



**Equal Opportunity/Affirmative Action  
Five-Year Compliance Plan  
2024-2029**

Dr. Paul Carlsen  
President

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## Introduction Letter

Lakeshore understands the success of an affirmative action plan depends upon our degree of commitment. By working together, we can accomplish our mission of transforming individuals to strengthen our communities through innovative and accessible learning.

The Five-Year Affirmative Action Plan (2024 – 2029 Plan) affirms the commitment of Lakeshore to actively implement all appropriate federal and state equal opportunity and affirmative action laws, executive orders, plans, rules, and regulations. This Plan was developed according to the guidelines established by the Wisconsin Technical College System Board.

Lakeshore is firmly committed to Equal Opportunity for all its employees and students in all programs and educational activities including, but not limited to outreach, recruitment, selection, transfer, referrals, promotions, testing, placement, training, compensation, support services, benefits, terminations, and committee appointments. Discrimination against persons because of their sex, sexual preference, race, religion, color, national origin or ancestry, age, disability, political affiliation or beliefs, arrest or conviction records or refusal to consent to sexual harassment is strictly prohibited.

To achieve equal employment and educational opportunities, the College recognizes the need to take appropriate Affirmative Action steps, when necessary, with respect to persons of color, women, the disabled and other protected groups, by setting policies and procedures to obtain equality. Lakeshore will continue to make all reasonable accommodations as requested and required.

While the responsibility for overall development and implementation of the College's Affirmative Action program rests with the President, all employees are responsible for the application of Affirmative Action and Equal Opportunity policies. This includes initiating and supporting programs and practices designed to develop understanding, acceptance, commitment, and compliance within the framework of this Plan.

Lakeshore looks forward to the positive outcomes that will result from the provisions of this Plan which reflect the convictions and values of the College.

Signed,

*Paul Carlsen*

Dr. Paul Carlsen  
President

## **About Lakeshore**

Lakeshore serves Manitowoc and Sheboygan counties and small portion of Calumet and Ozaukee counties. We are an open-access technical college dedicated to providing services and opportunities to all members of our community. Lakeshore is responsive to the community, offering programming that meets local employer and student needs.

Lakeshore's mission is to transform individuals to strengthen our communities through innovative and accessible learning.

Lakeshore's vision is to be the community's driver for individual, social, cultural, and economic vitality.

At Lakeshore, we believe:

- Anyone can learn anything under the right circumstances.
- Degree completion results in better socioeconomic outcomes.
- Students want to complete their degree sooner rather than later.
- Equity gaps are unjust.
- Students we educate must be better off because of what we do.
- We drive change to best serve our students and community.

Lakeshore strives to provide an environment in which everyone is provided the same opportunities to successfully learn and grow. That commitment is reflected in the following policy.

### **Equal Opportunity in Employment, Education, and Affirmative Action Policy**

#### Equal Employment

The College prohibits discrimination and maintains fair and impartial relations with employees and applicants in employment practices including, but not limited to, recruitment, hiring, transfer, promotion, training, staff reductions, compensation and benefits, termination, retention, certification, testing, and committee appointments.

#### Equal Education

The College prohibits discrimination against current and prospective students in admissions, educational programs, activities, and services. Neither the College nor its employees will prevent a student from their right to avail themselves of the educational opportunities provided at Lakeshore because of their race, creed, color, religion, sex, age, national origin, disability, pregnancy, ancestry, marital status, sexual orientation, genetic testing, political affiliation, parental status, economic or social condition, or arrest or conviction record.

#### Harassment/Assault

The College, through its commitment to equal employment/education opportunities and affirmative action, affirmatively provides that all employees and students work or study in an environment free of harassment and assault in accordance with the laws of the United States and the state of Wisconsin.

Harassment of or by employees and students on the basis of race, sex, color, national origin, age, disability, or other protected status is unlawful practice and prohibited.

#### Compliance

Equal opportunity in employment, education and affirmative action compliance relate to the following laws: Titles VI and VII of the Civil Rights Act of 1964 as amended; the Civil Rights Restoration Act of 1987; the Civil Rights Act of 1991; the Age Discrimination in Employment Act of 1967 and 1975; the Equal Pay Act of 1963 as amended; Title IX of the Education Amendments of 1972; the Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA); the Carl D. Perkins Vocational Education Act; the Office of Civil Rights Guidelines for Elimination of Discrimination and the Denial of Services in Vocational Education Programs (34 CFR, Part 100, Appendix B); Section 504 of the Rehabilitation Act of 1973; the Americans With Disabilities Act of 1990; the Vietnam Era Veterans Readjustment Act of 1974; Chapter 38, the Wisconsin Fair Employment Law (Section 111.31-111.395 Wisconsin Statutes); 1989 Wisconsin Acts 186, 177 (ss. 111.31-39, Wisconsin Statutes); Prohibiting Discrimination and Harassment Against Students (ss. 38.23, Wisconsin Statutes); 1991 Wisconsin Act 227; applicable federal and state executive orders; and any other legislation related to equal opportunity, equal education, and affirmative action.

Alleged acts of discrimination which violate federal, or state laws or regulations and established College policies shall be reported directly to the Affirmative Action Officer located in Human Resources for employees and the Equal Opportunity Officer located in Student Services for students. All complaints will be handled promptly and equitably through procedures developed pursuant to Section 106.8 of the Title IX Educational Amendments and the 1989 Wisconsin Act 186. The title, telephone number and address of the Equal Opportunity Education and Affirmative Action Officers are included in all public notification statements.

### Complaint Procedure

Formal and informal resolution procedures have been established to handle complaints alleging harassment, assault, discrimination, or retaliation by or against employees, students, and the general public in employment and education matters.

Any employees having a concern or alleging discrimination, harassment, assault, and/or retaliation shall contact the Affirmative Action Officer at (920) 693-1139 located in the Human Resources Department at Lakeshore Technical College, 1290 North Avenue, WI 53015. For assistance in obtaining detailed procedural information, information on rights, advice, or complaint forms please contact the Human Resources Department.

Any students having a concern or alleging discrimination, harassment, assault, and/or retaliation shall contact the Equal Opportunity Education Officer at (920) 693-1120 located in the Student Services Division at Lakeshore Technical College, 1290 North Avenue, WI 53015. For assistance in obtaining detailed procedural information, information on rights, advice, or complaint forms please contact the Equal Opportunity Education Officer located in the Student Services Division.

