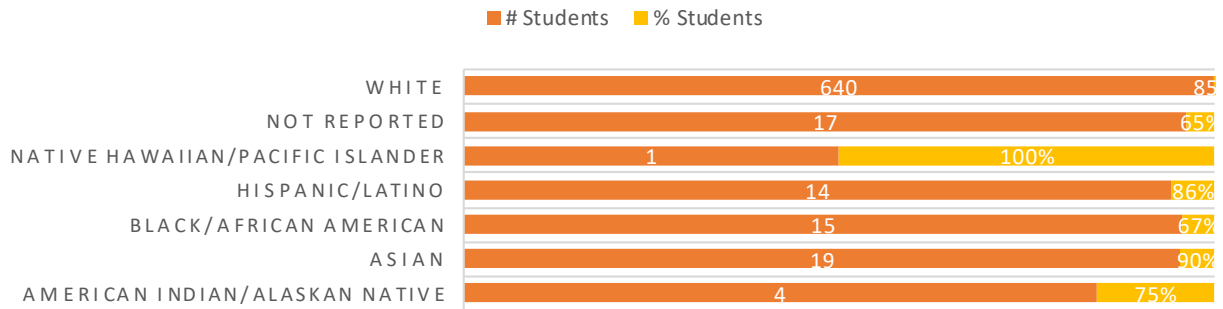


Figure 32. Baseline total Fall to Spring retention was 85%. White, Pacific Islander, Hispanic/Latino, and Asian students were retained at baseline rates or higher than baseline compared to other populations.

By Gender. Mid-State’s Fall to Spring retention by gender revealed that males lagged females from 2011-2013, at 4%-5% lower rates.

FALL TO SPRING RETENTION BY GENDER (2011-2013)

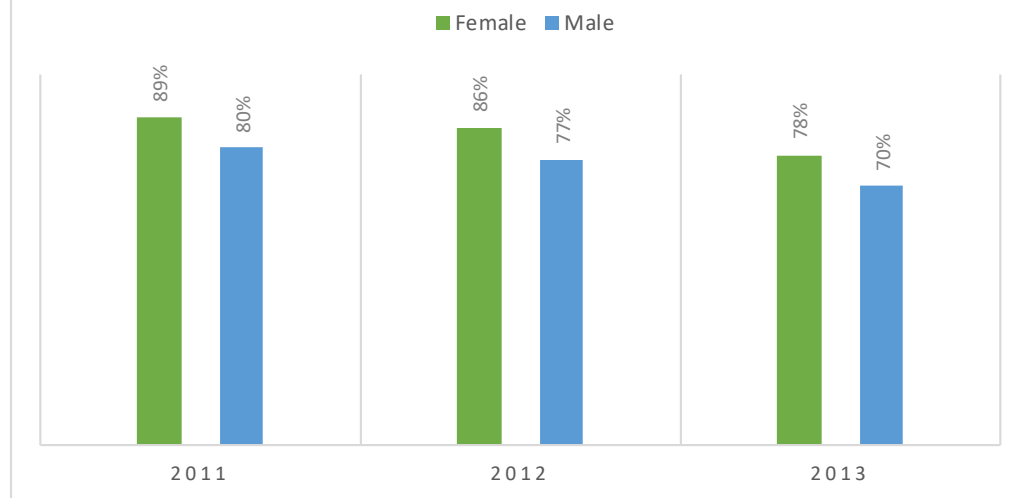


Figure 33. Baseline total Fall to Spring retention: 2011 – 85%; 2012 – 82%; and 2013 – 74%.

By Disability Status. From 2011-2012, students with a disability were retained at lower rates than students without a disability by 1%-9%. However, in 2013, students with a disability were retained at an 8% higher rate than students without a disability. (Note: we observed data anomalies for 2011).

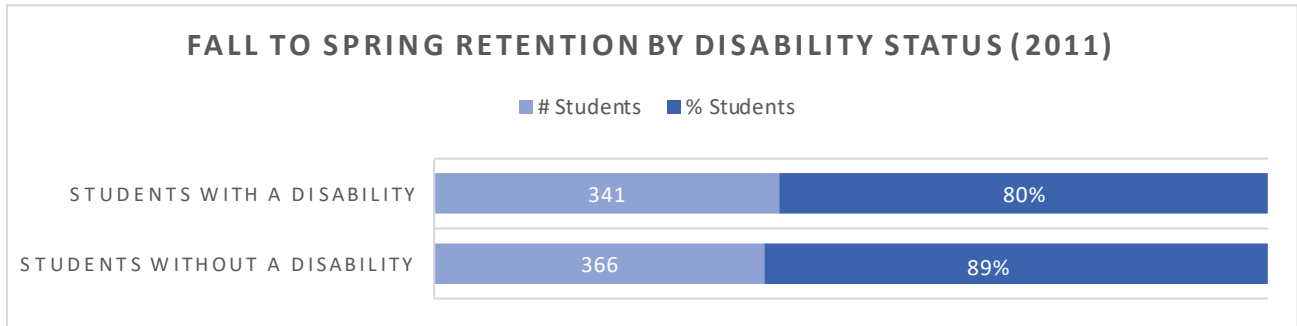


Figure 34. Baseline total Fall to Spring retention: 2011 – 85%.

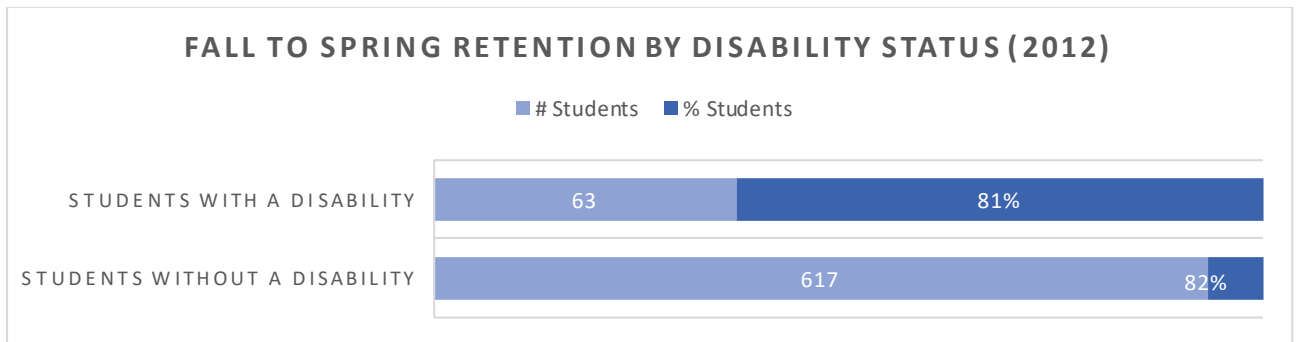


Figure 35. Baseline total Fall to Spring retention: 2012 – 82%.

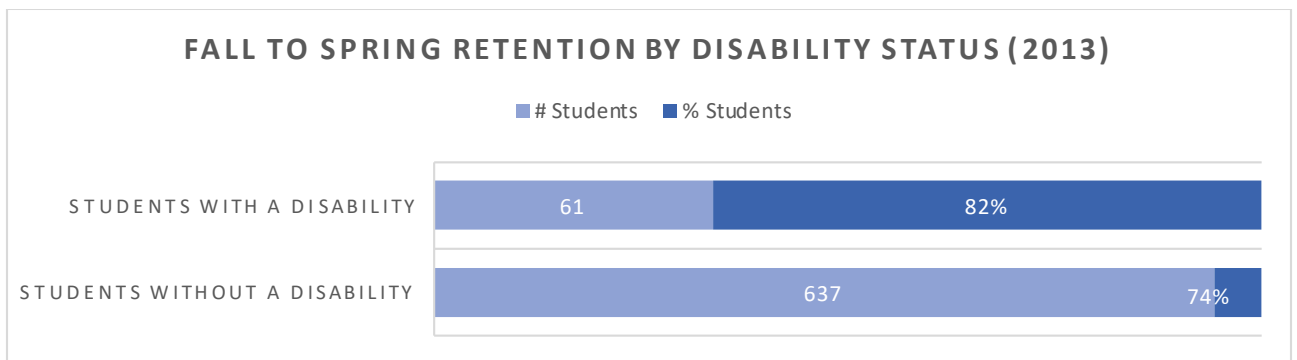


Figure 36. Baseline total Fall to Spring retention: 2013 – 74%.

