Northcentral Technical College District Demographics
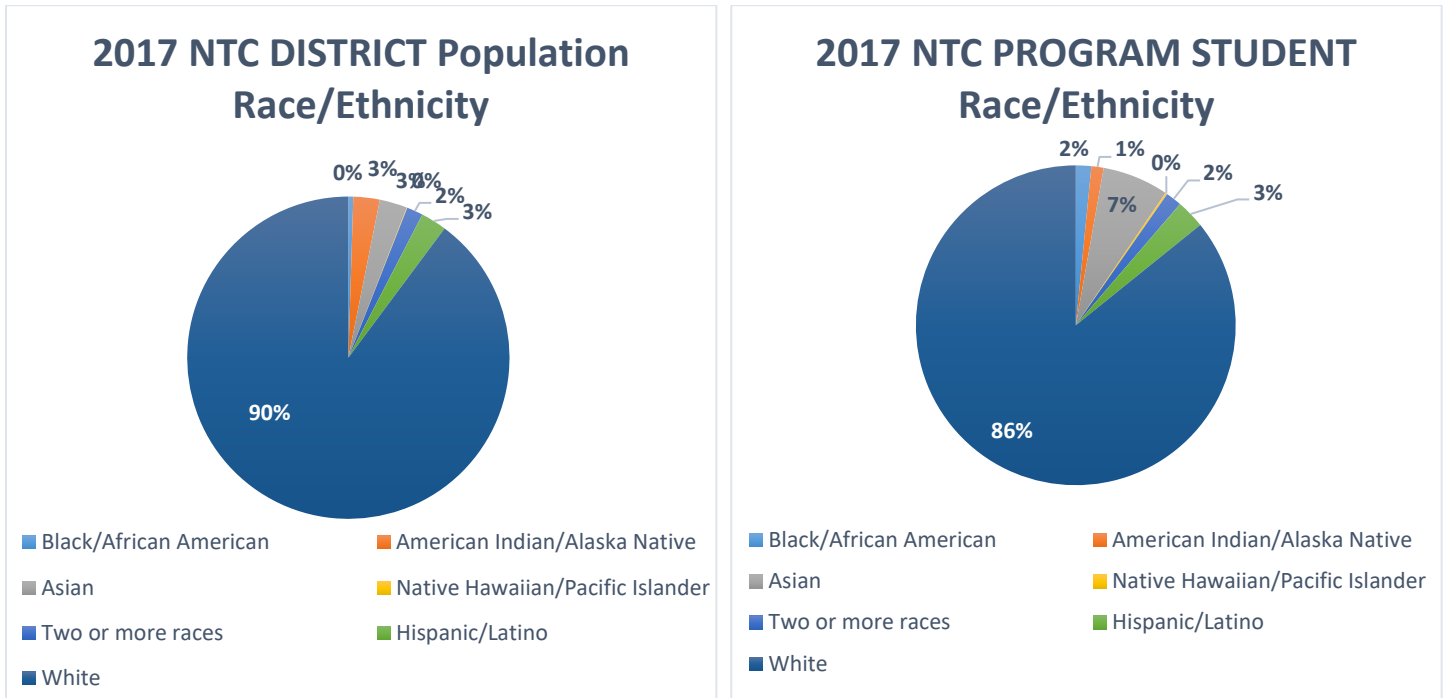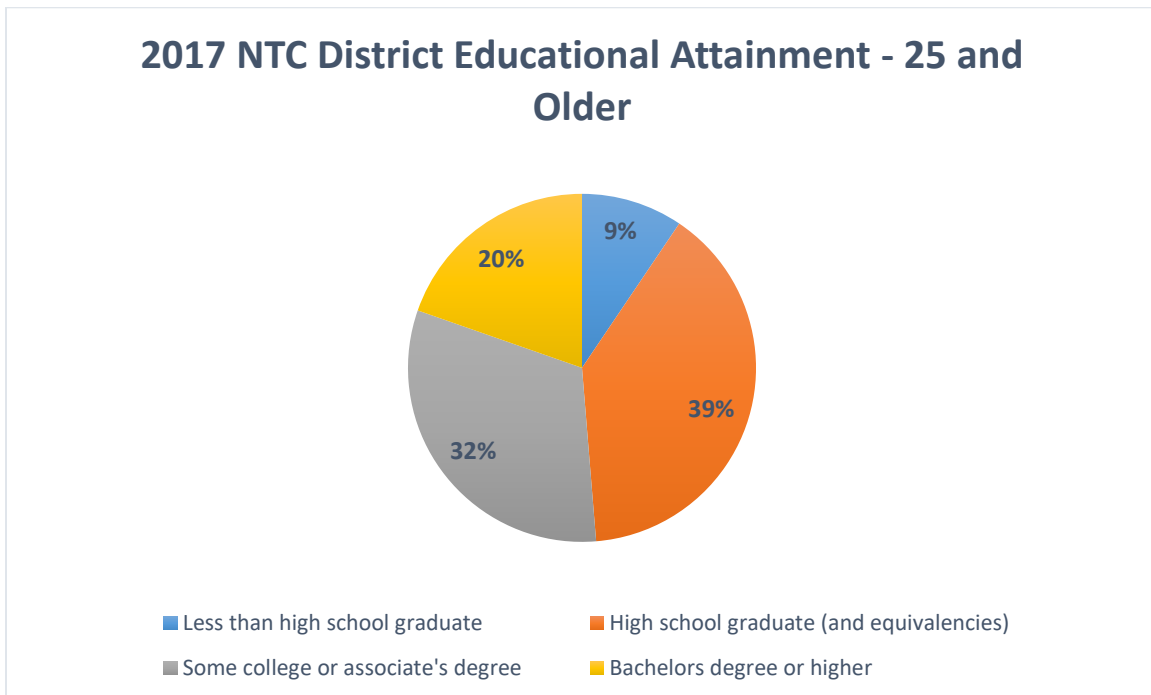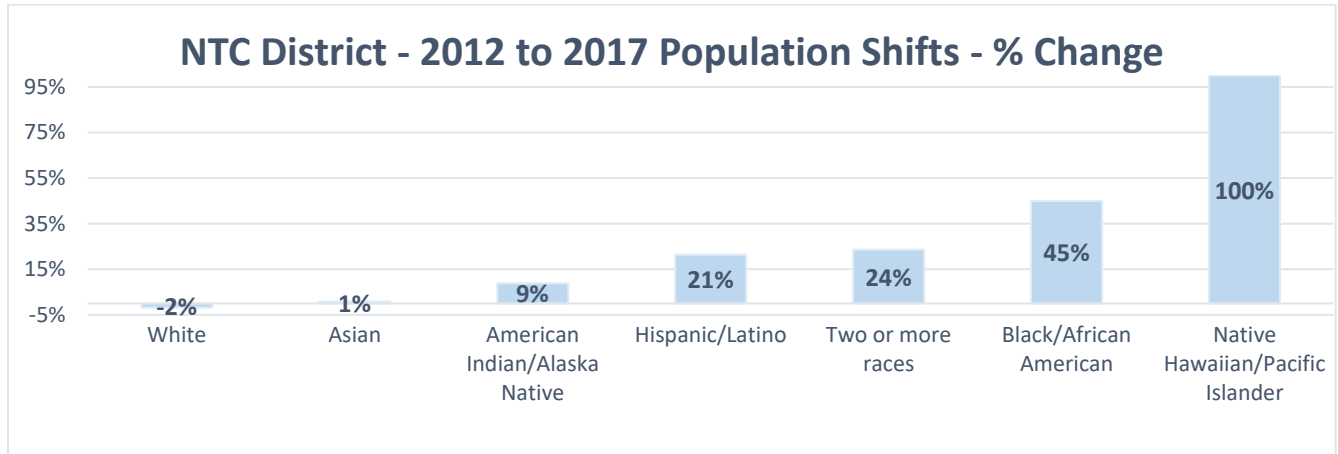
According to American FactFinder, in 2017, the Northcentral Technical College District displayed the below breakdown of racial/ethnic populations. NTCs' program student population has a higher representation of racial/ethnic minority students than the district population (14% vs. 10%):