### Retaliation

Participating in any College EEO complaint process is protected activity. The College prohibits retaliation against any individual who initiates a complaint or participates in the investigation of a complaint under this policy.

### Accommodations for Persons with Disabilities

The College ensures physical accessibility to programs and facilities. Reasonable accommodations will be provided for persons with disabilities to ensure equal access to employment, educational programs, services, and activities. Persons with disabilities needing accommodation are responsible for initiating a request using the Reasonable Accommodation Process. Students will contact the Manager of Access, Equity, and Inclusion in the Student Services Division and applicants and employees will contact the Affirmative Action Officer in the Human Resources Department at the Cleveland campus.

### Accommodations for Religion/Creed

The College complies with s. 38.04(16), Stats., and TCS 14 which provides for the reasonable accommodation (applies only to required religious activities) of a student's sincerely held religious beliefs regarding scheduling examinations and other academic or workplace requirements. This commitment also applies to employees. The employee will submit a written request to their manager and the student will submit a written request to their instructor at least five work/school days before the anticipated absence.

### Contractors/Vendors

The College ensures that vendors and suppliers of services do not discriminate and that they maintain reputable equal opportunity and affirmative action practices. The College also encourages purchase of services and/or products from women, minority, and disabled business owners.

### Affirmative Action/Equal Opportunity

The College integrates the principles and concepts of affirmative action into all employment and educational practices. The College continually works towards achieving a culturally diverse work force and student body by taking affirmative steps to hire and enroll women, minorities, veterans, and persons with disabilities.

### Affirmative Action/Equal Employment/Education Responsibility

The College will have an affirmative action program for women, racial/ethnic groups, and persons with disabilities in its educational programs and services and all employment practices including, but not limited to recruitment, hiring, transfers, promotions, training, staff reductions, terminations, retention, certification, testing, and committee appointments.

While the development and monitoring of the affirmative action program is primarily the responsibility of the Affirmative Action Officer, the support of every employee, student and recipient of College services is required to assure an environment conducive to the success of the program. A component addressing equal opportunity and affirmative action is incorporated into employees' annual performance reviews.

### Role of the Affirmative Action Officer

The College Affirmative Action Officer's and the Equal Opportunity Education Officer's responsibilities include planning and development of a written Affirmative Action plan, internal and external communication procedures, collecting and analyzing employment and student data, identifying problem areas, developing and implementing initiatives to remedy/eliminate discriminatory practices, conducting internal monitoring, identifying training needs, investigating complaints and recommending appropriate actions, and submitting compliance plans and reports to the Wisconsin Technical College System Affirmative Action Officer and other federal and state agencies. Periodically the Affirmative Action Officer and Equal Opportunity Education Officer will update the President and the College District Board. The Affirmative Action Officer is empowered to make necessary decisions and take appropriate action to ensure the successful realization of the College's Equal Opportunity/Affirmative Action plan.

### **Reason for Policy**

Lakeshore is committed to its legal, social, and economic responsibilities regarding equal opportunity, equal education, and affirmative action. Furthermore, equal opportunity and equal education is for all persons, regardless of race; color; creed; national origin; ancestry; religion; age; sex; sexual orientation; marital status; pregnancy; disability; arrest or conviction record; political affiliation; veteran status; genetic testing; service in the armed forces; and the use or nonuse of lawful products off the employer's premises during nonworking hours.

### **Historical Data, Cross References and Legal Review**

Reviewed/Revised: 06/03/2024

Legal Counsel Review and Approval: 12/15/2008

Board Policy: III.A. General Executive Constraint, III.B. People Treatment

Cross Reference: Wisconsin Statutes 38.04(16), 38.23, 111.31 to 111.39, and 118.13 Wisconsin Fair Employment Law Federal Laws cited. Accommodation Procedure for Religious Beliefs; Lakeshore Complaint Procedure; Sexual Assault; Discrimination and Harassment; Americans With Disabilities Act; Employee Progressive Discipline Policy; Student Code of Conduct Violation Procedures; Complaint Form (Human Resources Department)

### **Definitions**

Academic requirements - Any activity required of a student as part of a course of study or as a condition of enrollment.

Discrimination - A difference in treatment in any employment activity, program, service, or facility based on race, color, creed, religion, gender, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status, parental status, or other protected status.

Examination – An exercise testing knowledge or skill.

Harassment – Verbal or physical conduct that denigrates or shows hostility or aversion toward an individual and has the purpose or effect of creating an intimidating, hostile, or offensive environment; has the purpose or effect of unreasonably interfering with an individual’s performance; or otherwise adversely affects an individual’s employment or education opportunities.

Instructor - A person employed by the district to teach one or more courses under s. TCS 3.02.



## **Distribution of Equal Opportunity/Affirmative Action Information**

Lakeshore is committed to equal employment and educational opportunity and affirmative action in its dealings with staff, applicants, students, and the public. Efforts are made to communicate this affirmative action and equal opportunity information as follows:

- Overview and annual updates are shared with the District Board.
- Electronic copies of the Five-Year Plan and Annual Updates are accessible to faculty, staff, and students via the College website within one month of plan submission.
- Plans are made available within one month of submission to the Wisconsin Technical College System office.
- Electronic copies of the Five-Year Plan and Annual Updates are provided to Wisconsin Technical College Affirmative Action Officer and other technical college Affirmative Action Officers, when requested.
- The Student Handbook and other student directed publications have the complaint procedure identified.
- Employees annually review the Employee Handbook and complete a compliance learning session, both addressing the complaint procedure.
- Policies and complaint procedures are made available at student orientation sessions and in College Success courses.
- New employees are made aware of the Affirmative Action and Equal Opportunity Policy and complaint procedure. In addition, they are oriented to the College's goals for equal education opportunities and affirmative action and the role they play in the College's success.
- Recruitment materials, brochures, application and admission forms and other district created forms include the Equal Opportunity Employer/Educator statement. A notification of intent to accommodate disabilities in the employment process and the relay of service information are included in all recruitment materials.
- Special articles or achievements in equal opportunity or affirmative action are published in District or student publications.

**Affirmative Action  
Employment Program Initiatives**

Lakeshore has conducted an analysis and is establishing the following goals/initiatives for employment and educational service program areas which are underutilized for minorities, females or disabled employees and students.