By Economic Status. From 2011-2013, students with an economic disadvantage were retained at higher rates from fall to spring than students without an economic disadvantage; ranging at rates 2%-7% higher than the total baseline. (Note: We observed data anomalies for 2012).

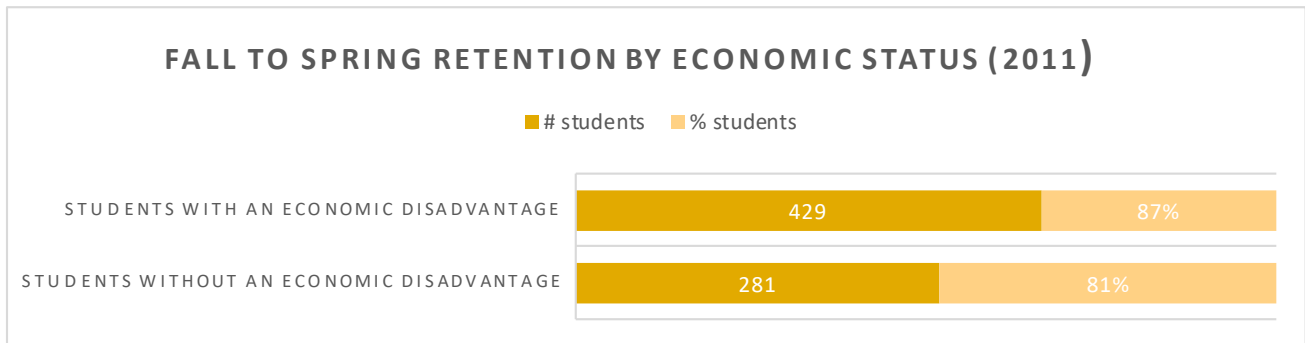


Figure 37. Baseline total Fall to Spring retention: 2011 – 85%.

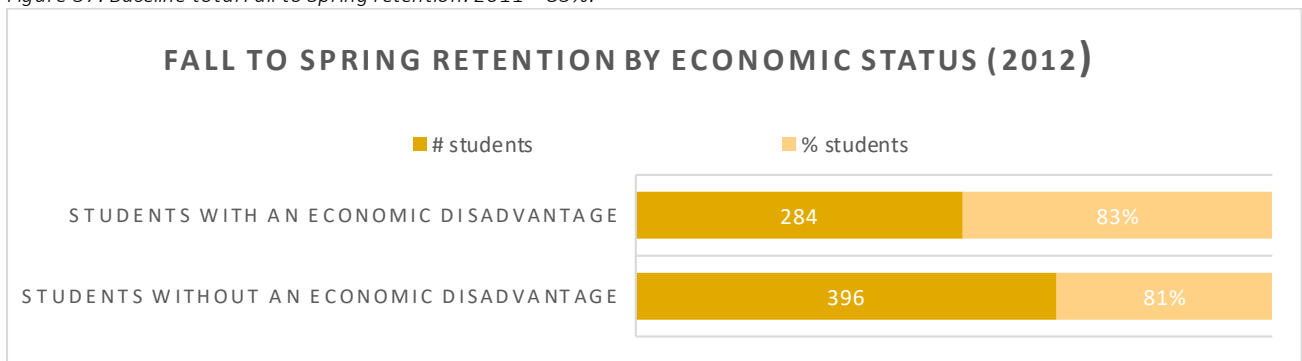


Figure 38. Baseline total Fall to Spring retention: 2012 – 82%.

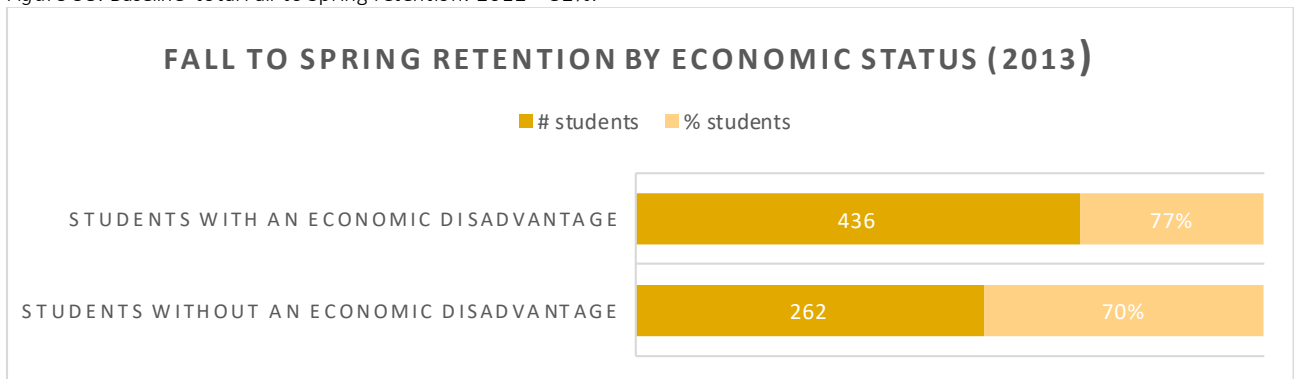


Figure 39. Baseline total Fall to Spring retention: 2013 – 74%.

KEY FINDINGS: Early Momentum Metrics – Fall to Spring Retention 2011-2013.

- Overall, Mid-State’s Fall to Spring retention from 2011-2013 trended down 11%. A 9% decline was indicated from 2012 to 2011 for 614 and 605 White students; respectively. From 2011-2013, the following indicated declines in Fall to Spring retention: Hispanic/Latino (9-14 students) at 26%-29%, Black/African American (15-17 students) at 42%-46%, and Asian (19-27 students) at 19%-20%.
- Students with an economic disadvantage were retained at higher rates from fall to spring than students without an economic disadvantage; ranging at rates 2%-7% higher than the total baseline.
- Males lagged females from 2011-2013, at 4%-5% lower rates.
- Students with a disability were retained at lower rates than student without a disability by 1%-9%.

Program Enrollment by Wage



Student Enrollment Patterns. The following charts illustrate student program enrollment patterns across programs with varying median wage outcomes (Figure 40).

Figure 40. Median Wage by Mid-State Program (Feb. 2020)		
Low wages = < \$29K	Medium wages = \$30K-\$49K	High wages = > \$50K
10-307-1 Early Childhood Education	10-001-5 Arboriculture/Urban Forestry Technician	10-462-1 Industrial Mechanical Technician
30-531-3 Emergency Medical Technician	10-101-1 Accounting	10-531-1 Paramedic Technician
30-543-1 Nursing Assistant	10-102-3 Business Management	10-543-1 Nursing - Associate Degree
31-502-1 Cosmetology	10-104-3 Marketing	10-605-4 Industrial Automation & Controls Engineering Tech
32-404-2 Automotive Technician	10-106-6 Administrative Professional	30-090-1 Farm Business & Production Management
	10-150-2 IT - Network Specialist	
	10-152-1 IT - Software Developer	
	10-515-1 Respiratory Therapist	
	10-530-2 Health Informatics & Information Management	
	10-607-4 Civil Engineering Technology - Highway Technology	
	30-401-4 HVAC Technical Diploma	
	30-442-7 Gas Tungsten Arc Welding (GTAW)	
	31-080-4 Farm Operation	
	31-442-1 Welding	
	31-509-1 Medical Assistant	
	31-512-1 Surgical Technologist	
	31-530-3 Medical Coder	
	32-412-1 Diesel & Heavy Equipment Technician	

Program Enrollment by Wage and Race/Ethnicity. Although WTCS' action research brief found that WTCS students from minoritized communities were overrepresented in programs and career clusters that lead to lower wages;⁶ Mid-State found similar trends across *all* populations. Mid-State found that students across all populations were primarily enrolled in medium wage programs and secondarily enrolled in low wage programs with smaller percentages enrolled in high wage programs as shown in Figures 41-46.