2017 NTC DISTRICT Population Race/Ethnicity

0% 3% 3% 0% 2%
3%
90%

- Black/African American
- American Indian/Alaska Native
- Asian
- Native Hawaiian/Pacific Islander
- Two or more races
- Hispanic/Latino
- White

2017 NTC PROGRAM STUDENT Race/Ethnicity

2% 1% 0% 2%
7% 3%
86%

- Black/African American
- American Indian/Alaska Native
- Asian
- Native Hawaiian/Pacific Islander
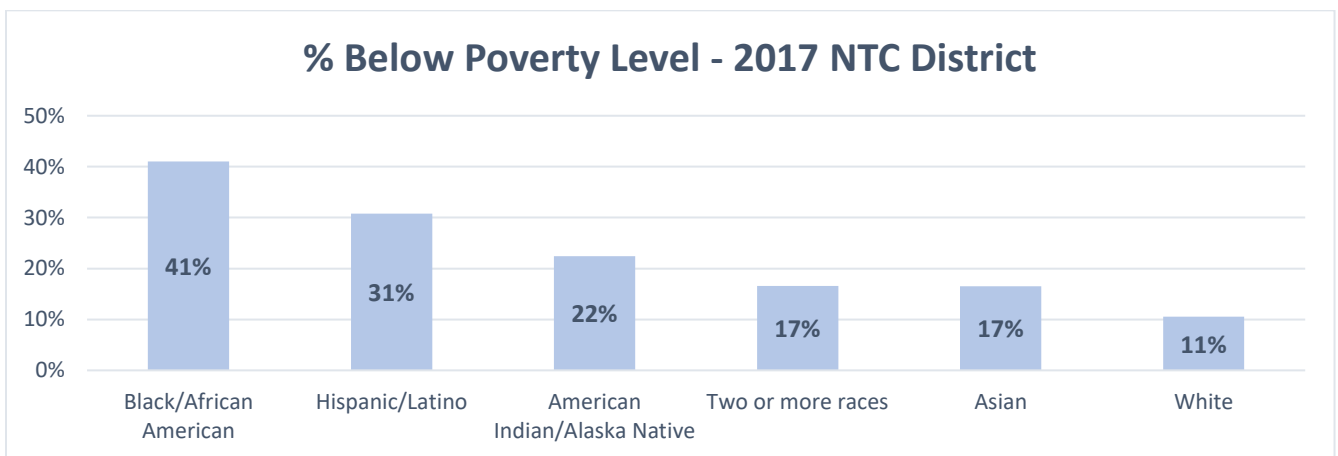- Two or more races
- Hispanic/Latino
- White

Additionally, 50% of the population was female and 50% was male. Of the population 25 and older, 52% had attended at least some college, with 20% reporting Bachelor's degree or higher as their highest credential received. Since 2012, this represents an increase of 5% in those who attended at least some college and an increase of 2% in those who attained a Bachelor's degree or higher:

2017 NTC District Educational Attainment - 25 and Older

9%
39%
32%
20%

- Less than high school graduate
- High school graduate (and equivalencies)
- Some college or associate's degree
- Bachelors degree or higher

Between 2012 and 2017, NTC District population decreased by 1% overall, reflecting in a 2% decrease in the White population, and increases in all other racial/ethnic populations:

NTC District - 2012 to 2017 Population Shifts - % Change

Racial/Ethnic Group	% Change
White	-2%
Asian	1%
American Indian/Alaska Native	9%
Hispanic/Latino	21%
Two or more races	24%
Black/African American	45%
Native Hawaiian/Pacific Islander	100%

As populations of color within the NTC District have grown over the past 5 years, rates of poverty have also shifted within the same timeframe. In 2012, the percent below poverty level was 14%. By 2017, that number had grown to 15%. While the percent of White individuals below poverty level remained steady at 11%, every other racial/ethnic group except Two or More Races showed an increase in the percent below poverty level. All populations of color within the NTC District have higher rates of poverty than the White population:

% Below Poverty Level - 2017 NTC District

Racial/Ethnic Group	% Below Poverty Level
Black/African American	41%
Hispanic/Latino	31%
American Indian/Alaska Native	22%
Two or more races	17%
Asian	17%
White	11%

