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# Local Equity Report



WISCONSIN  
INDIANHEAD  
TECHNICAL  
COLLEGE

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WISCONSIN INDIANHEAD TECHNICAL COLLEGE

# Local Equity Report

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## EXECUTIVE SUMMARY

This report identifies existing gaps in access and success for WITC students and staff and sets goals to advance equity and inclusion.

### Key Findings

Analysis of the data used in this report led to several key findings related to equity for several populations within the Wisconsin Indianhead Technical College district:

- Minorities enroll at higher rates than the district population percentage with the exception of the Hispanic Population which is enrolling at a lower rate. While enrollment rates are higher than general population percentage, graduation rates are lower particularly for Asian, Hispanic, Native Hawaiian, and Multi-Racial populations.
- Females enroll and graduate at a higher rate than the district's population percentage. However, females are underrepresented in Agricultural, Technical, and Industrial programs.
- Individuals with disabilities are underrepresented at WITC, indicating potential recruitment and enrollment barriers.
- While supports such as Academic Support Centers, Financial Aid Advisors, WITC Foundation resources, and Accommodation services exist for students, a system to measure the effectiveness of serving special populations is lacking.
- The population of WITC's region is aging, with the largest growth in those over age 65, reducing the workforce size relative to the overall population. This could affect student needs and programming at the college.
- WITC staff and faculty are less diverse than the local workforce and enrolled program students.

### Action Items

To move forward with an aligned, collaborative approach to addressing equity and inclusivity gaps for students and staff, WITC established both short-term and long-term plans based on the report's key findings, including:

**Short-term** - WITC will implement strategies on improving recruitment, retention, and training of staff in underrepresented groups. Initiatives include:

- Collaborate with the established consortium of regional literacy partners to address rural poverty and literacy throughout our district.
- Utilize the Customer Relationship Management (CRM) system to shorten the response time and increase student/staff communication.
- Provide consistent, scheduled outreach and support of veteran students through the full-time Veteran Student Advocate, a "one stop" source for veteran students to access their educational benefits
- Coordinate program faculty hours in the Academic Support Centers and Math and Writing Labs hours at each campus
- Offer professional development and learning opportunities to students and staff that focus on WITC culture, equity, and inclusion.

**Long-term** – WITC will continue to implement initiatives to address gaps in credential attainment; address gaps in nontraditional occupational and enrollment and completion rates; improve recruitment, retention, and training of staff in underrepresented groups; and, provide staff learning opportunities that focus on WITC culture, equity and inclusion efforts for all student populations.

## INTRODUCTION

# MISSION

*Learning is our passion.*

As Northwest Wisconsin's leader in technical education, WITC creates dynamic opportunities for career preparation and personal effectiveness. We are committed to making each and every experience with us meaningful and professional.

WISCONSIN INDIANHEAD TECHNICAL COLLEGE

**Learning First**

### Purpose

This Equity report is intended to provide information about WITC's key findings as they relate to providing service to certain special populations. WITC strives to make sure all individuals have reasonable access to postsecondary programs and services, as well as appropriate support to assist them in their educational journey. The report looks at gaps in access and success for WITC students and staff along with a short term (one year) and long term (four year) plan to address the equity gaps and advance inclusion across the district.

### Overview of Strengths and Opportunities

Analysis of the data provides insights into WITC students and staff. Key findings from the data informed strengths and opportunities related to equity and inclusion at the College. The table below summarizes WITC's strengths and opportunities.

WITC's Equity and Inclusion Strengths and Opportunities	
Strengths of the institution	Opportunities for growth
WITC had a higher percentage of enrollments and graduation of American Indian, Asian, Black, Hispanic, Multi-racial, and Total Minority populations compared to the total district population for 2018-2019.	In FY19, Perkins V numbers showed 62.5% of our population as female with only 5.56% NTO enrollments and 37.5% of our population as male with 18.55% NTO enrollments. This indicates that males are much more likely, and possibly comfortable, to enroll in and pursue a non-traditional field of occupation at WITC.
WITC increased the percentage of enrollments of American Indian, Asian, Black, Hispanic, Multi-racial, and Total Minority populations compared to previous year.	WITC needs to find alternative ways to push information out to students to make sure they know about and utilize the support systems that are available.
WITC does a great job of troubleshooting student issues and making support programs available through the work of great staff and standardized processes.	WITC has a need to recruit more Hispanic students as this is the only race/ethnicity group that is underrepresented compared to the local workforce. The College will remove barriers and add supports for improving Hispanic student program completion rates.
	WITC will work diligently to recruit more diverse staff and faculty to better represent the student body and reflect the local workforce.
	The College will identify underlying barriers that could explain why American Indian students are underrepresented in high-wage programs.

## WITC Information and Demographics

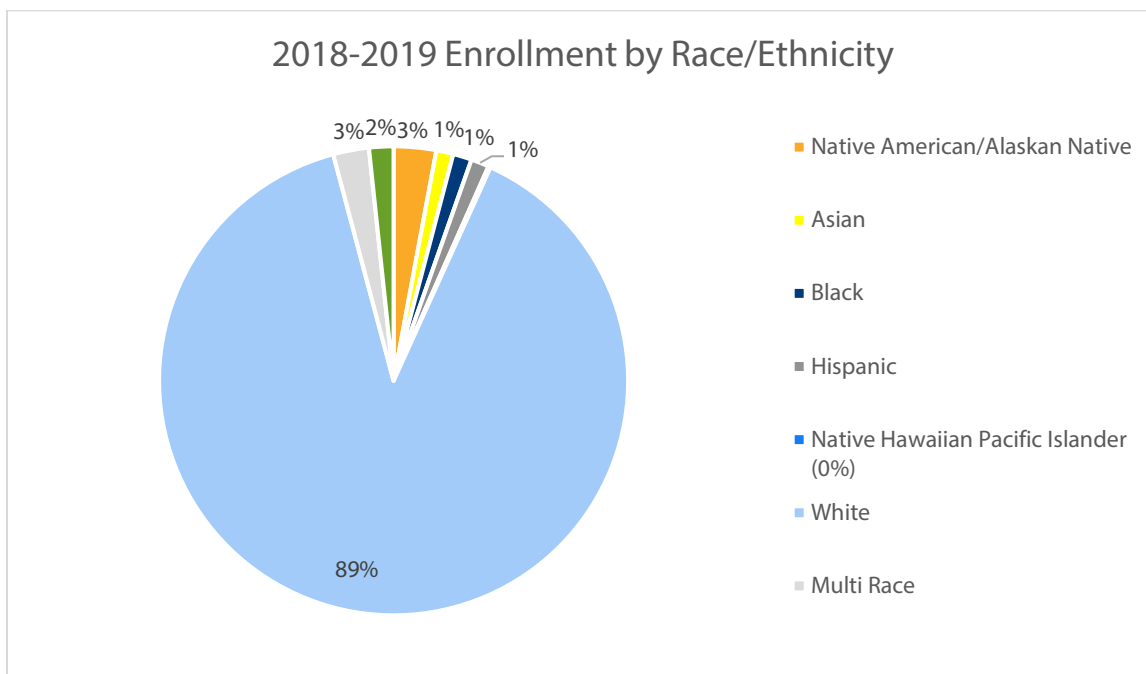
Wisconsin Indianhead Technical College (WITC District) serves a 10,500 square mile, 11 county area in Northwest Wisconsin. The service area is mostly rural with small communities throughout the region. To reach people who live throughout the district, WITC provides service at four comprehensive campuses, three outreach centers, and an administrative building. In addition, the College has worked to extend access and flexibility through online and hybrid offerings where practical. WITC's undergraduate programs are designed for students to be hired upon graduation.

The estimated total population of WITC's service area is 317,839 (*ACS Demographic & Housing Estimates; 2018 American Community Survey 5-Year Data Profile; Table ID: DP05*). This section will provide selected descriptive characteristics of district residents. In addition, it will provide an introductory analysis of various demographic groups and how they are reflected in WITC's student body and graduates. Racial or Ethnic Minority status, Gender, and Disadvantaged status are the primary demographic groups that will be discussed.