A review of the employment and student enrollment statistics in various program categories and analysis by the College verifies the importance and need for this plan. The College will carefully monitor the goals in the Plan to ensure employees and students benefit from the affirmative action/equal opportunity plan.

**Program 1: Balance employment of faculty and staff to mirror Lakeshore’s student population.**

Activity	Person(s) Responsible	Timetable
Collaborate with Sheboygan County’s Workforce Development Taskforce to be actively involved in the diverse population initiative through 2026.	Affirmative Action Officer, Talent Acquisition Coordinator	2024-2026
Develop a passive candidate list. From this list, develop metrics to assist with placement of individuals in underrepresented groups.	Talent Acquisition Coordinator	2024-2029
Provide and promote the availability of individualized assistance for English as a Second Language (ESL) applicants during the hiring process.	Talent Acquisition Coordinator	2024-2029
Focus recruiting efforts on alumni from programs with larger enrollment from underrepresented groups.	Talent Acquisition Coordinator	2025-2029

*Method(s) of Evaluation:* Utilize the 2021-22 Affirmative Action Compliance report as a baseline to measure our total workforce demographics on a quarterly basis. Evaluating trends more frequently will allow for adjustments in initiatives as needed.

**Program 2: Reshape the perception of disability.**

Activity	Person(s) Responsible	Timetable
Promote cultural recognition on campus for individuals with disabilities by utilizing internal communication platforms.	Human Resources Recruitment Specialist, Human Resources Assistant	2024-2029
Develop a formal interactive process for requesting accommodation.	Affirmative Action Officer, Benefits and Human Resources Manager	2024-2025

Create a new approach to the disability questionnaire.	Human Resources Specialist	2024-2026
Create interactive learning opportunities for employees to enhance their understanding of disabilities during campus-wide events such as Team Development Day, Common Read events, lunch and learns, and orientation.	Benefits and Human Resources Manager, Human Resources Recruitment Specialist	2025-2029
Provide training to interview teams on how to recognize the transferrable skills of individuals with disabilities or perceived as having a disability.	Talent Acquisition Coordinator	2025-2029

**Method(s) of Evaluation:** Annually review the Affirmative Action Compliance report, comparing year over year results, to determine the effectiveness of training efforts focused on removing the stigma of reporting a disability. Adjust education and awareness to impact effectiveness of the information provided.

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**Program 3: Offer benefits designed to attract and retain underrepresented groups.**

Activity	Person(s) Responsible	Timetable
Use feedback from the 2024 benefit survey to understand and respond to the benefit needs of individuals with a disability or minority groups.	Benefits and Human Resources Manager	2024-2027
Utilize Lakeshore’s benefit broker to enhance our benefits to address the needs of individuals with disabilities.	Benefits and Human Resources Manager	2025-2029
Provide options for carved-out benefits not currently accessible through our health plan but beneficial to disabled individuals or minority populations with specific needs.	Benefits and Human Resources Manager	2024-2029
Launch a holistic health program focusing on barriers for underrepresented groups, such as financial wellness, nutrition, and mental health.	Benefits and Human Resources Manager	2024-2029
Create audible versions of orientation materials.	Talent Acquisition Coordinator, Human Resources Assistant	2025-2026

**Method(s) of Evaluation:** Obtain enrollment and utilization information annually from the College’s benefits broker and track utilization of audible resources during the orientation process. Compare data year over year to determine the effectiveness of the changes made.

## Equal Education Opportunity Initiatives

Lakeshore’s equal education opportunity goals to serve all residents of our district and ensure equitable learning outcomes are supported by regular analysis of student enrollment and graduation rates. Compliance data from the Wisconsin Technical College System (WTCS), coupled with early momentum metrics from the biennial [Lakeshore Equity Report](#), inform College strategies and initiatives.

### Enrollment

Overall, Lakeshore notes positive undergraduate enrollment trends among students who report disabilities and those who identify as having limited English Proficiency (LEP) or being Black, Indigenous, or People of Color (BIPoC). Enrollment data comparing district availability and College enrollment of these special population students show continued improvement from a -0.77% gap in students with disabilities in 2021-22 to -0.38% in 2022-23. Similarly, the enrollment gap for LEP students at Lakeshore has decreased from -3.99% in 2021-22 to -3.82% in 2022-23. Nonetheless, Lakeshore continues to experience excellent enrollment among racial and ethnic minority students.

	<b>2022-23 Lakeshore Area (Ages 18-64)</b>	<b>2022-23 College Enroll</b>	<b>2022-23 Difference Available – Enroll</b>
<b>All Undergraduate Students</b>			
Disabled 2021-22 Data Points	5,844 (5.73%) 5.60%	264 (5.35%) 4.83%	-0.38% -0.77%
Minorities/Multiple Ethnicities 2021-22 Data Points	11,867 (11.65%) 11.36%	1083 (21.97%) 20.32%	10.32% 8.96%
Limited English Proficiency 2021-22 Data Points	6,871 (6.74%) 6,042 (6.00%)	144 (2.92%) 96 (2.01%)	-3.82% -3.99%

\* Source CL1690

Lakeshore continues to engage in tactics to recruit prospective men and women in non-traditional occupations (NTOs); however, the College struggles to enroll them in most program areas. Enrollment gaps for NTO programs that prepare students for health occupations, industrial, and technical occupations range from -27.49% (women in technical) to -36.76% (men in healthcare).

	<b>2022-23 Lakeshore Area (Ages 18-64)</b>	<b>2022-23 College Enroll</b>	<b>2022-23 Difference Available – Enroll</b>
<b>Agriculture</b>			
Non-Traditional Occupation (F)	47,451 (46.55%)	321 (59.69%)	13.14%
<b>Health Occupations</b>			
Non-Traditional Occupation (M)	54, 474 (53.45%)	167 (17.86%)	-35.59%
<b>Industrial</b>			
Non-Traditional Occupation (F)	47,451 (46.55%)	78 (9.79%)	-36.76%
<b>Technical</b>			
Non-Traditional Occupation (F)	47,451 (46.55%)	57 (19.06%)	-27.49%

\* Source CL1690

Lakeshore will adopt new strategies to improve NTO enrollment and maintain our progress with students who report having a disability, limited English proficiency, or identify as a BIPoC. These strategies center

on increased diversity in program advisory committees, enhanced partnerships with community-based organizations for short-term program opportunities and expanded access to interpretation during outreach and service-delivery.