Student Success Outcomes – Access to Programs

As NTC District demographics shift, so do the pool of students and employees. Analyzing higher-paying program enrollment by racial/ethnic group tells an important part of the story about student access. NTC grouped its programs in terms of graduate wages within 1 year of graduation:

- < $32,000/yr = Lower-wage programs
- $32,000/yr to $44,999/yr = Medium-wage programs
- > or = $45,000 = Higher-wage programs

Nine NTC programs were selected to represent each of the wage categories, based on salaries reported on the NTC Graduate Follow-up Survey, which is administered 6 months to 1 year after NTC program graduation:

Lower-wage programs (< $32,000)
100916 -Veterinary Science Associate Degree
103071 - Early Childhood Education Associate Degree
305131 - Phlebotomy Technician Technical Diploma
305431 - Nursing Assistant Technical Diploma

105203 - Human Services Associate Degree
305316 - Advanced EMT
311061 - Office Assistant Technical Diploma
315091 - Medical Assistant Technical Diploma
305082 - Dental Assistant Technical Diploma

Medium-wage programs ($32,000 - $44,999)
101011 - Accounting Associate Degree
101023 - Business Management Associate Degree
101543 - IT - Computer Support Specialist Associate Degree
311011 - Accounting Assistant Technical Diploma
105131 - Medical Laboratory Technician Associate Degree
314121 - Diesel Equipment Mechanic Technical Diploma
314421 - Welding Technical Diploma
106061 - Mechanical Design Associate Degree
305313 - EMT - Basic

Higher-wage programs (> or = $45,000)
101961 - Leadership Development Associate Degree
104122 - Diesel Technology Associate Degree
304581 - Truck Driving Technical Diploma
324042 - Automotive Technician Technical Diploma
105045 - Criminal Justice Studies Associate Degree
105081 - Dental Hygienest Associate Degree
105261 - Radiography Associate Degree
106201 - Electromechanical Associate Degree
105431 - Nursing Associate Degree

Students of color were represented proportionally in each of the wage groupings. White students had lower representation in higher-wage programs than the other two groupings (82% of higher-wage program students were White vs. 84% in the medium- and lower-wage programs).

Students with disabilities were more likely to enroll in lower-wage programs (8% of lower-wage program students had disabilities vs. 6% in medium- and higher-wage programs).

Economically Disadvantaged students had higher representation in medium- and higher-wage programs, at 50%. Only 39% of lower-wage program students were economically disadvantaged.[1]
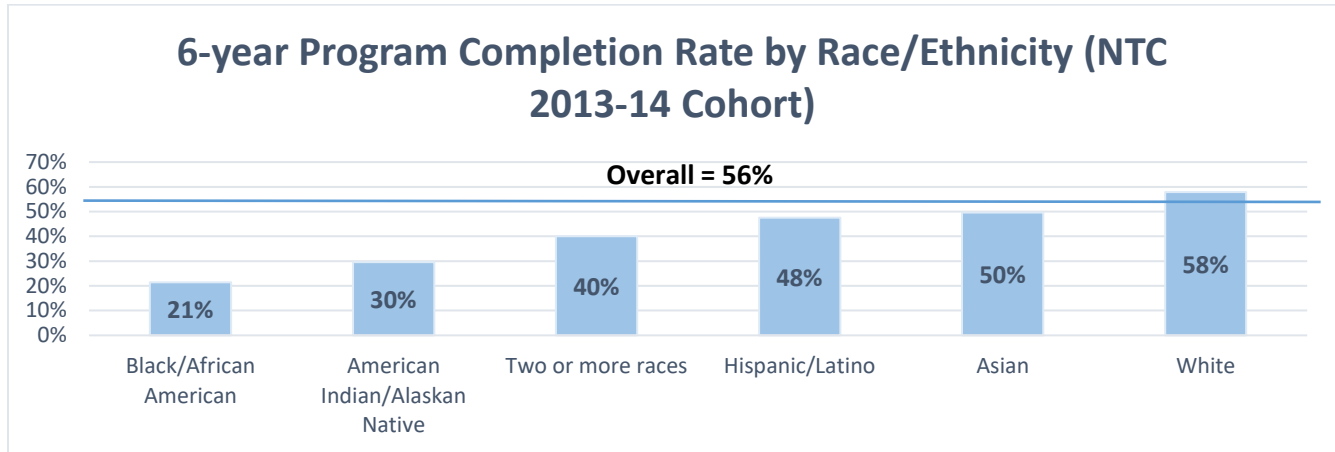
Student Success Outcomes – Credit and Program Completion