### Race/Ethnicity

WITC's enrollee comparison shows a total undergraduate enrollment for 2018-2019 of 5,880 (3.80%) compared to the district working age population of 154,638. Of the 5,880 enrollments for FY19, 1,539 (or 26%) graduated. For all racial or ethnic minority students, WITC's undergraduate enrollment and graduation percentages of 9.25% and 8.84% were greater than the 6.10% of minorities represented in the overall district population. This relationship was also true for each individual sub-group, except for the Hispanic population. The percentage of graduates was lower than the percentage of students enrolled for Asian, Hispanic, Native Hawaiian Pacific Islander, and Multi Race students.

In summary, the data reveals minorities enroll at higher rates than the district population percentage with the exception of the Hispanic Population which is enrolling at a lower rate. Graduation rates are lower for Asian, Hispanic, Native Hawaiian, and Multi-Racial populations.



### Gender

Females enroll at a higher rate at WITC. Female undergraduate students at WITC represent 60.88% of the total undergraduate student population. This is substantially higher than the district female population of 47.40%. In addition, 64.39% of graduates are female. However, the data suggests significant differences in female enrollment across program clusters. In FY19, Perkins V data showed the female undergraduate student population was comprised of 5.56% non-traditional occupation (NTO) enrollments while the male undergraduate student population was comprised of 18.55% NTO enrollments.

Overall, the data reveals females enroll and graduate at a higher rate than the district's population percentage, but are underrepresented in Agricultural, Technical, and Industrial programs. This could be indicative of an equity gap, with males much more likely to enroll in an NTO program and pursuing a non-traditional field or occupation at WITC.

**2018-2019 Female Enrollment by Program Cluster**

Cluster	Female Enrollment #	% of Enrollment
<b>Agriculture</b>	17	37.00%
<b>Business, Financial Services, and Information Technology</b>	1,185	70.28%
<b>Family and Consumer Education</b>	278	92.67%
<b>Services</b>	193	64.55%
<b>Health Services</b>	1,573	84.57%
<b>Technical</b>	9	7.63%
<b>Industrial</b>	110	9.31%

Source: WTCS Portal Report CL1331

### Disadvantaged and Disabled

WITC's academically disadvantaged (7.3% - 9.0%), economically disadvantaged (12.3% - 13.1%), and disabled (2.5% - 3.2%) populations remain relatively stable as compared to the overall undergraduate student population. The estimated portion of the district population under 65 with a disability in 2018 was 9.2% (*ACS Social Profiles 2014 & 2018 American Community Survey 5-Yr Estimates*).

Examining the data reveals individuals are underrepresented at WITC, indicating a potential gaps in recruitment or enrollment barriers. WITC provides support for disadvantaged and disabled students through the Academic Support Centers, Financial Aid Advisors, WITC Foundation resources and Accommodation services. While various supports for students exist, a system to measure the effectiveness of strategy implementation for serving special populations is lacking.

### Disadvantaged and Disabled Students Served

Fiscal Year	Academically Disadvantaged	Economically Disadvantaged	Disabled	Total Disadvantaged or Disabled	Total Students Served
FY19	1,577 (8.5%)	2,440 (13.1%)	568 (3.1%)	5,153 (24.7%)	18,605
FY18	1,458 (7.3%)	2,441 (12.3%)	596 (3.0%)	4,495 (22.6%)	19,917
FY17	1,577 (7.9%)	2,470 (12.4%)	489 (2.5%)	4,536 (22.8%)	19,884
FY16	1,833 (9.0%)	2,599 (12.7%)	644 (3.2%)	5,076 (24.8%)	20,427

Source: WTCS Portal Report CLI406

### Income and Social Implications

The ALICE project strives to provide data in an effort to identify and communicate the needs of people and communities to allow local change-makers to understand, measure, and advance change to improve the lives of Wisconsin residents and community members. ALICE households are those that earn more than the federal poverty level but less than the basic cost of living for the county. Within the 11 counties in the WITC district, 51,313 households earned less than the basic costs of living in 2016.

According to the ALICE (Asset Limited, Income Constrained, Employed) project of the United Way, in 2018, the average poverty rate in the 11 counties served by WITC was 12%, with a range of 6% (Polk, St. Croix) to 17% (Burnett), indicating WITC was enrolling a representative portion of the population experiencing poverty. Across the WITC district and Wisconsin, households struggle to afford necessities of housing, childcare, health care, food, and transportation.

WITC's student population also reflects these concerns. Food and housing insecurities affect almost half of the undergraduate students at WITC. In 2016, 47.9% of students reported some form of housing insecurity within the previous six months and 45% of students reported having limited or uncertain availability of adequate or safe food (*Wisconsin HOPE Lab, 2016*). As awareness of this issue has grown, the WITC Foundation has started to support Nutrition Assistance efforts at WITC campuses and build on Emergency Assistance programs. It is important to note that most students work while attending school.

County	# of Households	% of Households that classify as ALICE Households	Poverty Rate	Basic Cost of Living* per Month
Ashland	6,670	31%	15%	\$956
Barron	19,017	31%	12%	\$1,025
Bayfield	6,798	26%	11%	\$956
Burnett	7,308	25%	17%	\$956
Douglas	18,538	27%	16%	\$1,001
Iron	2,954	26%	15%	\$913
Polk	18,188	24%	6%	\$1,163
Rusk	6,245	29%	16%	\$958
Sawyer	7,488	27%	15%	\$975
St. Croix	33,460	25%	6%	\$1,163
Washburn	7,151	27%	12%	\$1,006

<https://unitedwaywi.site-ym.com/general/custom.asp?page=ALICEbyCounty&DGPCrSrt=&DGPCrPg=1>

\*Basic Cost of Living = Food, Housing, Transportation for a Single Adult



### Historic Shifts in Population

While many population characteristics are outside of WITC's control, it is important to understand how demographics in the District have been shifting. This will help the College make decisions about how best to influence those characteristics it can affect, particularly educational attainment and related employment and social outcomes. WITC's recent shifts in population demographics reflect a changing region. While the overall population has remained stagnant, with a 0.18% decline since 2012, the 65 and older segment has increased by 15.96%. The implication is that there are fewer workforce-age people relative to the overall population.

In terms of Gender, the Female population has declined more rapidly than the Male population. However, the Female population grew faster in St. Croix County with meaningful growth. The population is also shifting in terms of educational attainment and poverty rates. Between 2012 and 2017 the percentage of the population with postsecondary degrees has increased while poverty levels have decreased. Recent information from the Lumina Foundation indicates the District's county average postsecondary degree attainment rate was 37.4% in 2019, which is significantly lower than the state average of 50.5% (*Lumina Foundation, 2019*).

**Population Shifts from 2012 to 2017 by Age and Gender**

County	+/- % Total Population (2012 to 2017)	+/- % Population Age 65+ (2012 to 2017)	+/- % Population Male (2012 to 2017)	+/- % Population Female (2012 to 2017)
Ashland	-1.2%	7.2%	0.1%	-2.4%
Barron	-1.6%	11.0%	-1.3%	-1.9%
Bayfield	-0.1%	20.3%	-0.6%	0.5%
Burnett	-1.7%	12.9%	-1.4%	-2.0%
Douglas	-0.5%	16.2%	0.0%	-0.9%
Iron	-4.1%	7.3%	-4.1%	-4.0%
Polk	-1.8%	14.7%	-1.6%	-2.0%
Rusk	-2.9%	9.2%	-1.9%	-3.8%
St. Croix	3.3%	29.7%	3.0%	3.6%
Sawyer	-2.0%	13.9%	-1.6%	-2.3%
Washburn	-1.1%	14.0%	-2.0%	-0.2%
<b>Total District</b>	<b>-0.18%</b>	<b>15.96%</b>	<b>-0.06%</b>	<b>-0.29%</b>

Source: ACS Demographic & Housing Estimates 2012 & 2017 American Community Survey 1-Yr Estimates