**Strategy 1: Increased diversity on Program Advisory Committees.**

Activity	Person(s) Responsible	Timetable
Assess Program Advisory Committees to identify opportunities to expand membership to include people from protected populations. Strategies may include connecting with community-based organizations and others that work with people with disabilities, BIPoCs, and those in NTOs. Recruit as appropriate.	Vice President of Instruction; Instructional Deans; Associate Deans	2024-2025
Generate committee guidelines to ensure accountability regarding growth in special population membership on the committee.	Vice President of Instruction; Instructional Deans; Associate Deans	2024-2025
Submit semi-annual status updates to Equal Opportunity Officer.	Instructional Deans; Manager of Access, Equity, & Inclusion	2024-2029

*Method(s) of Evaluation:* Strategies and their respective actions will be tracked internally through and combined with WTCS enrollment data to measure Lakeshore’s progress in attaining our equal education opportunity goals regarding enrollment. Annual Updates will communicate College progress to the system office.

**Strategy 2: Enhanced partnerships to support short-term programs.**

Activity	Person(s) Responsible	Timetable
Identify existing partnerships with community-based organizations.	Instructional Deans; Associate Deans, Faculty	2025-2026
Gather feedback regarding short-term educational needs for their client base and assess College capacity to meet these needs.	Instructional Deans; Associate Deans	2025-2026
Identify two short-term credentials that meet needs and define measures of success for student, organization, and College.	Vice President of Instruction; Instructional Deans; Associate Deans; Strategy	2025-2026
Coordinate offering(s) for two credentials based on feedback from and targeted to community-based organizations and assess success for all parties.	Vice President of Instruction; Instructional Deans; Associate Deans; Strategy	2025-2026
Explore opportunities to further expand partnered short-term credential offerings as appropriate.	Vice President of Instruction; Instructional Deans; Associate Deans	2026-2029
Monitor and modify, as necessary.	Vice President of Instruction; Instructional Deans; Associate Deans	2025-2029

Submit semi-annual status updates to Equal Opportunity Officer.	Instructional Deans; Associate Deans; Manager of Access, Equity, & Inclusion	2024-2029
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**Method(s) of Evaluation:** Strategies and their respective actions will be tracked internally and combined with WTCS enrollment data to measure Lakeshore’s progress in attaining our equal education opportunity goals regarding enrollment. Annual Updates will communicate College progress to the system office.

**Strategy 3: Expanded access to interpretation during outreach and service-delivery.**

Activity	Person(s) Responsible	Timetable
Define measures of success regarding Language Line Interpreter service at the College.	Executive Director of Program Counseling and Enrollment; Manager of Access, Equity, & Inclusion; Strategy	2024-2025
Implement standard operating procedures for offering Language Line Interpretation to all students, family, and visitors to the College for service delivery.	Executive Director of Program Counseling and Enrollment; Customer Service Associates; Financial Aid; Program Counselors; Admissions Advisors; TRIO	2024-2025
Assess service delivery and utilization of Language Line Interpreter service for limited English proficient students, families, and visitors. Identify opportunities to expand, as necessary.	Executive Director of Program Counseling and Enrollment; Manager of Access, Equity, & Inclusion; Customer Service Associates; Financial Aid, Program Counselors; Admissions Advisors; TRIO	2024-2029
Monitor and modify, as necessary.	Executive Director of Program Counseling and Enrollment; Manager of Access, Equity, & Inclusion	2024-2029
Submit semi-annual status updates to Equal Opportunity Officer.	Executive Director of Program Counseling and Enrollment; Manager of Access, Equity, & Inclusion	2024-2029

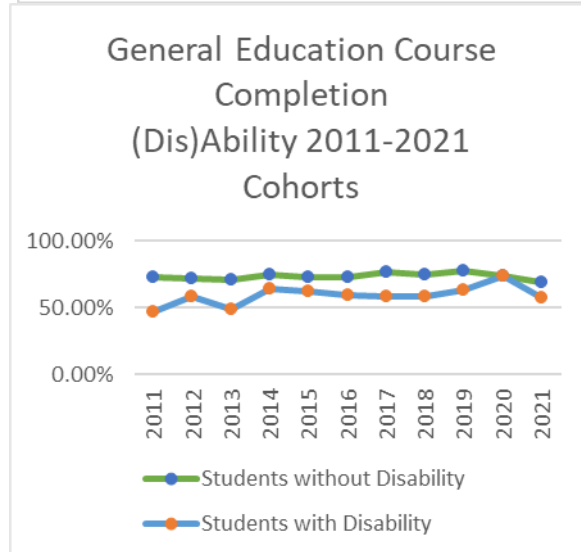
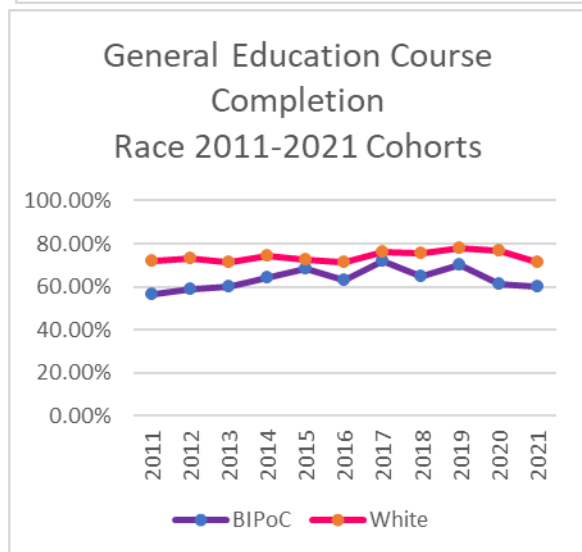
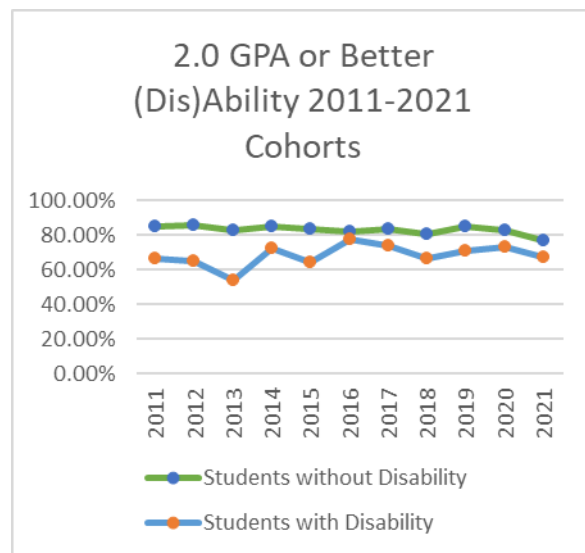
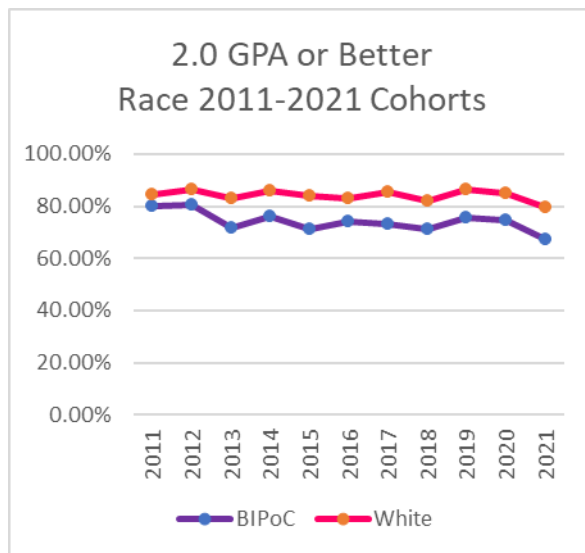
**Method of Evaluation:** Strategies and their respective actions will be tracked internally and combined with WTCS enrollment data to measure Lakeshore’s progress in attaining our equal education opportunity goals regarding enrollment. Annual Updates will communicate College progress to the system office.