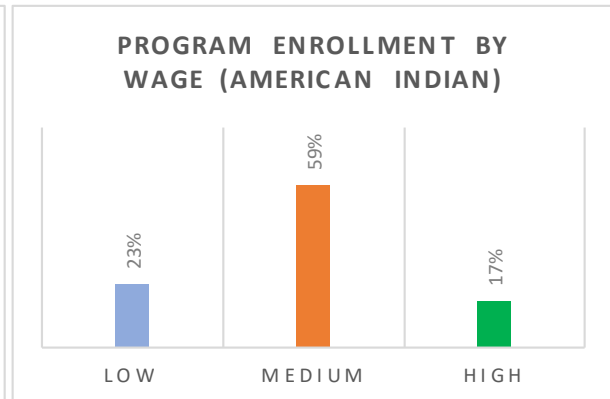
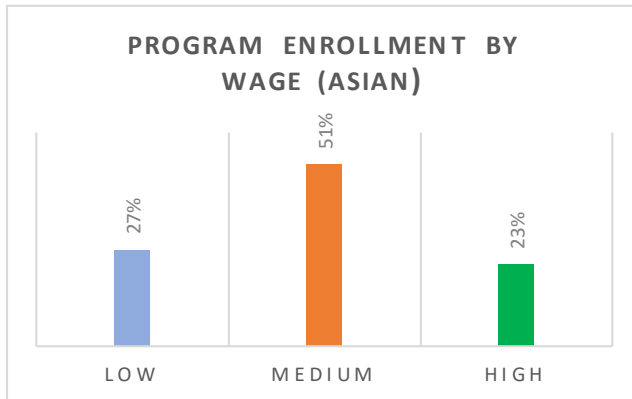


Figure 41. Represents 3% of program enrollments or 264 students. Figure 42. Represents 1% of program students or 86 students.

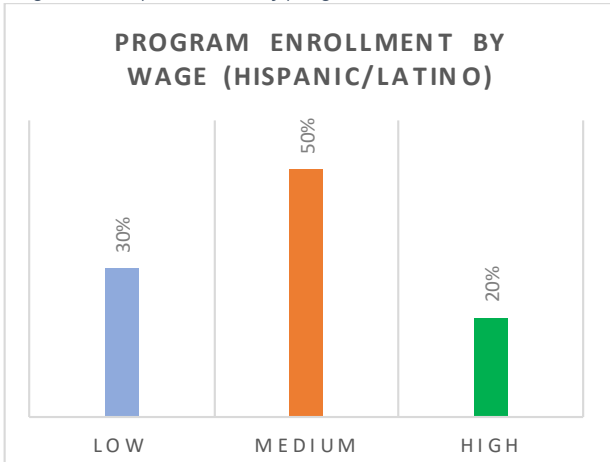
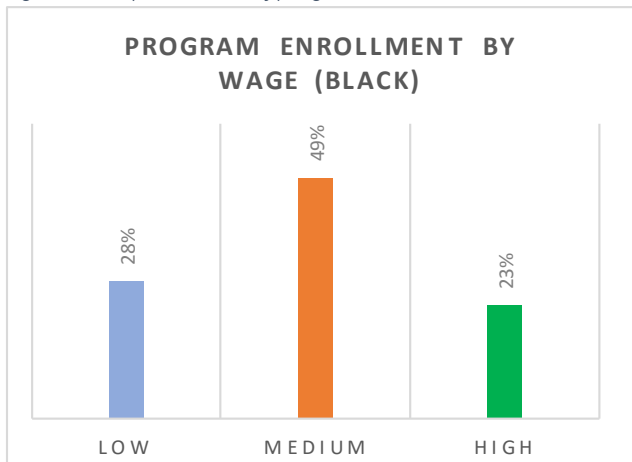


Figure 43. Represents 1-2% of program enrollments/129 students. Figure 44. Rep. 3-4% of program enrollments/305 students.

⁶ Barker, H. (2020). *Minoritized students are more often enrolled in programs that lead to lower wages*. Retrieved from <https://mywtcs.wtcsystem.edu/wtcsinternal/cmsspages/getdocumentfile.aspx?nodeguid=5eba6790-c35b-4a98-9b05-80e468425729>

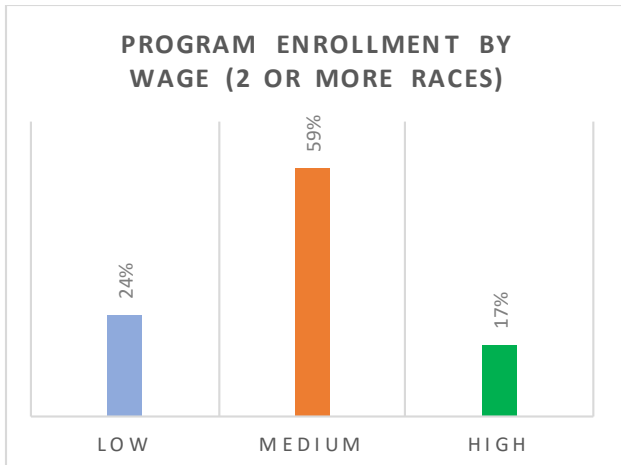


Figure 45. Represents 1-2% of program enrollments /127 students.

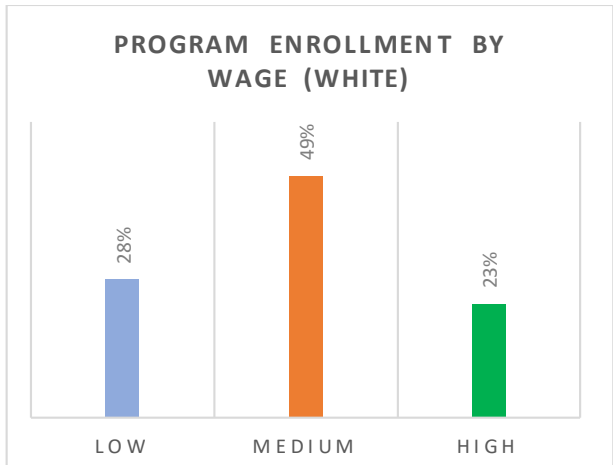


Figure 46. Represents 87-89% of program enrollments/7,121 students.

Program Enrollment by Wage and Gender. Figures 47-48 were calculated by gender cohort. Females represented 5,406 (67%) of program enrollments compared to males who represented 2,716 of program enrollments (33%). Both genders were primarily enrolled in medium wage programs; however, males demonstrated a larger percentage of their gender cohort enrolled in this wage category (63%). When looking at secondary levels of enrollments, females had higher enrollments in low wage (>16% greater representation than males) and males had higher enrollments in high wage programs but trailed 5% behind females when looking at overall high wage program enrollments.

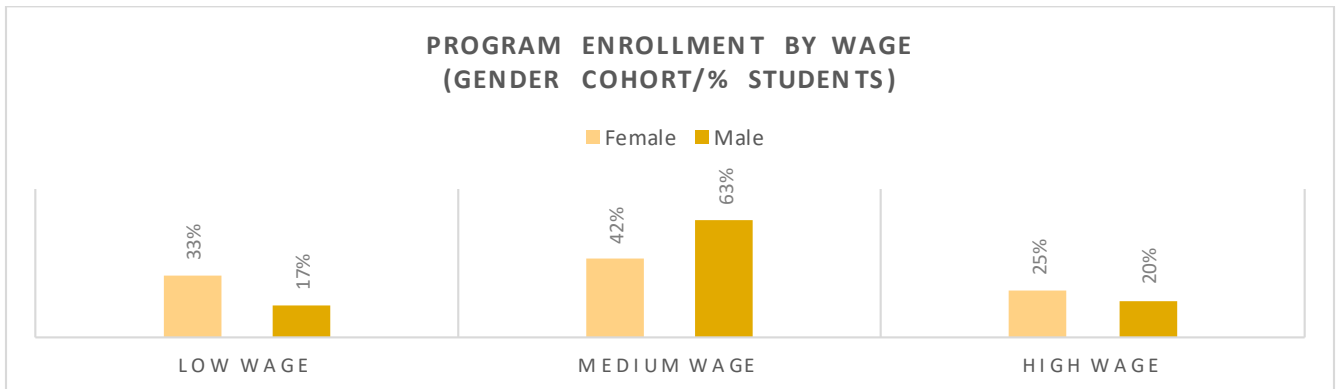


Figure 47.