Program completion is a key measure of student success and credential attainment. The national benchmark for first-time students that complete their program within 6 years is 25%. NTC's overall 6-year program completion rate for its 2013-14 cohort was 56%, which is more than double the national average. However, there are discrepancies between

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[1] Economically disadvantaged status is determined in part by need-based financial aid received by the student. Students enrolled in short-term programs (more heavily represented in the Lower-wage Programs category) are not eligible to receive financial aid, and therefore may not be categorized as economically disadvantaged at the same rate as students in longer-duration programs. This may lead to a higher representation of economically disadvantaged students in the Medium-wage and Higher-wage programs.
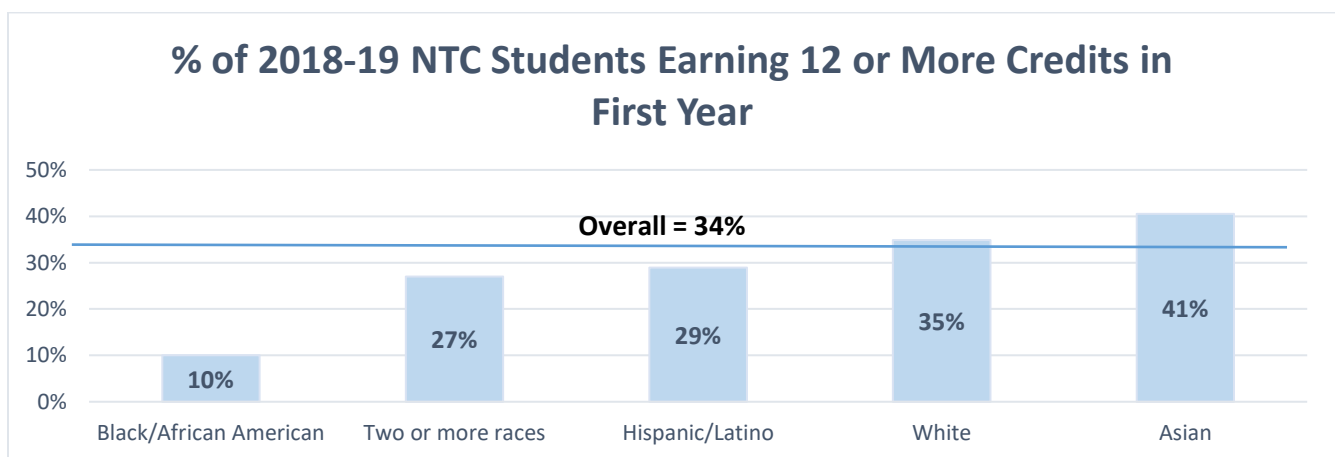
student success for students within different populations. Black students have the lowest level of 6-year program completion, White students have the highest level, and all other races/ethnicities fall in between.

6-year Program Completion Rate by Race/Ethnicity (NTC 2013-14 Cohort)