**Completion Rates**

WTCS completion data indicate that once enrolled, students in NTOs fare well in terms of success and completion. However, students who report disabilities and those who identify as BIPoC experience lower graduation rates than their peers. The Lakeshore Equity Report examines the student experience more

closely to understand contributing factors to this outcome through first term grade point average, general education course completion, fall to spring retention, and six-year Program Completion Rates. This analysis uncovers equity gaps in all four categories.

Semester one grade point average (GPA) and successful completion of general education courses serve as two important metrics for early momentum. Lakeshore notes that students who report they have a disability or are BIPoC consistently finish their first semester with a GPA of 2.0 or better and complete general education courses at lower rates than their non-disabled, white peers. While gaps in first semester GPA among BIPoCs have hovered around 12% from 2015 to 2021, these gaps among students with disabilities increased from 4.3% in 2016 to 9.7% in 2021. Similarly, both cohorts experienced gaps between 11.53% (BIPoCs) and 12.30% (students with disabilities) in general education course completion.



Lakeshore will focus on improving early momentum in terms of first semester GPA and successful completion of general education classes which will, in turn, positively impact graduation rates among special population students. Data from reports developed during our 2019-2024 Five-year Plan indicate that many of the students who would benefit most from College resources aimed at supporting students fail to utilize them. In addition, the College will prioritize universal design in instructional design and learning

environments with a goal to promote a sense of belonging and eliminate equity gaps. We will actively enlist students, faculty, and staff in these efforts.

**Strategy 1: Universal Design in instructional design and learning environments.**

Activity	Person(s) Responsible	Timetable
Gather data to benchmark current application of principles of Universal Design to identify opportunities to expand them with instructors.	Instructional Designer; Strategy	2024-2025
Pending data and need, expand promotion of principles of Universal Design in curriculum, instructional design, and instruction with a focus on accessibility and inclusion.	Instructional Designer; Vice President of Instruction; Deans; Associate Deans; Teaching and Learning Center	2025-2026
Establish and implement guidelines for inclusion of Universal Design components in general education courses.	Instructional Designer; Vice President of Instruction; Instructional Deans; Associate Deans; Faculty	2025-2026
Establish and implement guidelines for inclusion of Universal Design components in technical and occupational program courses.	Instructional Designer; Vice President of Instruction; Instructional Deans; Associate Deans; Faculty	2026-2027
Monitor and modify as necessary.	Instructional Designer; Vice President of Instruction; Instructional Deans; Associate Deans; Faculty	2024-2029
Submit semi-annual status updates to Equal Opportunity Officer.	Instructional Designer; Deans; Instructional Deans; Manager of Access, Equity, & Inclusion	2024-2029

**Method(s) of Evaluation:** Strategies and their respective actions will be tracked internally via Anthology utilization reports, biannual equity reports, and WTCS graduation data to measure Lakeshore’s progress in attaining our equal education opportunity goals regarding completion. Annual Updates will communicate our progress to the system office.

**Strategy 2: Increase utilization of student resources.**

Activity	Person(s) Responsible	Timetable
Utilize data to benchmark student utilization of resources document current promotional and outreach efforts.	Executive Director of Enrollment & Retention; Manager of Access, Equity, & Inclusion; TRIO Director; Managers of Academic Support, Library, Emergency Grants, Help Desk, Testing Services, and Student Employment Services;	2024-2025

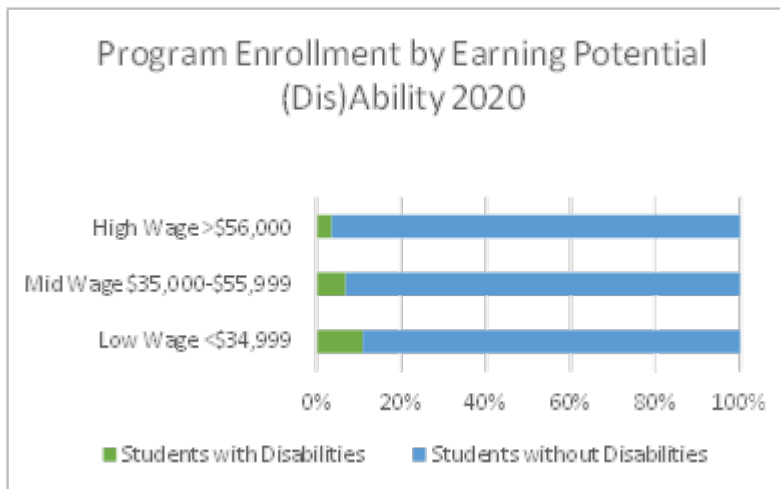
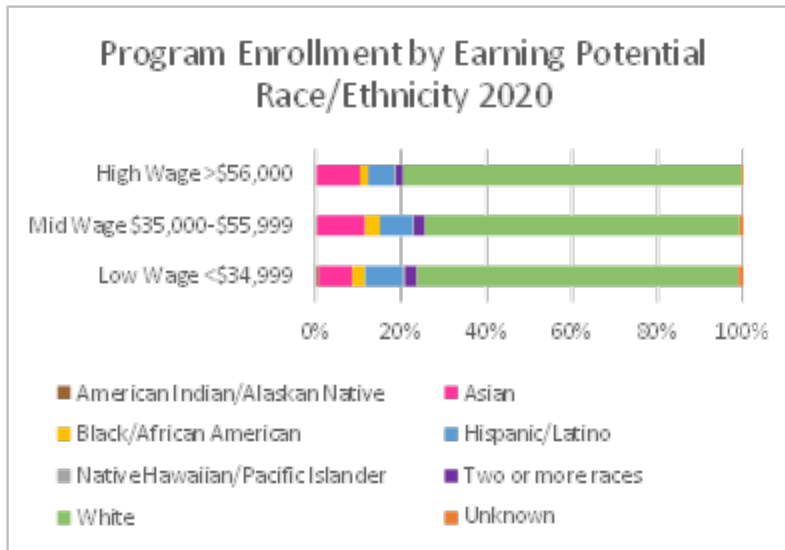