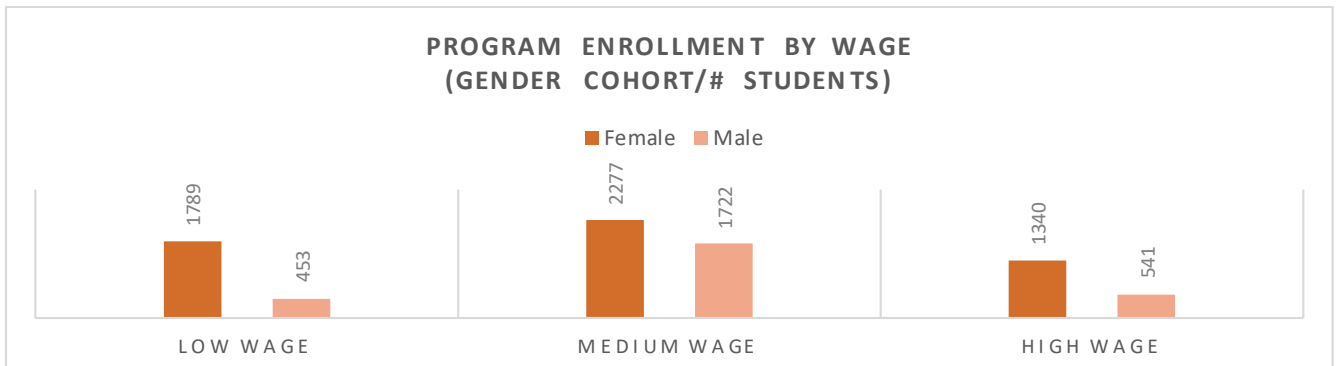


Figure 48.

Program Enrollment by Wage and Disability Status. Figure 49. showed overall program enrollments by wage level and by disability status. Students with disabilities had a higher representation in medium wage programs than low and high wage programs. Figure 50. revealed data disaggregated by students without disabilities and Figure 51. revealed data disaggregated by students with disabilities. Figure 50. showed this group had a high concentration of enrollments in medium wage programs. Figure 51. Showed that students without disabilities were also more concentrated in medium wage programs and exceeded the percentage of students without disabilities by 13%. Although students without disabilities had higher representation in low wage programs by 6%; students without disabilities had lower representation in high wage program by 7%.

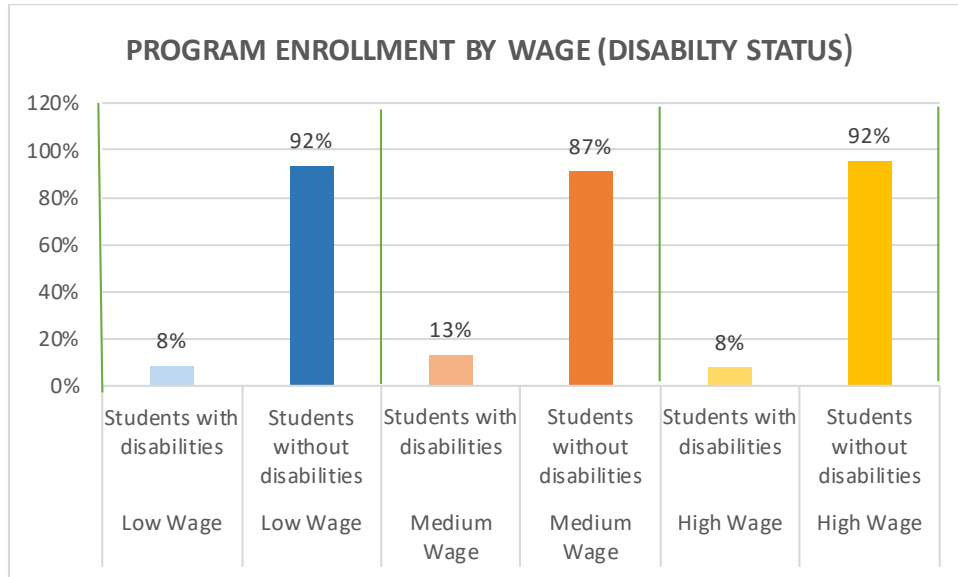


Figure 49. Students with disabilities represented 11% of the program enrolled population.

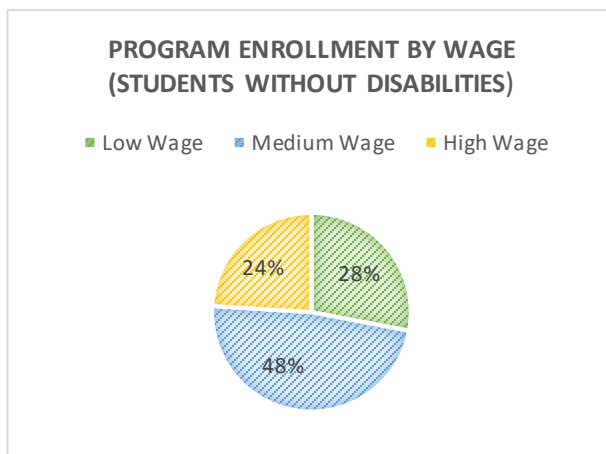


Figure 50. Total program students without disabilities n = 7,538.

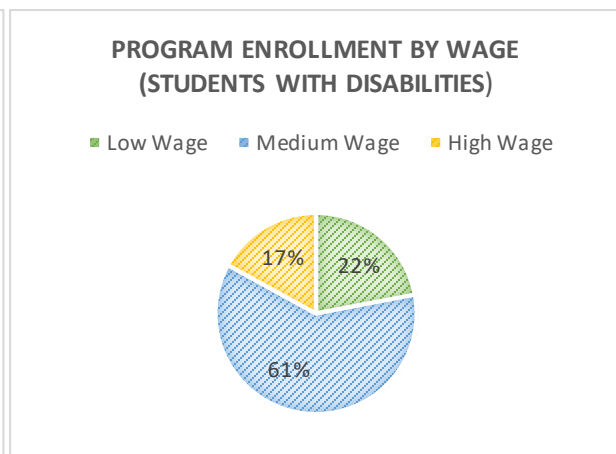


Figure 51. Total program students with disabilities n = 861.

Program Enrollment by Wage and Economic Status. Figure 52. showed overall program enrollments by wage level and by economic status. When looking at Mid-State program enrollments by economic status cohort, the following was revealed: Mid-State identified students with an economic advantage were more likely to enroll in higher wage programs than non-economically disadvantaged students. Figures 52-53 revealed students without an economic disadvantage had a 9% higher enrollment rate in low wage programs.

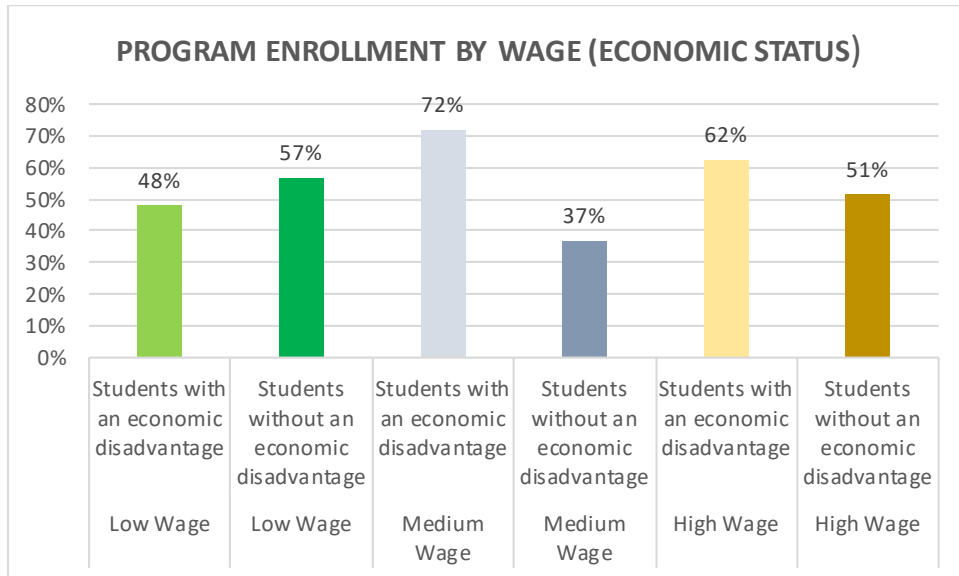


Figure 52. Students with an economic disadvantage represented 58% of the program enrolled population.