Overall = 56%

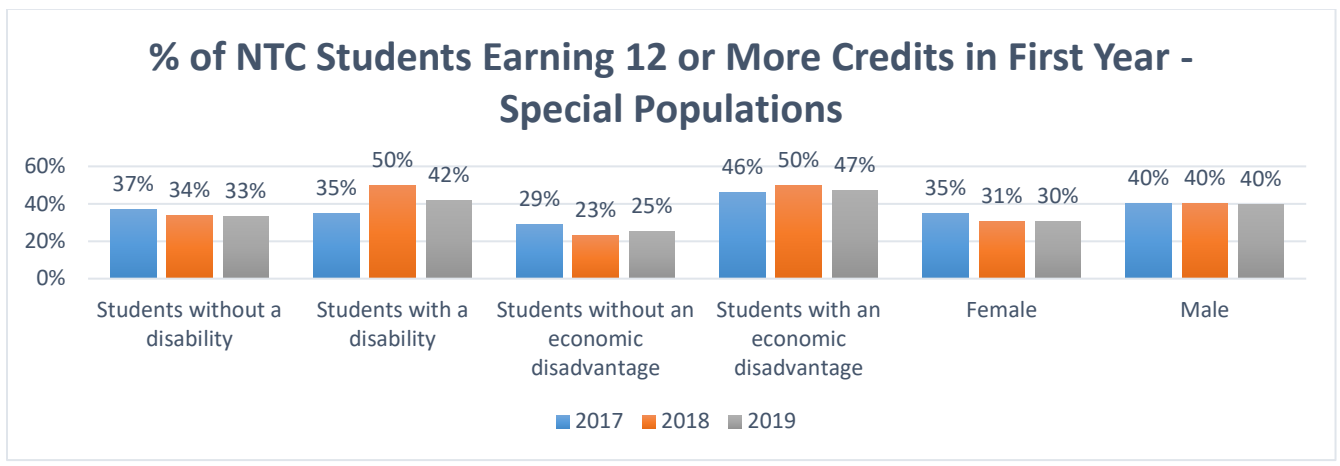| Black/African American	American Indian/Alaskan Native	Two or more races	Hispanic/Latino	Asian	White
21%	30%	40%	48%	50%	58%

Students with disabilities lag behind their peers without disabilities. After 6 years, 40% of first-time students with a disability had earned their credential, compared to 57% of students without a disability, an equity gap of 17%. Likewise, students with an economic disadvantage had a 46% 6-year program completion rate, compared to a 66% rate for students without an economic disadvantage, an equity gap of 20%. Male and female students achieved at similar rates, with 58% of female students completing their program within 6 years, and 53% of males completing in the same timeframe.

In order to further understand program completion, it is important to understand students' progress within their first year at the College. Early momentum metrics can indicate whether students will be successful at ultimately attaining a credential. One such metric is the number of credits earned by students within the first year. Data shows that students who complete 30 or more credits within their first year are more likely to graduate on time than students who complete fewer credits in their first year (Complete College America, 2013). Since the majority of NTC's program students are part-time, NTC measures the percentage of students who complete at least 12 credits within their first year at the College.

Overall, the percent of NTC's new program students earning 12 or more post-secondary credits within their first year decreased from 37% in 2016-17 to 24% in 2018-19. While Asian students had a higher percentage than the average, all other minority race/ethnicities performed at lower rates than the College-wide average.

% of 2018-19 NTC Students Earning 12 or More Credits in First Year

Overall = 34%

Black/African American	Two or more races	Hispanic/Latino	White	Asian
10%	27%	29%	35%	41%

In 2018 and 2019, a higher percentage of students with a disability earned 12 or more credits in their first year than their counterparts without a disability. Students with an economic disadvantage also earned more credits within their first year than students without an economic disadvantage[2]. 40% of male students earned at least 12 credits within their first year over the last three years, compared to 30% to 35% of female students during the same timeframe:

% of NTC Students Earning 12 or More Credits in First Year - Special Populations

Students without a disability: 37% (2017), 34% (2018), 33% (2019)
Students with a disability: 35% (2017), 50% (2018), 42% (2019)
Students without an economic disadvantage: 29% (2017), 23% (2018), 25% (2019)
Students with an economic disadvantage: 46% (2017), 50% (2018), 47% (2019)
Female: 35% (2017), 31% (2018), 30% (2019)
Male: 40% (2017), 40% (2018), 40% (2019)