Gather input from students and faculty to identify improved strategies for promoting utilization of them.	Executive Director of Enrollment & Retention; Manager of Access, Equity, & Inclusion; Instructional Deans, Faculty; TRIO Director; Managers of Academic Support, Library, Emergency Grants, Help Desk, Testing Services, and Employment Services	2024-2025
Develop and implement student success measure that tracks disaggregated utilization of student resources.	Executive Director of Enrollment & Retention; Strategy	2024-2025
Actively promote and track utilization of student resources.	Manager of Access, Equity, & Inclusion; TRIO Director; Managers of Academic Support, Library, Emergency Grants, Help Desk, Testing Services, and Employment Services; Faculty	2025-2029
Monitor and modify as necessary.	Executive Director of Enrollment & Retention; Manager of Access, Equity, & Inclusion; TRIO Director; Managers of Academic Support, Library, Emergency Grants, Help Desk, Testing Services, and Student Employment Services; Faculty	2024-2029
Submit semi-annual status updates to Equal Opportunity Officer.	Executive Director of Enrollment & Retention; Manager of Access, Equity, & Inclusion	2024-2029

**Method(s) of Evaluation:** Strategies and their respective actions will be tracked internally via Anthology utilization reports, biannual equity reports, and WTCS graduation data to measure Lakeshore’s progress in attaining our equal education opportunity goals regarding completion. Annual Updates will communicate our progress to the system office.

Student Counseling and Placement

Data from the 2022 Equity Report suggest that students who identify as having disabilities or BIPoC would benefit from assistance in selecting programs of study that will provide a foundation for achieving career satisfaction and economic gain. Disaggregated data show that BIPoC students select middle, low, and high earning potential programs and students with disabilities predominantly enroll in low earning potential programs.



This, combined with low enrollment of men and women in NTOs highlights an opportunity for the College to enhance our work with students. Our Admissions Advisors, Program Counselors, and others are in an excellent position to guide students as they decide the educational path they will take to meet their personal and professional goals. With this in mind, diversity competence among our faculty and staff is vital to promote effective strategies in working with students from all walks of life and ensure non-discrimination. Lakeshore is proud of the work that has been accomplished to promote professional development opportunities in access and inclusion. We will expand this work by offering a Lakeshore Digital Access & Inclusion Badge Program. The digital badge will promote participation in training to build upon cultural competence and generate visibility of our commitment to access and inclusion.

**Strategy 1: Develop and offer a Lakeshore Digital Access & Inclusion Badge Program for recruitment, admissions, and other staff and students.**

Activity	Person(s) Responsible	Timetable
Identify training needs related to effectively serving special populations such as students with disabilities, BIPoCs, and NTOs. Using this information, develop an outline of a three-tiered progressive Access & Inclusion Badge program.	Teaching & Learning Center; Inclusion, Diversity, Equity, & Inclusion (IDEA) Committee	2024-2025
Develop curriculum for tier-one and tier-two Digital Access & Inclusion Badges.	Teaching & Learning Center; IDEA Committee; Social Science Faculty; Manager of Access, Equity, & Inclusion	2024-2025
Promote and offer tier-one and tier-two badges to the College community.	Teaching & Learning Center; IDEA Committee, Social Science Faculty; Manager of Access, Equity, & Inclusion; Marketing	2025-2026
Track completion of tier-one and tier-two badges.	Teaching & Learning Center; Managers who supervise others	2025-2026
Develop curriculum for tier-three Digital Access & Inclusion Badges.	Teaching & Learning Center; IDEA Committee; Social Science Faculty; Manager of Access, Equity, & Inclusion	2025-2026
Promote and offer Digital Access & Inclusion Badges in all three tiers.	Teaching & Learning Center; IDEA Committee, Social Science Faculty; Manager of Access, Equity, & Inclusion; Marketing	2026-2027
Track ongoing completion of Digital Access & Inclusion Badges in all three tiers.	Teaching & Learning Center; Managers who supervise others	2026-2027
Monitor and modify as necessary.	Teaching & Learning Center; IDEA Committee; Manager of Access, Equity, & Inclusion	2024-2029
Submit semi-annual status updates to Equal Opportunity Officer.	Teaching & Learning Center; Manager of Access, Equity, & Inclusion	2024-2029

**Method(s) of Evaluation:** Strategies and their respective actions will be tracked internally and combined with WTCS enrollment and graduation data to measure Lakeshore's progress in attaining our equal education opportunity goals regarding enrollment. Annual Updates will communicate College progress to the system office.

## **Annual Updates**

Each year, Lakeshore will provide the WTCS Office with the following information:

- Updates and/or revisions to Lakeshore's policy statement.
- A report of EEO/AA information distribution activities.
- An evaluation of changes to workforce demographics.
- An annual progress report on each affirmative action initiative.
- An annual progress report on each of the equal opportunity initiatives related to students.
- Any award or commendation for programs, including a description, suitable for sharing with other districts.