### Population Shifts from 2012 to 2017 Educational Attainment and Poverty Rate

County	+/- % Pop 25+ (2012-2017)	+/- % <HS Grad (2012-2017)	+/- % HS Grad or Equivalent (2012-2017)	+/- % Assoc Deg or Some College (2012-2017)	+/- % Bach Deg or Higher (2012-2017)	+/- % Pop 50% of Poverty Rate (2012-2017)	+/- % Pop 125% of Poverty Rate (2012-2017)
Ashland	-1.1%	-11.7%	2.2%	3.8%	-8.8%	-20.1%	-8.1%
Barron	-0.4%	-22.0%	-4.1%	4.9%	20.0%	-12.0%	0.8%
Bayfield	0.1%	-17.9%	-14.2%	4.8%	16.1%	-14.8%	-10.1%
Burnett	0.2%	-26.4%	-2.2%	8.8%	5.2%	-26.6%	-20.3%
Douglas	2.1%	-16.5%	1.1%	0.8%	12.0%	7.4%	1.9%
Iron	-0.9%	-38.2%	-2.5%	13.1%	-4.7%	-1.5%	-11.0%
Polk	0.1%	-12.4%	-4.3%	6.5%	3.1%	-17.8%	-5.4%
Rusk	-2.1%	-10.8%	-2.1%	5.7%	-8.2%	-33.6%	-19.8%
St. Croix	4.4%	-27.3%	-2.7%	10.6%	9.0%	-40.5%	-19.9%
Sawyer	0.0%	-19.1%	-1.2%	5.2%	3.1%	-19.6%	-6.2%
Washburn	-0.1%	-22.3%	-7.4%	9.0%	11.2%	9.4%	-4.9%
<b>Total District</b>	<b>1.2%</b>	<b>-19.8%</b>	<b>-3.2%</b>	<b>6.5%</b>	<b>8.2%</b>	<b>-17.83%</b>	<b>-8.35%</b>

Source: ACS Demographic & Housing Estimates 2012 & 2017 American Community Survey 1-Yr Estimates

The percentage of the workforce-age population (under 65) with a disability has increased slightly since 2014. As mentioned previously in this report, this portion of the population is underserved by WITC. However, accommodation services are available to students and WITC recently implemented a short-term program specifically designed for individuals with learning disabilities.

### Population Shifts from 2014 to 2018 in Individuals under age 65 with a Disability

County	% of County Population < Age 65 w/Disability In 2014	% of County Population < Age 65 w/Disability In 2018	+/- % Change (2014 - 2018)
Ashland	11.3%	12.4%	1.1%
Barron	8.5%	10.0%	1.5%
Bayfield	11.0%	12.0%	1.0%
Burnett	11.5%	11.5%	0.0%
Douglas	10.5%	10.7%	0.2%
Iron	12.6%	12.8%	0.2%
Polk	8.4%	9.6%	1.2%
Rusk	9.0%	12.1%	3.1%
St. Croix	6.3%	5.8%	-0.5%
Sawyer	10.1%	9.8%	-0.3%
Washburn	10.8%	11.5%	0.7%
<b>Total District</b>	<b>8.8%</b>	<b>9.2%</b>	<b>0.4%</b>

Source: ACS Social Profiles 2014 & 2018 American Community Survey 5-Yr Estimates  
(<https://www.census.gov/acs/www/data/data-tables-and-tools/data-profiles>)

### Historic Shifts in Poverty Rates

In 2012, the poverty threshold for a household of four was \$23,050. The 11 counties in the WITC district had 9.42% of households with an income at or below 50% of the poverty threshold in 2012, higher than the state of Wisconsin (8.58%). There were 20.12% of households in the WITC district with an income at or below 125% of the poverty threshold; again, higher than the state of Wisconsin (18.85%).

In 2017, the poverty threshold in the State of Wisconsin for a household of four was \$26,200 (*source: Wisconsin Department of Health Services*). The 11 counties in the WITC district had only a slight increase in the number of households (9.89%) with an income at or below 50% of the poverty threshold in 2017. However, the percentage of households in the state of Wisconsin grew to (10.00%). There were 30.91% of households in the WITC district with an income at or below 125% of the poverty threshold; this is just slightly higher than the state of Wisconsin (30.00%).

From 2012 to 2017, the total number of households decreased in 8 of the 11 counties served by WITC district with three of these counties showing decreasing household percentages 50% below poverty threshold. The other eight counties showed slight increases. However, all 11 counties in the district showed a significant increase in households 125% below the poverty threshold. This indicates that while severe poverty rates have not shown great increases since 2012, 31% of district households in 2017 were still not earning enough to meet basic needs.

County		Total # of Households	# of Households 50% Below Poverty	% of Households 50% Below Poverty	# of Households 125% Below Poverty	% of Households 125% Below Poverty
Ashland	2012	6,804	785	11.54%	1,804	26.51%
	2017	6,504	942	14.48%	2,824	43.42%
Barron	2012	19,010	1,952	10.27%	4,240	22.30%
	2017	19,133	2,075	10.85%	6,386	33.38%
Bayfield	2012	6,931	729	10.52%	1,645	23.73%
	2017	6,859	713	10.40%	2,376	34.64%
Burnett	2012	7,361	1,055	14.33%	1,741	23.65%
	2017	7,284	982	13.48%	2,718	37.31%
Douglas	2012	19,166	1,970	10.28%	3,950	20.61%
	2017	19,166	1,970	10.41%	6,088	32.18%
Iron	2012	3,003	472	15.72%	719	23.94%
	2017	2,948	480	16.28%	1,284	43.55%
Polk	2012	18,304	1,423	7.77%	3,620	19.78%
	2017	18,189	1,570	8.63%	5,686	31.26%
Rusk	2012	6,542	774	11.83%	1,807	27.62%
	2017	6,294	879	13.97%	2,449	38.91%
St. Croix	2012	32,026	1,730	5.40%	3,754	11.72%
	2017	33,389	1,686	5.05%	6,054	18.13%
Sawyer	2012	7,720	986	12.77%	1,880	24.35%
	2017	7,573	998	13.18%	3,009	39.73%
Washburn	2012	7,410	773	10.43%	1,855	25.03%
	2017	7,142	985	13.79%	2,614	36.60%
Total District	2012	<b>134,277</b>	<b>12,649</b>	<b>9.42%</b>	<b>27,015</b>	<b>20.12%</b>
	2017	<b>134,235</b>	<b>13,280</b>	<b>9.89%</b>	<b>41,488</b>	<b>30.91%</b>

Source: ACS Demographic & Economic American Community Survey 2012 5-Yr Estimates (Table ID: DP03, DP05) and ACS Demographic & Economic American Community Survey 2017 5-Yr Estimates (Table ID: DP03, DP05)

## WITC Information and Demographics

In 2017, the poverty threshold in the State of Wisconsin for a household of four was \$26,200 (*source: Wisconsin Department of Health Services*). The 11 counties in the WITC district had only a slight increase in the number of households (9.89%) with an income at or below 50% of the poverty threshold in 2017. However, the percentage of households in the state of Wisconsin grew to (10.00%). There were 30.91% of households in the WITC district with an income at or below 125% of the poverty threshold; this is just slightly higher than the state of Wisconsin (30.00%).

From 2012 to 2017, the total number of households decreased in 8 of the 11 counties served by WITC district with three of these counties showed decreasing household percentages 50% below poverty threshold. The other eight counties showed slight increases. However, all 11 counties in the district showed a significant increase in households 125% below the poverty threshold. This indicates that while severe poverty rates have not shown great increases since 2012, 31% of district households in 2017 were still not earning enough to meet basic needs.

The college has been concentrating additional aid to focus on economically disadvantaged students to provide added supports through grant funding. The funding will assist in bridging the gaps between financial aid and household expenses for the students.

### Projected Shifts in Population

According to Economic Modeling Specialists International (EMSI) Demographic Overview, the population of individuals in the WITC District ages 65 to 85 will increase 23% overall between now and 2029. In comparison, the population of those ages 25 to 64 will decrease by 7% overall during the same period. By 2040, it is expected that one of every three regional residents will be age 60 or older (*Wisconsin Department of Administration, Demographic Services Center, Population Projections, Vintage 2013*).

Coupled with recent population trends, this means that the workforce will continue to become smaller relative to the overall population. It is likely that more postsecondary training will be necessary as technological advances are implemented to help make up for a lost workforce capacity. We may also find that many retired individuals decide to rejoin the workforce due to income requirements.

In addition to an aging demographic, WITC's district make up over the next decade will continue a shift toward a more diverse population. In the next ten years, the 11 counties in WITC's district will see an increase of 11% - 23% of mixed racial-ethnic individuals consisting of two or more races. At the same time, the population of White, Non-Hispanic and American Indian, Non-Hispanic individuals will remain steady at 0% - 2%.