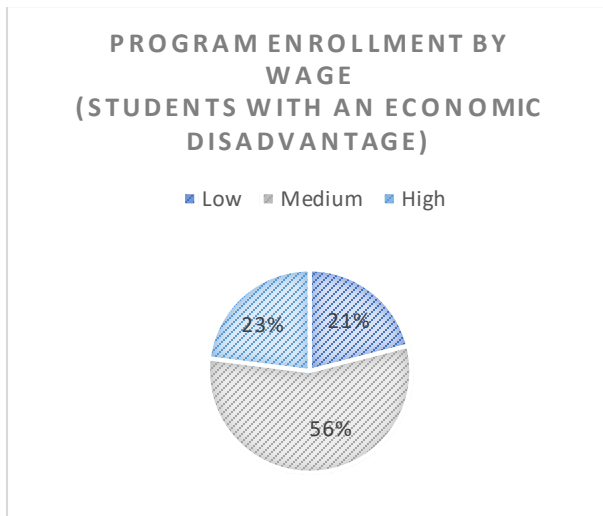


Figure 53. Economically disadvantaged n = 5,137 students.

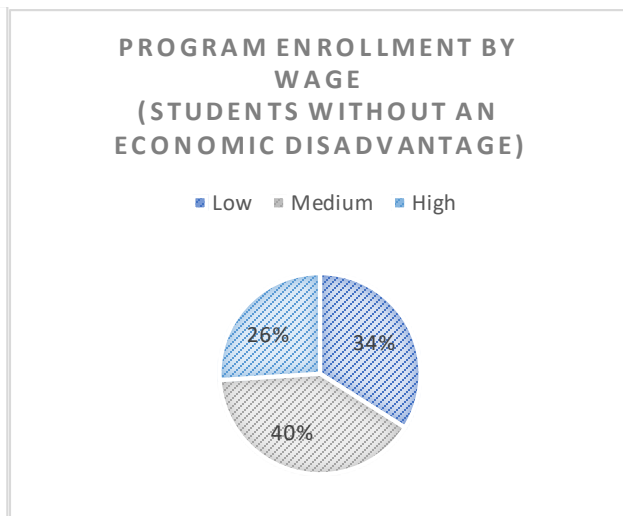


Figure 54. Not economically disadvantaged n = 3,721 students.

KEY FINDINGS: Program enrollment patterns by wage (low, medium, and high).

- Mid-State found that students across all populations were primarily enrolled in medium wage programs and secondarily enrolled in low wage programs with smaller percentages enrolled in high wage programs.
- Females represented 5,406 (67%) of program enrollments compared to males who represented 2,716 of program enrollments (33%). Both genders were primarily enrolled in medium wage programs; however, males demonstrated a larger percentage of their gender cohort enrolled in this wage category (63%).
- Mid-State identified students with an economic advantage were more likely to enroll in higher wage programs than non-economically disadvantaged students.
- Students without an economic disadvantage had a 9% higher enrollment rate in low wage programs.
- Students with disabilities and students without disabilities had highest concentrations in medium wage programs. Although students without disabilities had higher representation in low wage programs by 6%; students without disabilities had lower representation in high wage program by 7%.

Employee Representation



Employee Representation. Analysis of representation by employment category including administration, faculty, maintenance/service staff, and all staff.

Figure 55. revealed Mid-State student satisfaction levels exceeded 2018 WTCS benchmarks in the following areas: staff are caring and helpful; students feel welcome; faculty are fair and unbiased in their treatment of individual students; people on campus are respectful and supportive regardless of background; and MSTC student activities and clubs are a good way to get students involved.

2018 Ruffalo Noel-Levitz SSI Survey Comparison Results for All Campuses, 2014, WTCS/National Result

Survey Question <i>Sat.=Satisfaction</i>	18 Adams Sat.	18 MF Campus Sat.	18 SP Campus Sat.	18 VC Campus Sat.	18 WR Campus Sat.	18 Mid-State Sat.	14 Mid-State Sat.	WTCS Sat.	Nat. CC Sat.
1. The campus staff are caring and helpful.	6.45	6.16	6.02	6.21	6.05	6.06	5.77	5.95	5.87
20. Students are made to feel welcome here.	6.64	6.17	6.37	6.57	6.12	6.21	5.83	6.12	6.05
12. Faculty are fair and unbiased in their treatment of individual students.	5.60	6.08	6.07	6.45	5.82	5.93	5.48	5.82	5.81
41. People on this campus respect and are supportive of each other regardless of their background.	5.83	6.09	6.22	6.47	5.97	6.08	5.87		
43. MSTC student activities and clubs are a good way for students to get involved.	5.44	5.38	5.47	5.31	5.36	5.39	5.15		

Figure 55. All questions are rated on a scale of 1-7, with 7 being the highest rating.

- 2018 Mid-State 899 participants, 2014 Mid-State 810 participants, WTCS 14,235 participants, National Community College Results 68,690 participants
- 12 students identified themselves as attending the Adams campus in this survey. ****Sample size represents 1% of survey population.****
- 138 students identified themselves as attending the Marshfield campus in this survey.
- 170 students identified themselves as attending the Stevens Point campus in this survey.
- 25 students identified themselves as attending the Virtual Campus in this survey.
- 421 students identified themselves as attending the Wisconsin Rapids campus in this survey.

By Race/Ethnicity. Figure 56. identified gaps in diversity in the following employment groups when compared to the District population (2017): all staff (6% less diverse); college admin, faculty, and maintenance staff (8% less diverse); and other staff (3% less diverse). Figure 56. also identified gaps in diversity in the following employment groups compared to program students: all staff (11% less diverse); college admin, faculty, and maintenance staff (all 13% less diverse); and other staff (8% less diverse).

Race/Ethnicity	District Population (2017)	Program Students	All Staff	College Admin	Faculty	Maintenance; Service Staff	Other Staff: Paratech, clerical, non-faculty
American Indian/Alaskan Native	0%	1%	0%	0%	0%	0%	0%
Asian	2%	3%	1%	0%	0%	0%	3%
Black/African American	1%	1%	0%	0%	0%	0%	1%
Hispanic/Latino	3%	5%	0%	0%	0%	0%	1%
Native Hawaiian/Pacific Islander	0%	0%	0%	0%	0%	0%	0%
Not reported	NA	1%	0%	0%	0%	0%	0%
Two or more races	1%	2%	0%	0%	0%	0%	0%
White	92%	87%	98%	100%	100%	100%	95%

Figure 56. There is no diversity for Admin, Faculty, and Maintenance Service staff and 2% diversity for all staff.

By Disability Status. Figure 57. identified program students had an 8% representation of students with disabilities versus 0% representation across other employment groups including maintenance/service staff, administration, and all staff. At this time no disability information is collected systematically by the college, preventing any accurate comparison of data.

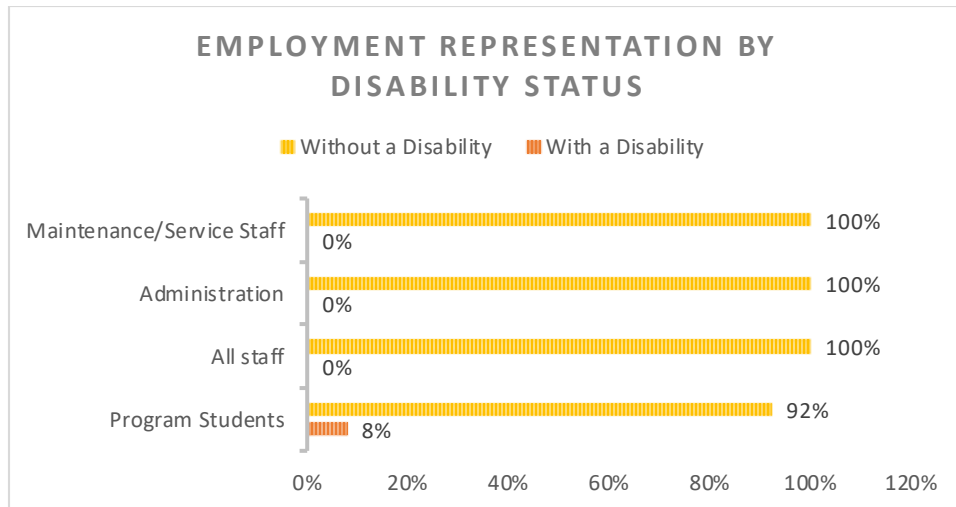


Figure 57. Does not include faculty and other staff groups due to no data available.