## Employment Category Definitions

**ADMINISTRATIVE:** Include persons whose assignments require primary (and major) responsibility for management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department, or subdivision, etc. It is assumed that assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment, and to direct the work of others. Report in this category all officers holding such titles as Director or Administrator or the equivalent. Report in this category Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, and executive officers of academic departments (chairpersons, heads, or equivalents) if their principal activity is administrative. Also include supervisors of professional employees.

**FACULTY:** Include all persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and now hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any one of these academic ranks. Report in this category Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instructional. Do not include student teaching or research assistants.

**PROFESSIONAL NON-FACULTY:** Include persons whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background. Included would be all staff members with assignments requiring specialized professional training who should not be reported under Executive (1) and who should not be classified under any of the four "nonprofessional" categories of activities.

**CLERICAL/SECRETARIAL:** Include persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature. Include personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmers) and/or information and other paperwork required in an office, such as bookkeepers, stenographers, clerk typists, office machine operators, statistical clerks, payroll clerks, etc. Also include salesclerks such as those employed full-time in the bookstore, and library clerks who are not recognized as librarians.

**TECHNICAL/PARAPROFESSIONAL:** Include persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many two-year technical institutes, junior colleges or through equivalent on-the-job training. Include computer programmers and operators, drafters, engineering aides, junior engineers, mathematical aides, licensed practical or vocational nurses, dietitians, photographers, radio operators, scientific assistants, technical illustrators, technicians (medical, dental, electronic, physical sciences), and similar occupations not properly classifiable in other occupational-activity categories but which are institutionally defined as technical assignments. Include persons who perform some of the duties of a professional or technician in a supportive role, which usually require less formal training and/or experience normally required for professional or technical status.

**SKILLED CRAFTS:** Include persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job training and experience or through apprenticeship or other formal training programs. Include mechanics and repairers, electricians, stationary engineers, skilled machinists, carpenters, compositors, and typesetters.

**SERVICE / MAINTENANCE:** Include persons whose assignments require limited degrees of previously acquired skills and knowledge, and in which workers perform duties which result in or contribute to the comfort, convenience and hygiene of personnel and the student body or which contribute to the upkeep and care of buildings, facilities, or grounds of the institutional property. Include chauffeurs, laundry and dry-cleaning operatives, cafeteria and restaurant workers, truck drivers, bus drivers, garage laborers, custodial personnel, gardeners, and groundskeepers, refuse collectors, construction laborers, and security personnel.



AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed:

7/25/2022

Fiscal Year: 2021-22  
 District: Lakeshore Technical College

ALL STAFF

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	290	186	64.14%	2	0.69%	26	8.97%	1	0.34%	15	5.17%	2	0.69%	8	2.76%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	100,670	46,752	46.44%	5,641	5.60%	11,434	11.36%	345	0.34%	4,025	4.00%	1,475	1.47%	4,616	4.59%	0	0.00%	973	0.97%	N/A	N/A
% Difference (3)			17.70%		-4.91%		-2.39%		0.00%		1.17%		-0.78%		-1.83%		0.00%		-0.97%		
Quotient (4)			1.38		0.12		0.79		1.01		1.29		0.47		0.60		0.00		0.00		
Female Difference (5)	51.32																				
Racial Difference (6)	6.94																				

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

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

**\*\* HISPANIC ALL STAFF POPULATION MAY BE OUT OF COMPLIANCE \*\***

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



AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 7/25/2022

Fiscal Year: 2021-22  
 District: Lakeshore Technical College

ADMINISTRATIVE																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	45	29	64.44%	0	0.00%	5	11.11%	0	0.00%	3	6.67%	0	0.00%	2	4.44%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	8,074	3,919	48.54%	354	4.38%	661	8.19%	137	1.70%	275	3.41%	99	1.23%	72	0.89%	0	0.00%	78	0.97%	N/A	N/A
% Difference (3)			15.91%		-4.38%		2.92%		-1.70%		3.26%		-1.23%		3.55%		0.00%		-0.97%		
Quotient (4)			1.33		0.00		1.36		0.00		1.96		0.00		4.98		0.00		0.00		
Female Difference (5)	7.16																				
Racial Difference (6)	1.32																				

**\*\* DISABILITY ADMINISTRATIVE POPULATION MAY BE OUT OF COMPLIANCE \*\***

**\*\* AMERICAN INDIAN ADMINISTRATIVE POPULATION MAY BE OUT OF COMPLIANCE \*\***

**\*\* BLACK ADMINISTRATIVE POPULATION MAY BE OUT OF COMPLIANCE \*\***

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





AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 7/25/2022

Fiscal Year: 2021-22  
 District: Lakeshore Technical College

FACULTY																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	104	54	51.92%	0	0.00%	6	5.77%	0	0.00%	4	3.85%	1	0.96%	1	0.96%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	396	192	48.48%	18	4.55%	16	4.04%	0	0.00%	6	1.52%	0	0.00%	0	0.00%	0	0.00%	10	2.53%	N/A	N/A
% Difference (3)			3.44%		-4.55%		1.73%		0.00%		2.33%		0.96%		0.96%		0.00%		-2.53%		
Quotient (4)			1.07		0.00		1.43		0.00		2.54		0.00		0.00		0.00		0.00		
Female Difference (5)	3.58																				
Racial Difference (6)	1.80																				

\*\* DISABILITY FACULTY POPULATION MAY BE OUT OF COMPLIANCE \*\*

\*\* MULTI RACIAL FACULTY POPULATION MAY BE OUT OF COMPLIANCE \*\*

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- (4) =(Staff Count Or Employee Count % / District Work Force %)
- (5) =(Total District Employees \* Female Percent of District Work Force - Female Count of District Employees)
- (6) =(Total District Employees \* Race/Ethnic Percent of District Work Force - Race/Ethnic Count of District Employees)



AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 7/25/2022

Fiscal Year: 2021-22  
 District: Lakeshore Technical College

PROFESSIONAL NONFACULTY																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	48	31	64.58%	1	2.08%	7	14.58%	0	0.00%	6	12.50%	0	0.00%	1	2.08%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	2,061	1,625	78.85%	40	1.94%	42	2.04%	0	0.00%	0	0.00%	0	0.00%	42	2.04%	0	0.00%	0	0.00%	N/A	N/A
% Difference (3)			-14.26%		0.14%		12.55%		0.00%		12.50%		0.00%		0.05%		0.00%		0.00%		
Quotient (4)			0.82		1.07		7.16		0.00		0.00		0.00		1.02		0.00		0.00		
Female Difference (5)	6.85																				
Racial Difference (6)	6.02																				