### Projected Population Change by Race/Ethnicity Between 2020 - 2029

Race/Ethnicity	% of Increase from 2020 - 2029
Two or More Races, Hispanic	23%
Black, Hispanic	21%
Native Hawaiian/Pacific Islander, Hispanic	19%
Asian, Hispanic	17%
Black, Non-Hispanic	16%
Asian, Non-Hispanic	15%
Native Hawaiian/Pacific Islander, Non-Hispanic	15%
White, Hispanic	13%
American Indian/Alaskan Native, Hispanic	12%
Two or More Races, Non-Hispanic	11%
American Indian/Alaskan Native, Non-Hispanic	2%
White, Non-Hispanic	0%

Source: EMSI Demographic Overview

## WITC STUDENT PROGRAM ENROLLMENT

WITC's student enrollment patterns across programs with varying median wage outcomes broken out by student race/ethnicity, gender, and disability status indicate that students from economically disadvantaged backgrounds are more likely to enroll in programs that result in lower wage-earning jobs. The data also indicates that students reporting a disability are more likely to also report as economically disadvantaged.

Out of the 14 programs in which graduates reported annual earnings of less than \$32,000:

- 4 are associate degree level programs
- 6 are one-year technical diploma level programs
- 4 are less than one-year technical diploma level programs

Thirteen of the 14 programs are considered NTO (Nontraditional occupation) programs. Nine out of the 14 programs (64.3%) show at least 75% or more of the program population reporting economically disadvantaged status. The program with the highest percentage of disabled students (Human Services Associate) is also the program with the highest percentage of economically disadvantaged students.

Out of the 29 programs in which graduates reported annual earnings of \$32,000 to \$45,000:

- 10 are associate degree level programs
- 2 are two-year technical diploma level programs
- 8 are one-year technical diploma level programs
- 8 are less than one-year technical diploma level programs.

Eleven out of the 29 programs (37.9%) show at least 75% or more of the program population reporting economically disadvantaged status. The program with the highest percentage of disabled students is the Gerontology program. The two programs with the lowest percentage of disabled students (Advanced EMT and Broadband Customer Service Specialist) are also the programs with the lowest percentage of economically disadvantaged students.

Out of the 10 programs in which graduates reported annual earnings of \$46,500 or more

- 4 are associate degree level programs
- 3 are two-year technical diploma level programs
- 3 are less than one-year technical diploma level programs.

The program in the earning category with the highest percentage (15.7%) of disabled students is the Occupational Therapy Assistant program. The program with the lowest percentage of disabled students (Mechatronics Basics) is also the program with the lowest percentage of economically disadvantaged students (37.93%) but graduates from this program report the highest median annual earnings (\$65,203). Students who classify as Two or More Races represents the highest percentage for all minority populations (2.11%). The four programs in this category on the highest end of the pay scale represent 5.27% of the total minority population in part due to the Associate Degree Nursing program, which by itself represents 4.66%.

## WITC STUDENT PROGRAM ENROLLMENT

Program Title	Program Number	# of Graduates in 2018	Median Annual Earnings Reported
<b>Programs in Which 2018 Graduates Reported Annual Earnings &lt;\$32,000</b>			
Criminal Justice Studies	10-504-5	23	\$31,820
Medical Assistant	31-509-1	31	\$30,886
Dental Assistant	31-508-1	15	\$30,428
Emergency Medical Technician	30-531-3	51	\$30,324
Human Services Associate	10-520-3	22	\$29,846
Financial Services Customer Representative	30-114-1	5	\$29,742
Nursing Assistant	30-543-1	449	\$29,534
Administrative Professional	10-106-6	17	\$29,118
Office Support Specialist	31-106-8	9	\$28,941
Automotive Maintenance Technician	31-404-3	8	\$28,338
Child Care Services	31-307-1	25	\$25,998
Cosmetology	31-502-1	31	\$23,658
Early Childhood Education	10-307-1	42	\$22,900
Gas Metal Arc Welding (GMAW)	30-442-5	28	\$21,734
<b>Total (% of total 2018 graduates*)</b>		<b>756 (51%)</b>	
<b>Programs in Which 2018 Graduates Reported Annual Earnings \$32,000 - \$45,000</b>			
Machine Tooling Technics	32-420-5	14	\$43,677
Gerontology-Aging Services Professional	10-544-1	10	\$43,677
Broadband Customer Service Specialist	30-451-1	14	\$43,625
CNC Machine Operator/Programmer	31-444-1	4	\$43,489
EMT-Paramedic	31-531-1	8	\$42,574
Welding	31-442-1	73	\$42,481
IT-Network Technician	30-150-4	42	\$42,039
Architectural Commercial Design	10-614-4	7	\$42,000
Entry Level Machining	31-420-6	5	\$41,597
IT-Network Specialist	10-150-2	15	\$41,597
Machine Tool Operation	31-420-1	2	\$40,798
Accounting	10-101-1	21	\$40,000
Dairy Herd Management	31-091-1	11	\$39,448
Heating, Ventilation, Air Conditioning, & Refrigeration	32-601-1	11	\$39,392
Ag Power & Equipment Technician	32-070-1	13	\$39,387
Human Resource Management	10-116-2	6	\$36,839
IT-Systems Administration Specialist	10-154-7	7	\$36,681
Outdoor Power Equipment Technician	31-461-3	6	\$36,000
Office Technology Assistant	30-106-1	4	\$35,357
Health Information Technology	10-530-1	22	\$35,066
Medical Administrative Professional	10-160-2	7	\$34,317
Construction Essentials	30-410-3	23	\$34,057
Business Management	10-102-3	29	\$32,757
Automotive Service Technician	31-404-2	6	\$32,477
Automotive Maintenance & Light Repair Technician	30-404-1	22	\$32,264
Community-Based Residential Facility Caregiver	30-544-2	21	\$32,238

## WITC STUDENT PROGRAM ENROLLMENT

Advanced EMT	30-531-6	17	\$32,238
Billing and Posting Clerk	30-101-4	30	\$32,238
Medical Administrative Specialist	10-106-4	6	\$32,206
<b>Total (% of total 2018 graduates*)</b>		<b>444 (30%)</b>	
<b>Programs in Which 2018 Graduates Reported Annual Earnings \$46,500+</b>			
<b>Mechatronics Basics</b>	30-454-1	11	\$65,203
<b>Automated Packaging Systems Technician</b>	32-454-1	9	\$61,589
<b>Microsoft Office</b>	30-106-6	9	\$59,500
<b>Nursing-Associate Degree</b>	10-543-1	78	\$58,080
<b>Industrial Maintenance Technician</b>	32-462-1	8	\$57,326
<b>Machine Tool Technician</b>	32-420-1	5	\$56,156
<b>Leadership Development</b>	10-196-1	11	\$52,777
<b>Automation for Industrial Systems</b>	10-613-2	7	\$48,792
<b>Criminal Justice-Law Enforcement 720 Academy</b>	30-504-2	18	\$47,836
<b>Occupational Therapy Assistant</b>	10-514-1	18	\$46,796
<b>Total (% of total 2018 graduates*)</b>		<b>174 (12%)</b>	

\*Total 2018 graduates is 1,475

Source: Graduate Follow-Up Survey

### 2018 District Minority Population

	American Indian		Asian		Black		Hispanic		Two + Races		Hawaiian	
	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
<b>District Population</b>	2,842	1.85%	1,016	0.66%	577	0.38%	2,630	1.71%	1,853	1.20%	141	0.09%



## WITC COMPARISON OF PROGRAM STUDENTS

### WITC Comparison of Demographic Patterns Across Program Students

Data for WITC's programs for the 2018-2019 academic year is broken out by clusters and by student demographics is shown below, starting on page 14.

The Agriculture, Food, and Natural Resources cluster offered six programs in 2018-2019 but reflects only 0.78% of the undergraduate enrollments. The only minority population represented in this cluster is Hispanic (8.70%). The Agriculture cluster has the highest percentage of academically disadvantaged students (60.87%) and the highest percentage of disabled students (17.39%).

The Business, Financial Services, and Information Technology cluster offered 27 programs in 2018-2019 and reflects 28.67% of the total college undergraduate enrollments. This is the second highest program cluster by enrollments; however, the Business cluster reflects the highest percentage of total college FTE's with 29.91%.