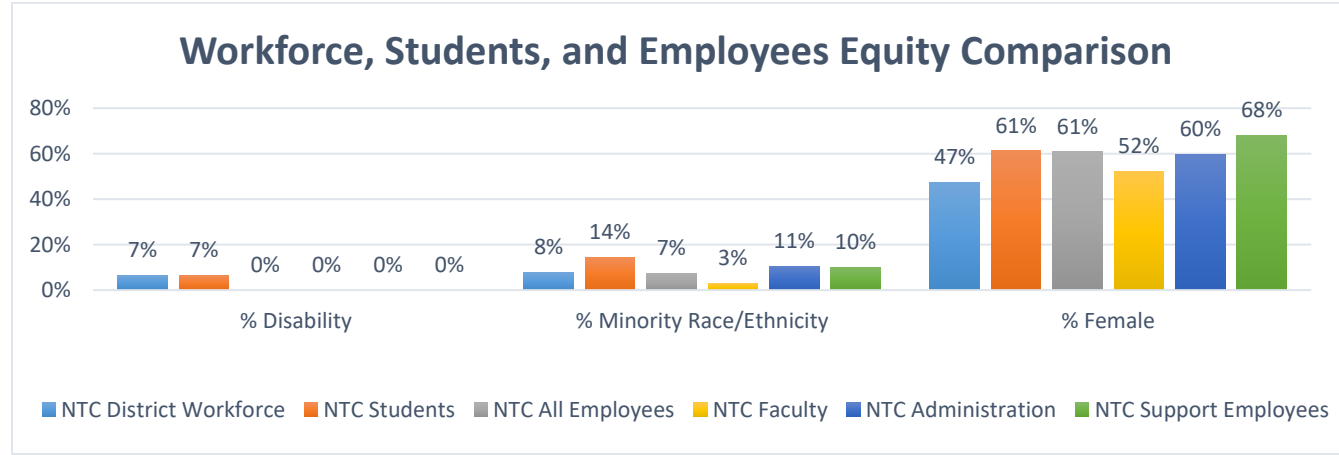Legend: ■ 2017 ■ 2018 ■ 2019

Employee Representation

When comparing the demographic distribution of the NTC district workforce to students and staff at Northcentral Technical College, some discrepancies emerged in terms of disability status, race/ethnicity and gender.

NTC sees greater racial/ethnic diversity in its student body than is present in the local workforce, at 14%. However, employee groups at NTC fall below that. Especially of note is the faculty group, where only four of the 130 full-time faculty members are in a racial/ethnic minority group.

Seven percent of NTC's program students have a disability, which aligns with the representation of employees with disabilities in the local workforce. However, no NTC employees have a documented disability.

While only 47% of the local workforce is female, 61% of NTC's program students are female, as are 61% of NTC employees. The only notable discrepancy in terms of gender is in the Clerical/Secretarial Employee group at the College, which is 96% female.

Workforce, Students, and Employees Equity Comparison

% Disability: 7% (NTC District Workforce), 7% (NTC Students), 0% (NTC All Employees), 0% (NTC Faculty), 0% (NTC Administration), 0% (NTC Support Employees)
% Minority Race/Ethnicity: 8% (NTC District Workforce), 14% (NTC Students), 7% (NTC All Employees), 3% (NTC Faculty), 11% (NTC Administration), 10% (NTC Support Employees)
% Female: 47% (NTC District Workforce), 61% (NTC Students), 61% (NTC All Employees), 52% (NTC Faculty), 60% (NTC Administration), 68% (NTC Support Employees)

Legend: ■ NTC District Workforce ■ NTC Students ■ NTC All Employees ■ NTC Faculty ■ NTC Administration ■ NTC Support Employees

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[2] Economically disadvantaged status is determined in part by need-based financial aid received by the student. Students enrolled in short-term programs with less credits are not eligible to receive financial aid, and therefore may not be categorized as economically disadvantaged at the same rate as students in higher-credit programs. This may result in students with economic disadvantage earning more credits, as they have higher representation in programs with more credits.

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

Race/Ethnicity: Racially/ethnically diverse students enroll in lower-wage, medium-wage, and higher-wage programs in equal proportions and are not over-represented in lower-wage programs. Additionally, NTC's program student population displays a higher percentage of minority individuals than the general population within NTC's district. Both of these data points indicate equity in accessibility for these students. The NTC district saw growth in all racial/ethnic populations except white individuals between 2012 and 2017. A higher percentage of Asian students earn 12 or more credits within their first year at NTC than any other race/ethnicity (41% vs. 34% overall).

Gender: NTC's program student population and employee group has a higher percentage of female students than the local workforce.

Economic Status: NTC's district saw a 5% increase in the number of individuals who attended at least some college from 2012 to 2017.

Disability: The percentage of students with disabilities enrolled in NTC's programs is equal to that of the workforce. A higher percentage of students with disabilities earn 12 or more credits within their first year than their counterparts without disabilities (42% vs. 33%).