By Gender. Figure 58. identified the following female dominated areas: program students (58%), all staff (61%), administration (71%), and faculty at 54%. Males represented 100% of Mid-State’s maintenance/service staff. Overall, females overrepresented Mid-State employment groups by 19% when compared to 42% males enrolled in programs.

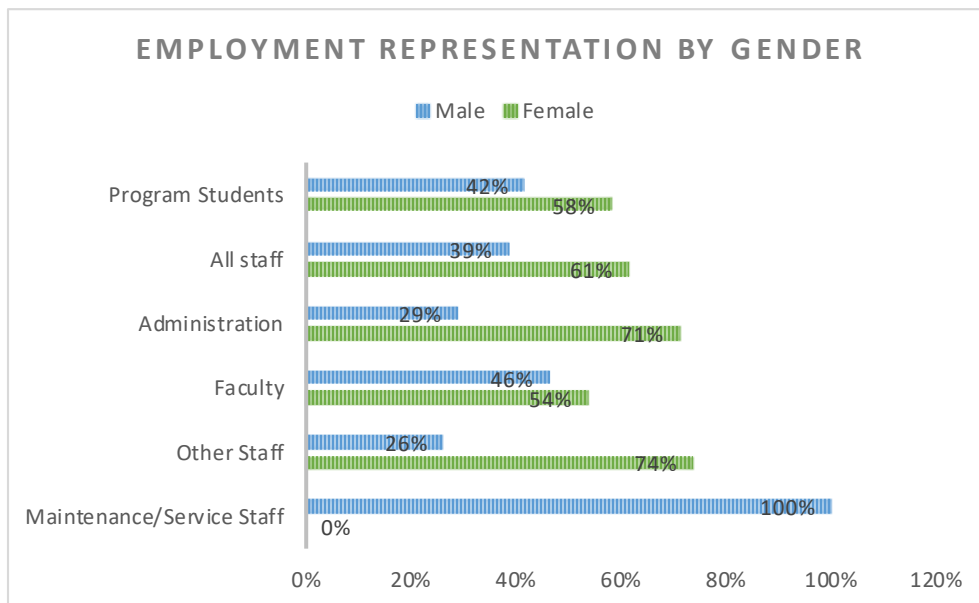


Figure 58. Compares Mid-State employee groups to student groups and district workforce by gender.

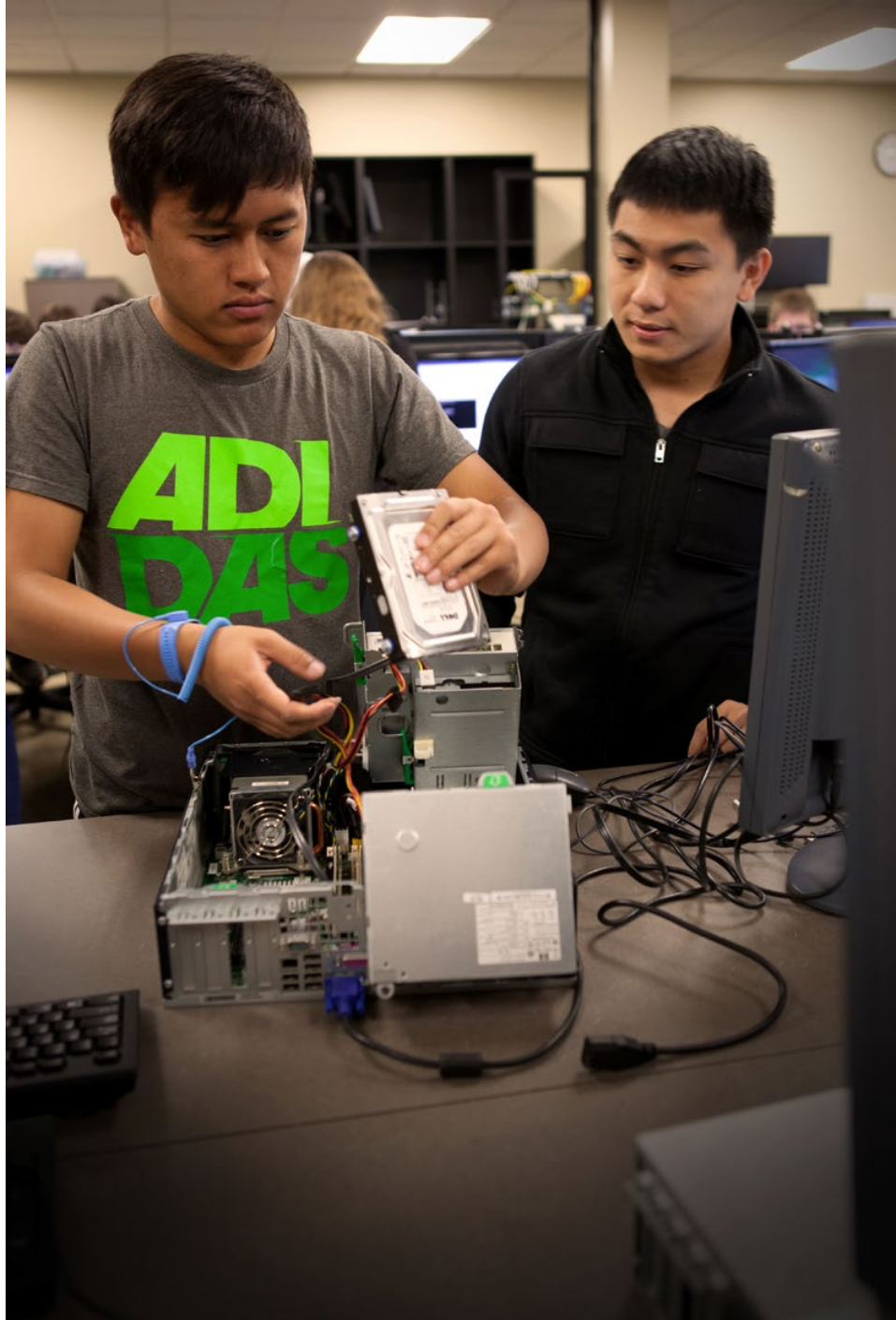
KEY RESULTS: Employee Representation.

- 2018 Ruffalo Noel-Levitz SSI Survey results identified 5 areas of student satisfaction exceeding WTCS benchmarks.
- Mid-State identified gaps in diversity in the following employment groups compared to program students: all staff (11% less diverse); college admin, faculty, and maintenance staff (all 13% less diverse); and other staff (8% less diverse).
- Mid-State identified program students had an 8% representation of students with disabilities versus 0% representation across other employment groups including maintenance/service staff, administration, and all staff.
- There is strong female representation in Mid-State programs (58%) and all staff employed at Mid-State (61%).
- Overall, females overrepresented Mid-State employment groups by 19% when compared to 42% males enrolled in programs.

ADDITIONAL INFORMATION.

- Mid-State's February 24, 2020 In-Service Agenda had Diversity, Equity & Inclusion Focus (Appendix C).
 - Keynote Speaker: Alonzo Kelly www.alonzokelly.com
 - Data walk: Shared equity data with staff and gathered feedback for improving gaps. 2019 data points included:
 - Students with disabilities complete their program about half as often as students without disabilities.
 - Students who are economically disadvantaged complete their program 15% less often than students who are not economically disadvantaged.
 - 41.5% of white students complete their program within three years. 30.2% of minority students complete their program within three years.
 - 46.6% of Mid-State program students enrolled in 2019 were 1st Generation Students.
 - Veteran students complete their program at the same rate as non-veterans.
 - Single parents lag all parents in completion. (by ~12%). All parents lag non-parents in completion. (by ~10%).
 - Students who attend full-time complete their program at the highest rate of any measured group. Part-time students lag full time students in completion by 14%.
 - Traditional students complete their program 11% more often than non-traditional students.