The Family and Consumer Education cluster, which reflects 5.10% of the total college undergraduate enrollments in 2018-2019, offered five programs. The Family and Consumer Education cluster has the second highest percentage of economically disadvantaged students (49.00%) and the highest female to male differential (85.67% difference).

The Services cluster offered four programs and reflects 5.09% of the total college undergraduate enrollments offered in 2018-2019. The Services cluster has highest percentage of economically disadvantaged students (63.88%) and the second highest percentage of disabled students (13.71%). This cluster has the highest representation of Multi-Racial (5.02%) and Black (3.34%) populations.

The Health Services cluster reflects the largest program cluster by enrollments - 31.63% of the total college undergraduate enrollments in the 17 programs offered in 2018-2019. The Health Services cluster represents the second highest percentage of total college FTE's with 28.10%.

The Technical cluster reflects 2.01% of the total college undergraduate enrollments in the six programs offered in 2018-2019. The Technical cluster is the second smallest cluster by total enrollments, and it has the second highest percentage of academically disadvantaged students (36.44%). This cluster has the highest male to female differential (84.75% difference) and is the cluster with the highest percentage of Asian population.

The Industrial cluster reflects 20.10% of the total college undergraduate enrollments within the 36 programs it offered in 2018-2019.



## WITC COMPARISON OF PROGRAM STUDENTS

2018 – 2019 Special Populations										
Program Cluster	Total Enrolled in Cluster		FTE's		Academically Disadvantaged		Economically Disadvantaged		Disabled	
	Count	% of Total <sup>1</sup>	Count	% of Total <sup>2</sup>	Count	% of Total <sup>3</sup>	Count	% of Total <sup>4</sup>	Count	% of Total <sup>5</sup>
Agriculture	46	0.78%	28.90	1.36%	28	1.78%	17	0.70%	8	1.41%
Business, Financial Services and Information Technology	1,686	28.67%	636.40	29.91%	188	11.78%	572	23.44%	128	22.54%
Family and Consumer Education	300	5.10%	162.90	7.66%	59	3.74%	147	6.02%	32	5.63%
Services	299	5.09%	176.00	8.27%	54	3.42%	191	7.83%	41	7.22%
Health Services	1,860	31.63%	597.80	28.10%	414	26.25%	783	32.09%	175	30.81%
Technical	118	2.01%	69.20	3.25%	43	2.73%	46	1.89%	9	1.58%
Industrial	1,182	20.10%	456.30	21.44%	176	11.16%	236	9.67%	68	11.97%

<sup>1</sup>% of Total 5,880 WITC Enrollments in FY19

<sup>2</sup>Total FTE's 2127.70

<sup>3</sup>Total Unduplicated Academically Disadvantaged for FY19 1,577

<sup>4</sup>Total Unduplicated Economically Disadvantaged for FY19 2,440

<sup>5</sup>Total Unduplicated Disabled for FY19 568

Source: WTCS Portal Reports CLI330 and CLI331

2018 – 2019 Race and Ethnicity														
Program Cluster	American Indian		Asian		Black		Hispanic		Multiple Races		Pacific Islander		Unknown	
	Count*	% of Total**	Count*	% of Total**	Count*	% of Total**	Count*	% of Total**	Count*	% of Total**	Count*	% of Total**	Count*	% of Total**
Agriculture	0	0.00%	0	0.00%	0	0.00%	4	0.07%	0	0.00%	0	0.00%	0	0.00%
Business, Financial Services and Information Technology	80	1.36%	32	0.54%	12	0.20%	40	0.68%	25	0.43%	1	0.02%	4	0.07%
Family and Consumer Education	7	0.12%	3	0.05%	4	0.07%	3	0.05%	5	0.09%	2	0.03%	1	0.02%
Services	12	0.20%	3	0.05%	10	0.17%	8	0.14%	15	0.26%	0	0.00%	2	0.03%
Health Services	65	1.11%	14	0.24%	22	0.37%	24	0.41%	36	0.61%	3	0.05%	1	0.19%
Technical	3	0.05%	3	0.05%	0	0.00%	3	0.05%	4	0.07%	0	0.00%	0	0.00%
Industrial	45	0.77%	7	0.12%	23	0.39%	12	0.20%	29	0.49%	8	0.14%	25	0.43%

\*Count may be duplicated between parent program and embedded programs.

\*\*% of Total 5,880 WITC Enrollments in FY19

Source: WTCS Portal Reports CLI330 and CLI331

## WITC COMPARISON OF PROGRAM STUDENTS

2018 – 2019 NTO Enrollments									
Program Cluster	Female			Male			Unknown		
	Count*	% of Cluster Total	% of College Total**	Count*	% of Cluster Total	% of College Total**	Count*	% of Cluster Total	% of College Total**
Agriculture	17	37.0%	0.29%	29	63.0%	0.49%	0	0.00%	0.00%
Business, Financial Services and Information Technology	1,185	70.28%	20.15%	488	28.94%	8.30%	13	0.77%	0.22%
Family and Consumer Education	278	92.67%	4.73%	21	7.00%	0.36%	1	0.33%	0.02%
Services	193	64.55%	3.28%	103	34.45%	1.75%	3	1.00%	0.05%
Health Services	1,573	84.57%	26.75%	281	15.11%	4.78%	6	0.32%	0.10%
Technical	9	7.63%	0.15%	109	92.37%	1.85%	0	0.00%	0.00%
Industrial	110	9.31%	1.87%	1,060	89.68%	18.03%	12	1.02%	0.20%

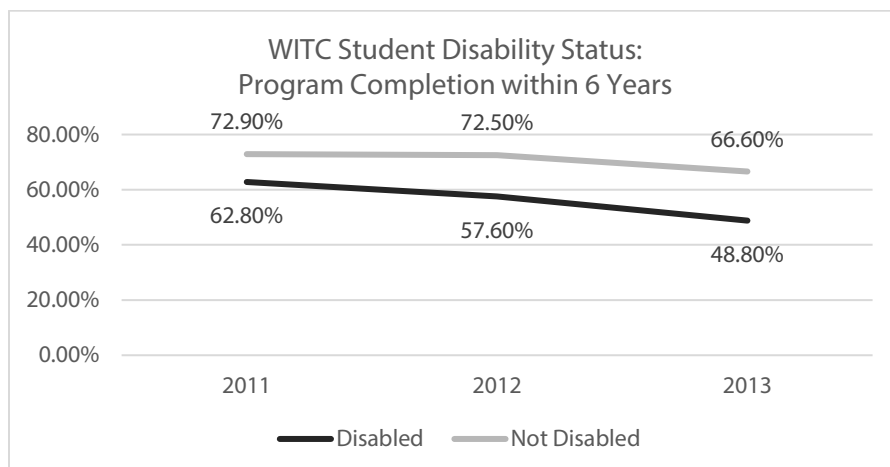
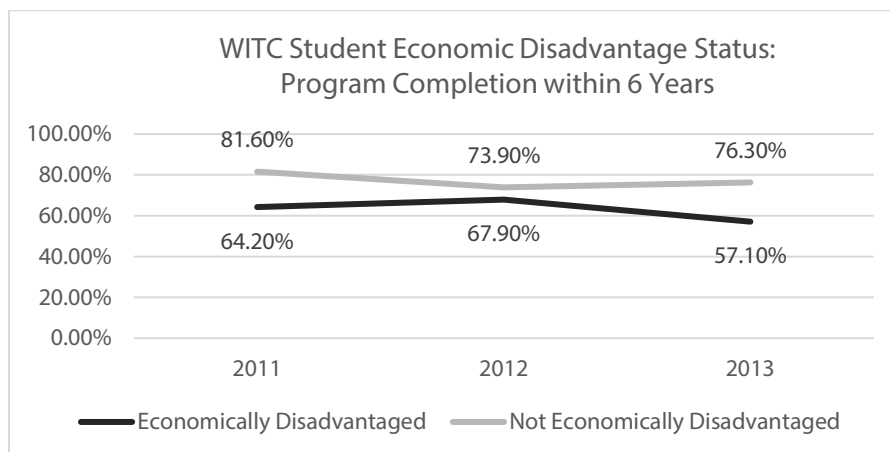
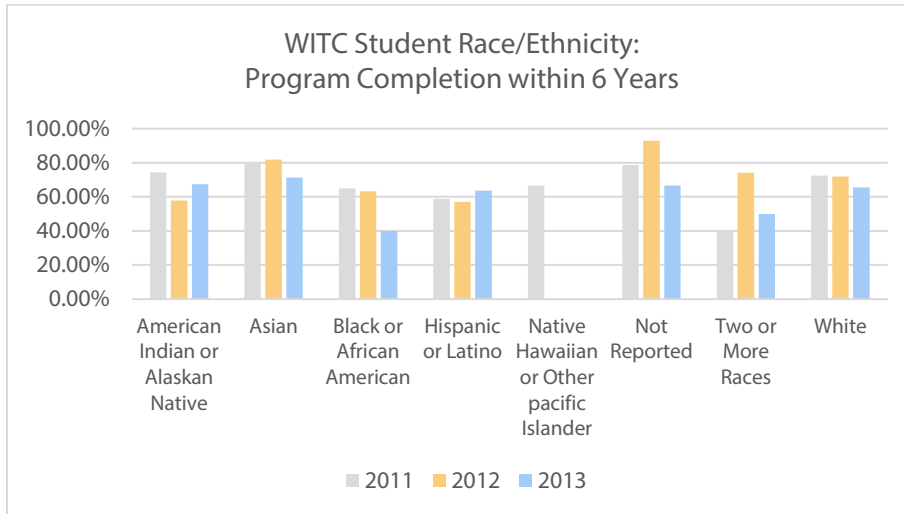
\*Count may be duplicated between parent program and embedded programs.