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

Race/Ethnicity: NTC employees have a lower percentage of employees of color than the local workforce, especially within the faculty group, which is only 3% racial/ethnic minority. Black/African American, Hispanic/Latino, and 2 or More race/ethnicity students earn less credits within their first year than Asian and White students. Only 10% of Black/African American students earn 12 or more credits in their first year (vs. 34% average). 6 year program completion rates are lower for Students of Color than white students, with Black/African American students achieving the lowest rates (21% vs. 56% overall).

Gender: The Clerical/Secretarial employee group at NTC is 96% female. A lower percentage of female students earn 12 or more credits within the first year than males (30% vs. 40%).

Economic Status: There was an increase in the percentage of the NTC district at or below the poverty level from 2012 to 2017, with all minority races/ethnicities having higher rates of poverty than the white population. Black/African American (41%) and Hispanic/Latino (31%) populations have the highest rates of poverty. Economically disadvantaged students have a lower 6 year completion rate than their non-economically disadvantaged counterparts (46% vs. 66%).

Disability: Students with disabilities are represented in higher proportions in lower-wage programs than they are in medium- and higher-wage programs. This indicates inequity in accessibility for these students. No employees at NTC have a documented disability. Students with disabilities have a lower 6 year program completion rate than their counterparts without disabilities (40% vs. 57%).

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

- Research and develop a survey tool that will allow staff to self-identify disability for reporting purposes
- Deploy the survey to collect employee self-identification of disabilities and use results for compliance reporting, as well as to determine deficiencies and take action to correct them
- Participate in WTCS Capacity Building work group
- Offer "Understanding and Engaging Under-resourced Students" training for faculty and staff
- Facilitate affinity group for students of color
- Support students with disabilities to transition to second year through progress tracking in Canvas and outreach/case management
- NTC's Diversity Committee will work with Professional Development and Academic Excellence staff to enhance professional development opportunities for faculty and staff. Content will be added to NTC's Canvas repository for increased access.
- Conduct the CCSSE (Community College Survey of Student Engagement) in Spring 2021

- Share NTC Local Equity Report College-wide and in a public forum (such as WTCS-hosted meeting)
- Utilize Tableau software to make student equity data interactive for faculty and staff. Provide training on viewing, analyzing and using data.
- Develop transition programs for students disproportionately in poverty and with lower completion rates (Black, Hispanic, Native American)
- Continue recruitment of low-income students into NTC's Promise programs; provide support to these students
- Diversity Committee will continue to provide co-curricular activities for students, promoting equity and inclusion (film series, topical presentations, Safe Space training, etc.)
- Continue activities focused on recruitment of Native American students and students with disabilities

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

- Collect ideas and resources to provide as useful resources for underrepresented individuals
- Create a landing site for employment as a branding page to attract underrepresented persons to apply for positions at NTC
- Continue to offer "Understanding and Engaging Under-resourced Students" training for faculty and staff
- NTC's Diversity Committee will continue work with Professional Development and Academic Excellence staff to enhance professional development opportunities for faculty and staff (focused on in-house and external training on equity and inclusion). Content will be added to NTC's Canvas repository for increased access and will be delivered through face-to-face or online formats.
- Identify key college and program information to be translated (addressing language barriers). Integrate translated materials into services to students.
- Continue to utilize Tableau software to make the data interactive for faculty and staff. Continue providing training on viewing, analyzing and using data.
- Add valuable videos and testimonials to the landing page from a cross section of employees, including diverse staff who can speak to the culture and benefits of working at NTC and living in central Wisconsin
- Analyze CCSSE data to identify equity gaps and needs; share with leadership, staff and faculty; use to inform professional development plans aimed to support strategies to address equity gaps
- Share challenges and progress made with equity and inclusion efforts at public forums such as industry partnership meetings and WTCS-hosted meetings

Resources and data sources used to complete this report:

WTCS Tableau (Student Success Dashboard)
WTCS OLAP Data Cubes
WTCS Portal (report FLW500 - 2019)
NTC Graduate Outcomes Report (2015-2018)
U.S. Census Bureau American FactFinder
NTC Affirmative Action Compliance Report (2018)