Institutional Analysis



Strengths of institution in terms of equity and inclusion based on local data analysis:

1. Across the district, there was a 3% increase in gains from 2012-2017 in educational attainment levels for those with some college or higher.
2. The data revealed the higher the credential the less likely households were in poverty.
3. Male and females represented 49% to 51% across all district counties.
4. Females compared to males were more successful at 6-year program completion (ranging 6%-11% higher than annual baseline measures). However, showed a 5% decline in success over the 3-year period.
5. Students with an economic disadvantage were retained at higher rates from fall to spring than students without an economic disadvantage; ranging at rates 2%-7% higher than the total baseline.
6. Mid-State found that students across all populations were primarily enrolled in medium wage programs.
7. Mid-State identified students with an economic advantage were more likely to enroll in higher wage programs than non-economically disadvantaged students.
8. Mid-State employment and program student populations revealed strong female representation.
9. Mid-State programs represented higher or equal rates of racially/ethnically diverse students compared to the District Population (2017): American Indian (>1%); Asian (>1%); Black (=), Hispanic/Latino (>2%); and 2 or more races (>1%).

Opportunities for growth in terms of equity and inclusion based on local data analysis:

1. There is a significant equity gap in the district considering that 44% of the 2017 district population (25 years or older) had only a high school diploma or equivalency.
2. Households in Poverty and ALICE households make up a significant portion of the population across all district counties ranging from 35%-51% increasing inequities to affording basic needs due to low wages, depleted savings, and the increased cost of housing, childcare, health care, food, and transportation.⁷
 - a. Households in Adams County are more economically distressed than Portage and Wood Counties (>16% in 2017).
3. Overall, females were more likely to be in poverty at 1%-2% higher rates than males.
4. Overall, the White population showed lower rates of poverty compared to other races/ethnicities (10%-13%) except for the Asian population in Wood County (4%-2012/2017).
5. Although females compared to males were more successful at 6-year program completion (ranging 6%-11% higher than annual baseline measures), data revealed a 5% decline in success over the 3-year period (2011-2013).
6. Students with disabilities completed at 5%-22% lower rates than students without a disability.
 - a. From 2011-2013, the number of students with disabilities increased by 43 students.
7. Males lagged females in Fall to Spring retention from 2011-2013, at 4%-5% lower rates.
8. Students with a disability were retained at lower rates than student without a disability by 1%-9%.
9. Overall, Mid-State's Fall to Spring retention from 2011-2013 trended down 11%. A 9% decline was indicated from 2012 to 2011 for 614 and 605 White students; respectively. From 2011-2013, the following indicated declines in Fall to Spring retention: Hispanic/Latino (9-14 students) at 26%-29%, Black/African American (15-17 students) at 42%-46%, and Asian (19-27 students) at 19%-20%.
10. White students completed programs within 6-year at higher rates than racially and ethnically diverse students.

⁷ United Way of Wisconsin (2018). ALICE Report. Retrieved from <https://unitedwaywi.site-ym.com/page/2018ALICE>

11. Students with an economic disadvantage completed at 13%-20% lower rates than students without an economic disadvantage.
12. Females represented 5,406 (67%) of program enrollments compared to males who represented 2,716 of program enrollments (33%).
13. Mid-State identified gaps in diversity in the following employment groups compared to program students: all staff (11% less diverse); college admin, faculty, and maintenance staff (all 13% less diverse); and other staff (8% less diverse).
14. To have an accurate comparison of data, Mid-State needs to measure staff disability rates. The following populations were underrepresented in the workforce compared to the district population (2017): Asian (<1%); Hispanic/Latino (<2%); and 2 or more races (<1%).

Short-term (1 year) plan to address equity gaps and advance inclusion across your district:

1. Monitor equity gaps in student and employee data
 - a. Annually release an equity report to monitor district specific data in the following areas: (1) community; (2) staff; and (3) program students.
 - b. Utilize disaggregated data within annual program review, environmental scanning, and grant research as well as within the enrollment and retention committees to align planning and decision making.
 - c. White Paper: Institutional Effectiveness, Accreditation and Quality will conduct further research on equity gaps within more recent student success data to recommend a focus for the 2020-2021 grant applications.
2. Review and address missing data points that are important for an accurate understanding of equity at Mid-State.
 - a. Coordinate the activities of the college Affirmative Action Plan (Appendix B.), the Diversity Committee, WISCORE, grant initiatives and the student success team and other applicable teams. Mid-State's Vice President of Human Resources and Organizational Development will lead the development of the coordinated approach and set goals.
 - a. Utilize the Diversity Committee to annually evaluate the data points collected at the college.
 - b. Create a measure the number of disabled employees at the college.
 - c. Establish processes for including voices of under-represented students and employees; i.e., launch an affinity group.

Long-term (next four years) plan to address equity gaps and advance inclusion across your district:

1. Institutionalize a culture of equity and inclusion that is supported and maintained by planning, resource allocation, and the expectation that equity and inclusion are the work of each employee of the college.
 - a. Communicate clear commitment to equity in college vision and strategic plan. Leverage Equal Employment Opportunity (EEO) and Affirmative Action (AA) plan to set measurable goals around equity.
 - b. Review hiring practices to ensure equity and access for underrepresented populations are central to this process.
 - c. Create ongoing professional development plan around equity/inclusion for all college employees; may include another in-service on diversity or training sessions.

Resources and data sources used to complete this report:

- **Historic Demographic Shifts**
U.S. Census Bureau (n.d.). *Poverty status in the last 12 months, 2010-2018 American Community Survey 5-year estimates Table S1701*. Retrieved from <https://data.census.gov/cedsci/all?q=Table%20S1701&hidePreview=false&tid=ACSST1Y2018.S1701>
- **Historic Shifts in Poverty**
U.S. Census Bureau (n.d.). *Poverty status in the last 12 months, 2010-2018 American Community Survey 5-year estimates Table S1701*. Retrieved from <https://data.census.gov/cedsci/all?q=Table%20S1701&hidePreview=false&tid=ACSST1Y2018.S1701>
- **Six Year Program Completion**
WTCS (n.d.). WTCS College-Wide Student Success Dashboard
- **Early Momentum Metrics**
WTCS (n.d.). WTCS College-Wide Student Success Dashboard
- **Program Enrollment by Wage**
WTCS (n.d.). Graduate Outcomes Portal Reports [Mid-State FLW500].
- **Student and Staff Demographics**
WTCS (n.d.). WTCS College -Wide Student Success Dashboard [Mid-State demographics dataset]
Midstate (2018). 2018-2019 Affirmative action compliance report.

Appendix A.

Perkins V Target Populations. Mid-State identified the following equity gaps and targets.⁸

Equity Gaps	Baseline Average	Cohort Target FY20	MSTC Target FY20	Cohort Target FY21	MSTC Target FY21	Cohort Target FY22	MSTC Target FY22
Males	58.86%	60.86%	67.97%	62.86%	68.47%	64.86%	68.97%
Asian	58.51%	60.51%	67.97%	62.51%	68.47%	64.51%	68.97%
Individuals with Disabilities	61.60%	63.60%	67.97%	65.60%	68.47%	67.60%	68.97%
Economically Disadvantaged	58.71%	60.71%	67.97%	62.71%	68.47%	64.71%	68.97%
Single Parents	59.90%	61.90%	67.97%	63.90%	68.47%	65.90%	68.97%

The table above reflects those student populations that had an equity gap of 6% or more for the 2019 Perkins V 2P1-Credential Attainment indicator established by the baseline average of years 2017-2019.

Mid-State's greatest opportunity to close equity gaps is by focusing on strategies to support males (9.11% below the target); economically disadvantaged (9.26% below the target); and single parents (8.07% below the target). Mid-State will also focus strategies on the following populations, however due to smaller populations a few students can dramatically impact the percentage. These include Asian students (24 students total, 9.46% below the target) and individuals with disabilities (74 students total, 6.37% below the target).

⁸ Mid-State (2020). Perkins V Local Plan.

EMPLOYMENT PROGRAM AFFIRMATIVE ACTION INITIATIVES

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

Activity/ Steps	Accountable Person(s)	Timetable
Research survey options regarding employees with disabilities.	Human Resources	2019-20
Create a survey to gather information on employees with disabilities, to be able to track this information.	Human Resources	2020-21
Implement the survey and track in our current HRIS.	Human Resources	2021-22
Evaluate disability survey results to district work force.	Human Resources	2022-23

Program 1 Method of Evaluation:

Evaluation will be ensuring each step is done each year. The process will be successful when we have sufficient disability information tracking for current employees. This will provide a base line for tracking future progress.