\*\*% of Total 5,880 WITC Enrollments in FY19

Source: WTCS Portal Reports CLI330 and CLI331

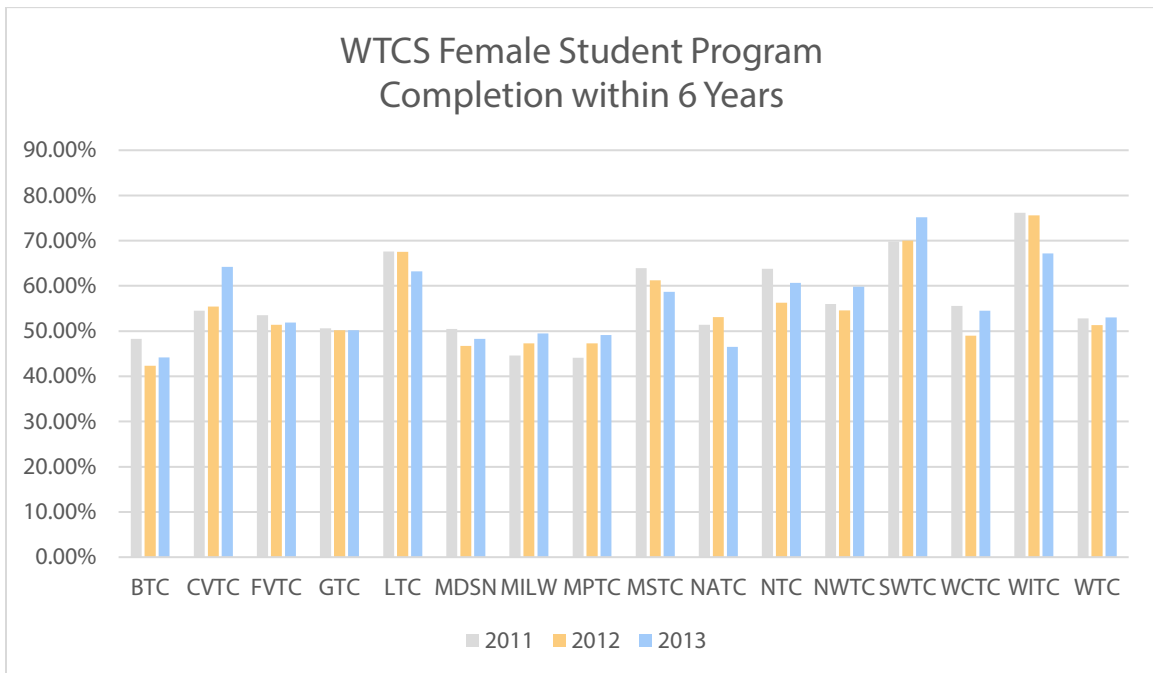
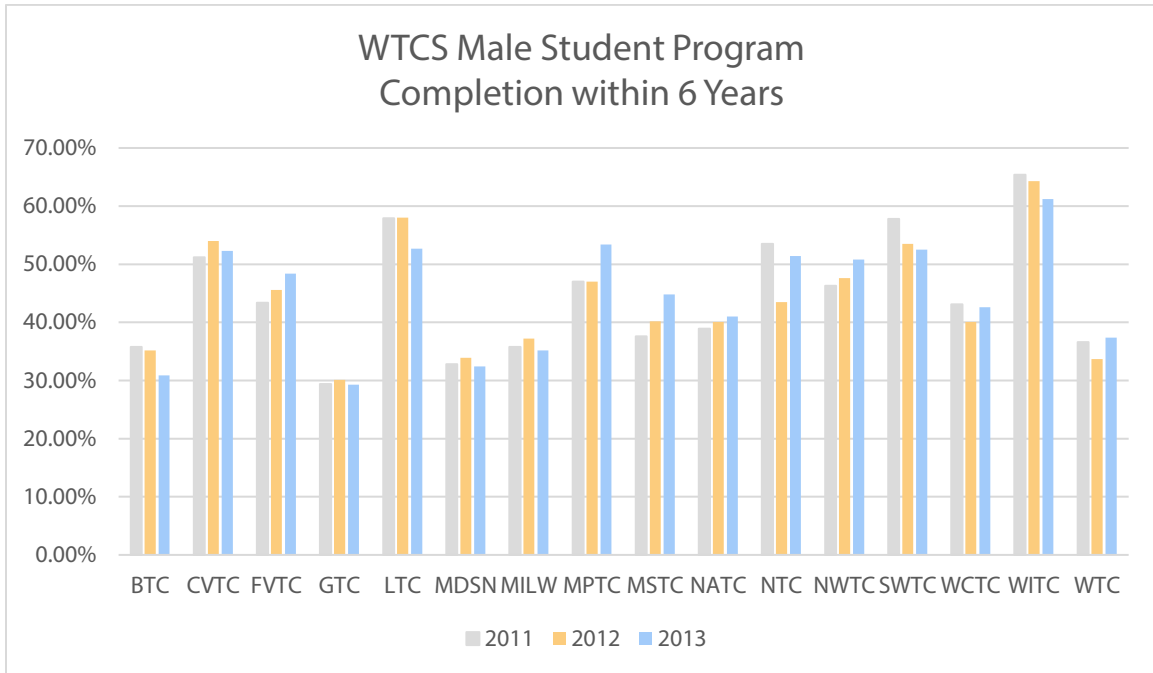
## WITC STUDENT SUCCESS OUTCOMES

WITC's 6-Year Program completion rates (for cohorts 2011, 2012 and 2013) are broken out below by student race/ethnicity, economic status, disability status and gender (*source: WTCS Tableau Student Success-Dashboard*). Students who are not economically disadvantaged or Disabled, consistently completed their programs at higher rates than those students who report themselves as Disabled or Economically Disadvantaged.



## WITC STUDENT SUCCESS OUTCOMES

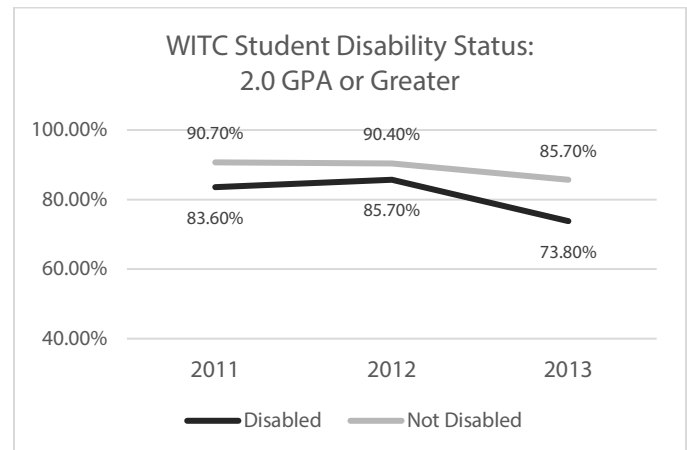
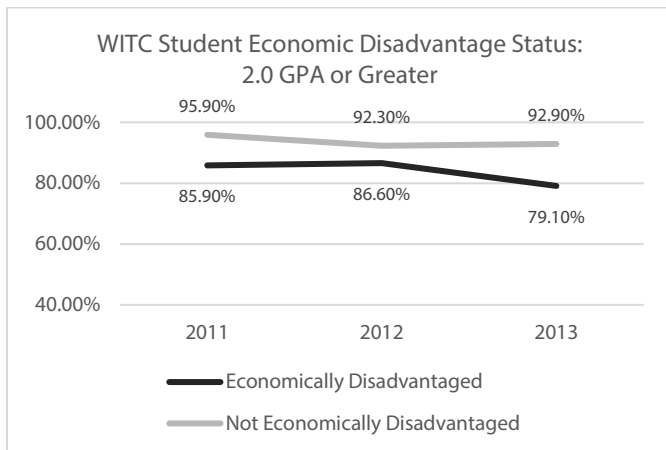
When comparing WITC's 2011, 2012 and 2013 cohorts of students against those same cohorts of students at the other WTCS colleges, our male students have the highest completion rate all three years and our female students are the top two each year.



## WITC PROGRAM STUDENT SUCCESS OUTCOMES

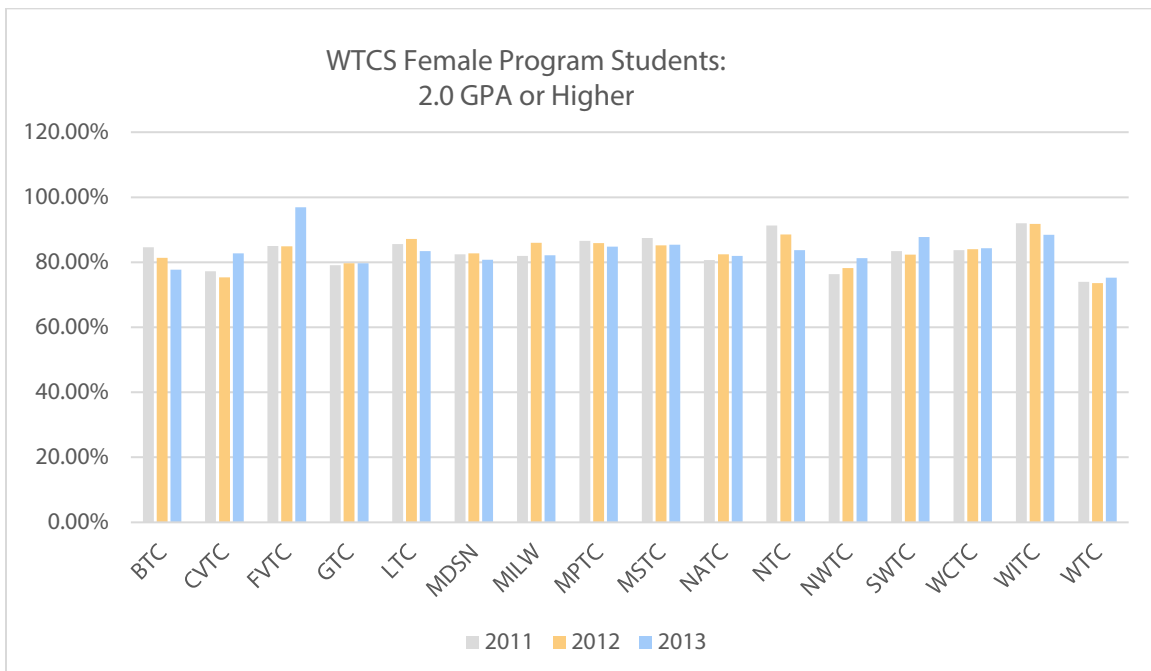
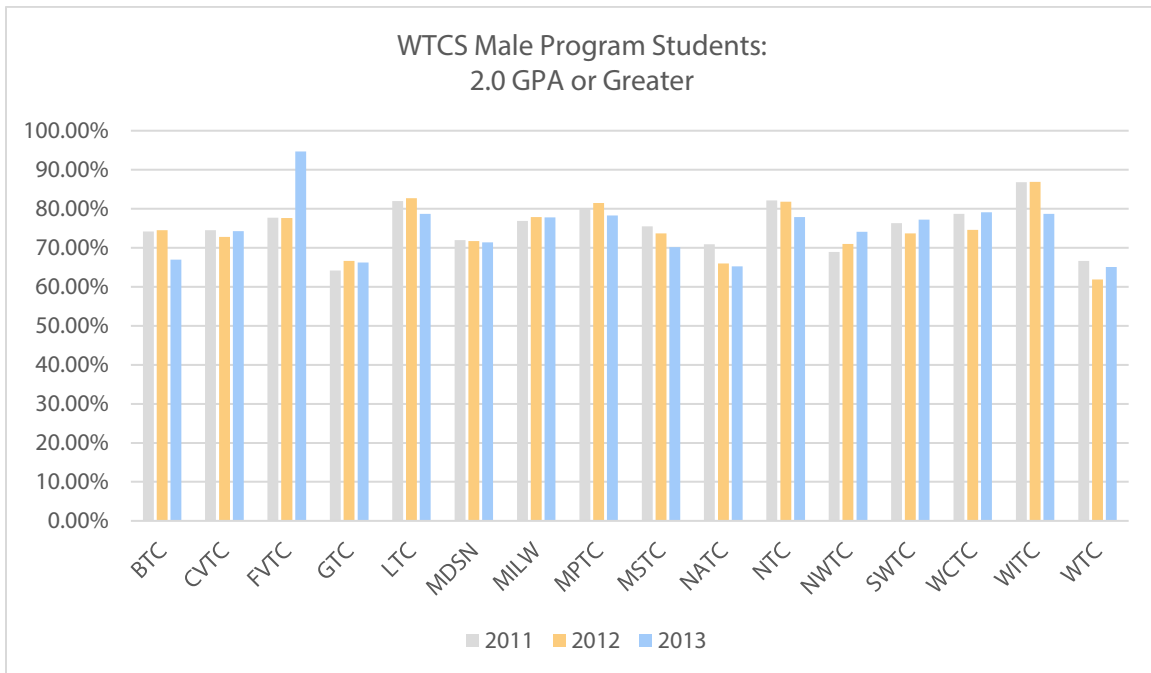
Students with a GPA of 2.0 or greater, an early momentum measure for 6-Year Program completion rates, is broken out below gender for first-time college students who enrolled in a program at WITC in 2011, 2012 or 2013 by student race/ethnicity, economic status, disability status and (source: WTCS Tableau Student Success-Dashboard). Similarly to program completion rates, students who did not report to be economically disadvantaged or Disabled, consistently had higher rates of successful GPA's than those students who reported themselves as Disabled or Economically Disadvantaged.

WITC Program Students: 2.0 GPA or Greater			
	2011	2012	2013
American Indian or Alaskan Native	87.0% 23	78.6% 28	78.8% 33
Asian	80.0% 5	100.0% 9	88.9% 9
Black or African American	75.0% 16	90.0% 10	60.0% 10
Hispanic or Latino	83.3% 12	87.5% 8	71.4% 7
Native Hawaiian or Other Pacific Islander	100.0% 2	100.0% 1	
Not Reported	90.0% 10	100.0% 13	100.0% 8
Two or More Races	88.9% 9	93.8% 16	82.6% 23
White	90.6% 1,055	90.1% 1,215	85.1% 1,189
	<b>&lt;70%</b>	<b>70% to 79.9%</b>	<b>&gt;=80%</b>