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

Activity/ Steps	Accountable Person(s)	Timetable
Host a college-wide in-service with an overall theme of diversity.	Human Resources	2019-20
Identify online and face-to-face diversity training opportunities for employees.	Human Resources Diversity Committee	2019-20

Offer training opportunities to all employees to increase knowledge of and skills in serving diverse population.	Human Resources Diversity Committee	2019-24
--	--	---------

Program 2 Method of Evaluation:

The College will track the participation rates in the training opportunities. Increased participation will be a general indicator of success.

Program 3: Implement programs and services that promote a positive, diverse climate.

Activity/ Steps	Accountable Person(s)	Timetable
Research current recruitment materials for inclusive language.	Human Resources	2019-20
Determine changes needed to current materials, to promote diversity and inclusion.	Human Resources	2020-21
Incorporate changes needed to recruitment materials.	Human Resources	2021-22

Program 3 Method of Evaluation:

Recruitment materials will include information promoting diversity and inclusion.

STUDENT PROGRAM AFFIRMATIVE ACTION INITIATIVES

ENROLLMENT

Program 1: Minority Student Recruitment

Activity/ Steps	Accountable Person(s)	Timetable
Work with high school counselors to bring minority student clubs to Mid-State campuses.	Manager, K-12 & Adult Recruitment	2019-2020

Attend Annual Ho-Chunk Nation College Fair	Manager, K-12 & Adult Recruitment	2019-2021
Attend Multilingual College Fair at Fox Valley Technical College	Manager, K-12 & Adult Recruitment	2021-2022
Hold Bilingual Mid-State Admissions Presentations for students/parents (Hispanic population)	Manager, K-12 & Adult Recruitment Manager, Academic Advising	2020-2024

Program 1 Method of Evaluation:

The Academic Leadership Team/Student Services Leadership Team (ALT/SSLT) together with the Accountable Person(s) will evaluate annually efforts to recruit minority students. Generally, an increase in the number of minority students enrolled will indicate success.

Program 2: Female Student Recruitment in Non-Traditional Occupation (NTO) Programs

Activity/ Steps	Accountable Person(s)	Timetable
Increase NTO visibility at recruitment events	NTO Coordinator	2019-2024
Hold summer camps inviting female students to NTO activities	NTO Coordinator Manager, K-12 & Adult Recruitment	2019-2024
Utilize current female students enrolled in Protective Services program for high school recruitment	Manager, K-12 & Adult Recruitment School of Protective & Human Services	2019-2024

Program 2 Method of Evaluation:

The Academic Leadership Team/Student Services Leadership Team (ALT/SSLT) together with the Accountable Person(s) will evaluate annually efforts to recruit female students in specific programs. Generally, an increase in the number of female students enrolled in these program areas will indicate success.

Program 3: Disability Student Recruitment

Activity/ Steps	Accountable Person(s)	Timetable
Staffing at local high schools to create transition plans	Disability Services Coordinator	2019-2024

Host Find Your Future Event – students with IEPs for campus tour and presentation	Disability Services Coordinator	2019-2024
Incorporate additional access to Disability Services in Dual Credit Student recruitment (see 2019-20 DC Guide)	Disability Services Coordinator Manager, K-12 & Adult Recruitment	2019-2024

Program 3 Method of Evaluation:

The Academic Leadership Team/Student Services Leadership Team (ALT/SSLT) together with the Accountable Person(s) will evaluate annually efforts to recruit disabled students programs. Generally, an increase in the number of disabled students enrolled will indicate success.

COMPLETION

Program 1: Completion of minority students

Activity/ Steps	Accountable Person(s)	Timetable
Review disaggregated data with Academics and Student Services leadership teams	Vice President, Student Services & Enrollment Management	2019-2020
Implement Guided Pathways	Vice President, Student Services & Enrollment Management	2019-2020
Implement Holistic Student Support Concepts	Dean, Retention & Student Support	2019-2020
Utilize predictive analytic software to monitor minority student progress	Manager, Academic Advising	2019-2024
Investigate implementation of minority student club	Student Life Coordinator	2019-2020

Program 1 Method of Evaluation:

The Academic Leadership Team/Student Services Leadership Team (ALT/SSLT) together with the Accountable Person(s) will review annually the graduation rates for students with disabilities. Generally, an increase in the graduation rates for students with disabilities will indicate success.

Program 2: Completion of Female Students in Non-Traditional Occupation (NTO) Programs

Activity/Steps	Accountable Person(s)	Timetable
Review disaggregated data with Academics and Student Services leadership teams	Vice President, Student Services & Enrollment Management	2019-2020
Increase NTO activities and program for support	Dean, Retention & Student Support NTO Coordinator	2019-2024
Partner with faculty in high NTO programs for professional development of students	NTO Coordinator	2019-2024
Survey female students in NTO programs to identify the barriers to success	NTO Coordinator Dean, Retention & Student Support	2020-2021
Increase visibility of female students in NTO Programs	NTO Coordinator Marketing	2019-2024

Program 2 Method of Evaluation:

The Academic Leadership Team/Student Services Leadership Team (ALT/SSLT) together with the Accountable Person(s) will review annually graduation rates for female students in specific programs. Generally, an increase in the graduation rates for female students in these program areas will indicate success.

Program 3: Graduation Rates of Disabled Students

Activity/ Steps	Accountable Person(s)	Timetable
Review disaggregated data with Academics and Student Services leadership teams	Vice President, Student Services & Enrollment Management	2019-2020
Targeted communication by Disabilities Services regarding student support services	Dean, Retention & Student Support Disability Coordinator	2019-2020
Identify barriers to success for disabled students	Disability Coordinator	2020-2021
Increased holistic outreach to disabled students	Manager, Academic Advising Disability Coordinator	2019-2024

Program 3 Method of Evaluation:

The Academic Leadership Team/Student Services Leadership Team (ALT/SSLT) together with the Accountable Person(s) will review annually graduation rates for female students in specific programs. Generally, an increase in the graduation rates for female students in these program areas will indicate success.

OVERALL CULTURAL AWARENESS

Program 1: Increase Cultural Awareness within the College

Activity/ Steps	Accountable Person(s)	Timetable
Add district-wide programming for Martin Luther King Day	Student Life Coordinator	2019-2020
Safe Zone development/research	Student Life Coordinator	2019-2020
Create comprehensive LGBTQ Safe Zone Training for Students and Staff	Student Life Coordinator	2020-2024
Title IX training for Students and Staff	Vice President, Human Resources & Organizational Development Dean, Retention & Student Support	2020-2024
Annual Book Read on Culturally Diverse Subject	Student Life Coordinator	2019-2024

Program 1 Method of Evaluation:

The Academic Leadership Team/Student Services Leadership Team (ALT/SSLT) together with the Accountable Person(s) will evaluate and review the student engagement in targeted resources, services and activities. Increased attendance at events and increased counseling and referrals will be an indicator of success.

Mid-State Technical College College-Wide In-Service



February 24, 2020
8:30 a.m. - 3:30 p.m.
Wisconsin Rapids Campus
Gymnasium

Diversity, Equity & Inclusion Focus

8:30 - 9:00 a.m.	Breakfast and Networking (gymnasium)
9:00 - 10:00 a.m.	College Updates with Shelly Mondeik
10:00 - 10:15 a.m.	Employee Giving Campaign Update with Jill Steckbauer
10:15 - 10:30 a.m.	Break
10:30 - 11:30 p.m.	Recognizing, Respecting, and Responding to the Intersection of our Lived & Learned Experiences Keynote Speaker: Alonzo Kelly www.alonzokelly.com
11:30 - 1:00 p.m.	Lunch and Talent Show (gymnasium)
1:00 - 2:00 p.m.	Group 1: Breakout with Alonzo Kelly - 5 Generations In The workplace At The Same Time; What Could Possibly Go Wrong? (Nothing If We're Paying Attention) (gymnasium) Group 2: Breakout with Mid-State WISCORE Team - Diversity, Equity & Inclusion Data Walk (LiNK)
2:00 - 2:15 p.m.	Break
2:15 - 3:15 p.m.	Group 1: Breakout with Mid-State WISCORE Team - Diversity, Equity & Inclusion Data Walk (LiNK) Group 2: Breakout with Alonzo Kelly - 5 Generations In The workplace At The Same Time; What Could Possibly Go Wrong? (Nothing If We're Paying Attention) (gymnasium)
3:15 - 3:30 p.m.	Closing Notes