## WITC PROGRAM STUDENT SUCCESS OUTCOMES

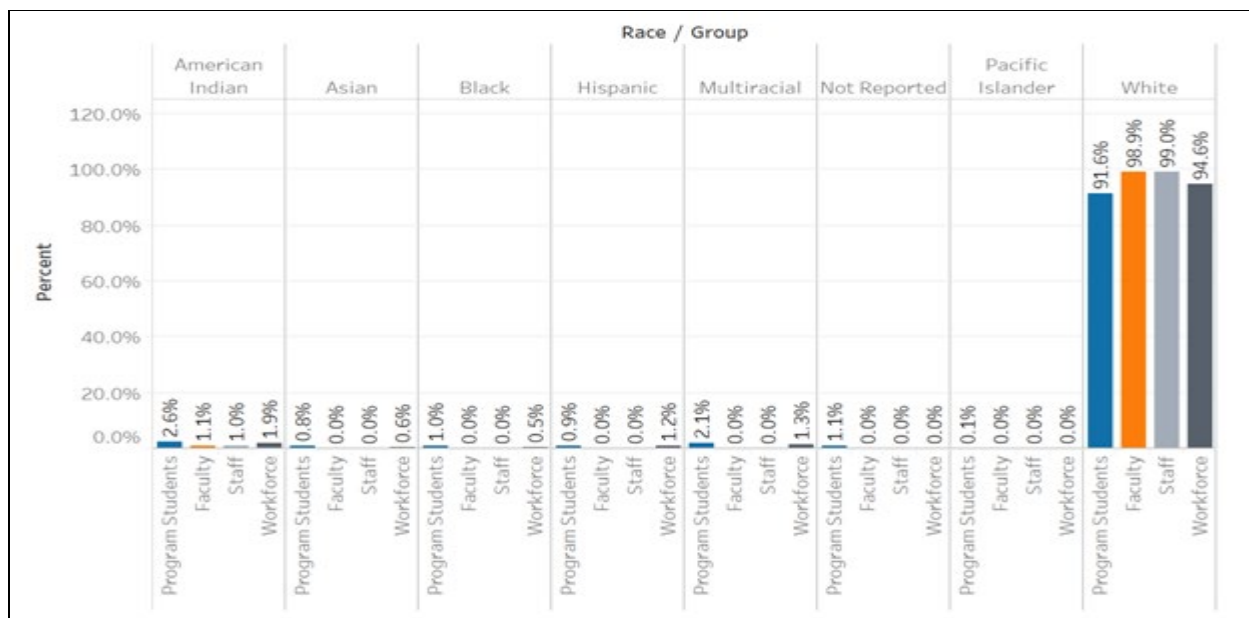
When comparing WITC's 2011, 2012 and 2013 cohorts of students against those same cohorts of students at the other WTCS colleges, our male and female students are in the top two schools with highest percentage of students with a successful GPA of 2.0 or greater (*source: WTCS Tableau Student Success-Dashboard*).



## WITC EMPLOYEE REPRESENTATION

### WITC Analysis of Representation by Employment Category

WITC's proportion of demographic groups within administration, faculty, and support staff for the 2018-2019 academic year broken out by student race/ethnicity, gender, and disability status is shown below. Overall, WITC's all staff employee representation shows a low percentage of minorities and individuals with disabilities compared to the WITC District population. However, WITC has a higher percentage of female employees when compared to the WITC District population.



WITC staff and faculty are less diverse than the local workforce and enrolled program students. Students of color are overrepresented at WITC compared with the local workforce (yet see the slight underrepresentation of Hispanic students).

As indicated in WITC's Five Year Affirmative Action/Equal Opportunity Plan (2019-2024), WITC is committed to designing efforts to reach and maintain employment levels for minorities and persons with disabilities which are reflective of the WITC District population.

WITC continues to plan activities to recruit and place minorities and persons with disabilities in the areas where these group members are presently underutilized such as faculty, non-faculty, and technical/paraprofessional areas of employment. Recruitment efforts and resources will be reviewed and updated to improve, strengthen, and broaden current recruitment efforts with under-represented populations.

WITC is committed to fostering, cultivating, and preserving a culture of diversity and inclusion. College employees are its most valuable asset and the collective sum of the individual differences, life experiences, knowledge, inventiveness, innovation, self-expression, unique capabilities, and talent that College employees possess and invest in his/her work represent our culture and achievement.

Diversity is respected and embraced at the College. Diversity includes being open to new and different ideas. It also implies respect for and appreciation of all staff, students, and members of the community. Diversity is embraced as a means of enriching relationships and enhancing collaboration. All employees of the College have a responsibility to treat others with dignity and respect at all times. All employees are expected to exhibit conduct that reflects inclusion during work, at work functions on or off the work site, and at all other College sponsored and participative events.

## WITC SHORT TERM AND LONG TERM PLAN

WITC Short and Long Term Plan to address Equity Gaps and advance Inclusion	
Short-Term Plan (1 Year)	Long-Term Plan (next four years)
WITC has established a consortium of regional literacy partners including community-based literacy councils, Lac Courte Oreilles Ojibwa Community College (LCO), and Workforce Development Boards (WDB) for Region Seven and Region Eight and their operational agencies to continue to address rural poverty and literacy throughout our district. The ultimate goal being employment with emphasis toward careers that align with in-demand identified job sectors of construction, healthcare, and manufacturing.	<p>Initiatives to be implemented to address gaps in credential attainment:</p> <ul style="list-style-type: none"> <li>▪ Adding diversity to advisory committee membership.</li> <li>▪ Developing district and community partner role models that can be a presence within the college for students to see and interact with.</li> <li>▪ Creating or adding additional diversity to already existing steering councils to provide advice to college on retention and credential attainment.</li> <li>▪ Educating faculty and staff (full and part-time in all positions) on the importance of equality and diversity and the role it plays in and out of the classroom.</li> </ul>
Recent implementation of the Customer Relationship Management (CRM) system has shortened the response time for student needs and has increased student/staff communication.	<p>Initiatives to be implemented to address gaps in nontraditional occupational enrollment and graduation rates:</p> <ul style="list-style-type: none"> <li>▪ Visiting NTO classrooms and labs to ensure climate is equitable and open to all genders.</li> <li>▪ Educating instructors to ensure NTO knowledge and compliance.</li> <li>▪ Additional promotion in business &amp; industry and workforce agencies.</li> <li>▪ Adding NTO representatives to advisory committees.</li> <li>▪ Connecting with strong females in NTO fields to speak at high school and workforce events.</li> <li>▪ Enhancing peer tutoring program for all NTO students.</li> </ul>
Full-time Veteran Student Advocate serves as a “one stop” source for veteran students to access their educational benefits and provide consistent, scheduled outreach to veteran students to support their unique educational needs.	WITC will continue to expand student accessibility with the addition of eLearning that will be available through the 5G AI partnership.
Perkins Reserve-Capacity Building for Equity and Inclusion Grant funds will be used to expand student accessibility in Blackboard through a software enhancement with Ally® and offer professional development and learning opportunities to staff that focus on WITC culture, equity, and inclusion efforts for all student populations.	
WITC will also implement strategies on improving recruitment, retention, and training of staff in underrepresented groups specifically aimed at Perkins V indicators.	
WITC will create educational opportunities to expand the student’s understanding of WITC culture and equity and inclusion initiatives.	



## Reference Data

### Resources and data sources used to complete this report:

*ACS Demographic & Housing Estimates; 2018 American Community Survey 5-Year Data Profile (Table ID: DP05)*

*WTCS Portal Report CLI660A and CLI660B*

*WTCS Portal Report CL1331*

*WTCS Portal Report CLI406*

<https://unitedwaywi.site-ym.com/general/custom.asp?page=ALICEbyCounty&DGPCrSrt=&DGPCrPg=1>

*ACS Demographic & Housing Estimates 2012 & 2017 American Community Survey 1-Yr Estimates*

*ACS Social Profiles 2014 & 2018 American Community Survey 5-Yr Estimates (<https://www.census.gov/acs/www/data/data-tables-and-tools/data-profiles>)*

*EMSI Demographic Overview*

*Wisconsin Department of Administration, Demographic Services Center, Population Projections, Vintage 2013*

*2016 survey by Wisconsin HOPE Lab & the Association of Community College Trustees*

*WITC Scholarship America Portal and WITC Foundation*

*WTCS Tableau Student Success Dashboard>New Program Students by Successful Post-Secondary Credit Completed*

*Tableau Student Success Dashboard>2.0 GPA or Greater by Student Characteristics*

*WTCS Portal Report CLI349*

*WTCS Portal Report CL1331*

*WTCS Portal Report CL1520*

*WTCS Portal Report CL1330*

*WTCS Affirmative Action Compliance Report, 2018-2019 WITC*