**\*\* FEMALE PROFESSIONAL NONFACULTY POPULATION MAY BE OUT OF COMPLIANCE \*\***

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



AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 7/25/2022

Fiscal Year: 2021-22  
 District: Lakeshore Technical College

CLERICAL/SECRETARIAL																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	2	2	#####	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	3,304	2,715	82.17%	269	8.14%	212	6.42%	0	0.00%	70	2.12%	0	0.00%	136	4.12%	0	0.00%	6	0.18%	N/A	N/A
% Difference (3)			17.83%		-8.14%		-6.42%		0.00%		-2.12%		0.00%		-4.12%		0.00%		-0.18%		
Quotient (4)			1.22		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		
Female Difference (5)	0.36																				
Racial Difference (6)	0.13																				

**\*\* DISABILITY CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE \*\***

**\*\* RACE/ETHNIC CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE \*\***

**\*\* ASIAN AMERICAN CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE \*\***

**\*\* HISPANIC CLERICAL/SECRETARIAL POPULATION MAY BE OUT OF COMPLIANCE \*\***

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



AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 7/25/2022

Fiscal Year: 2021-22  
 District: Lakeshore Technical College

TECHNICAL/PARAPROFES SIONAL

Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	87	70	80.46%	1	1.15%	8	9.20%	1	1.15%	2	2.30%	1	1.15%	4	4.60%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	2,694	1,449	53.79%	74	2.75%	104	3.86%	0	0.00%	47	1.74%	0	0.00%	40	1.48%	0	0.00%	17	0.63%	N/A	N/A
% Difference (3)			26.67%		-1.60%		5.33%		1.15%		0.55%		1.15%		3.11%		0.00%		-0.63%		
Quotient (4)			1.50		0.42		2.38		0.00		1.32		0.00		3.10		0.00		0.00		
Female Difference (5)	23.21																				
Racial Difference (6)	4.64																				

**\*\* DISABILITY TECHNICAL/PARAPROFESSIONAL POPULATION MAY BE OUT OF COMPLIANCE \*\***

- (1) Full-Time Staff Count Or Employee Count
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AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 7/25/2022

Fiscal Year: 2021-22  
 District: Lakeshore Technical College

SKILLED CRAFTS																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	2	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	1,527	540	35.36%	108	7.07%	164	10.74%	0	0.00%	52	3.41%	0	0.00%	112	7.33%	0	0.00%	0	0.00%	N/A	N/A
% Difference (3)			-35.36%		-7.07%		-10.74%		0.00%		-3.41%		0.00%		-7.33%		0.00%		0.00%		
Quotient (4)			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		
Female Difference (5)	0.71																				
Racial Difference (6)	0.21																				
<p><b>** FEMALE SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE **</b></p> <p><b>** DISABILITY SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE **</b></p> <p><b>** RACE/ETHNIC SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE **</b></p> <p><b>** ASIAN AMERICAN SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE **</b></p> <p><b>** HISPANIC SKILLED CRAFTS POPULATION MAY BE OUT OF COMPLIANCE **</b></p>																					

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AFFIRMATIVE ACTION COMPLIANCE REPORT

Date Completed: 7/25/2022

Fiscal Year: 2021-22  
 District: Lakeshore Technical College

SERVICE/MAINTENANCE																					
Factors For Consideration	Total	Female		Disability		Race/Ethnic		American Indian		Asian American		Black		Hispanic		Pacific Islander		Multi Racial		Unknown Race	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Employees (1)	2	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Work Force (2)	8,839	4,609	52.14%	836	9.46%	1,420	16.07%	30	0.34%	323	3.65%	383	4.33%	593	6.71%	0	0.00%	91	1.03%	N/A	N/A
% Difference (3)			-52.14%		-9.46%		-16.07%		-0.34%		-3.65%		-4.33%		-6.71%		0.00%		-1.03%		
Quotient (4)			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		
Female Difference (5)	1.04																				
Racial Difference (6)	0.32																				

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

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Client Reporting System  
 CLI660B Compliance Indicator I - Program Areas

Run On: 9/22/2023 10:26:51 AM

Fiscal Year: 2023  
 District: Lakeshore Technical College

ALL PROGRAMS							
ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	4,930	2,370	48.07 %	264	5.35 %	1,083	21.97%
District POP (2)	101,925	47,451	46.55 %	5,844	5.73 %	11,867	11.64%
% Difference (3)			1.52 %		-0.38 %		10.32%
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Disabled		Minority	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (4)	622	367	59.00 %	37	5.95 %	146	23.47%
Total Enrollment (1)	4,930	2,370	48.07 %	264	5.35 %	1,083	21.97%
% Difference (5)			10.93 %		0.59 %		1.51%



Client Reporting System  
 CLI670 Compliance Indicator II - Sex

Run On: 9/22/2023 10:27:05 AM

Fiscal Year: 2023  
 District: Lakeshore Technical College

ENROLLEE COMPARISON							
Factors For Consideration	Total Population	Female		Male		Unknown Sex	
		Count	Percent	Count	Percent	Count	Percent
Total Enrollment (1)	4,930	2,370	48.07 %	2,555	51.83 %	5	0.10 %
District POP (2)	101,925	47,451	46.55 %	54,474	53.45 %	0	0.00 %
% Difference (3)			1.52 %		-1.62 %		
Quotient (4)			1.03		0.97		
Difference = 77.18							
GRADUATE COMPARISON							
Factors For Consideration	Total Population	Female		Male		Unknown Sex	
		Count	Percent	Count	Percent	Count	Percent
Total Graduates (5)	622	367	59.00 %	255	41.00 %	0	0.00 %
Total Enrollment (1)	4,930	2,370	48.07 %	2,555	51.83 %	5	0.10 %
% Difference (6)			10.93 %		-10.83 %		
Quotient (7)			1.23		0.79		
Difference = 67.68							





Client Reporting System  
 CLI680 Compliance Indicator III - Disabled

Run On: 9/22/2023 10:27:27 AM

Fiscal Year: 2023  
 District: Lakeshore Technical College

ENROLLEE COMPARISON			
Factors For Consideration	Total Population	Disabled	
		Count	Percent
Total Enrollment (1)	4,930	264	5.35 %
Working Age Population (2)	101,925	5,844	5.73 %
% Difference (3)			-0.38 %
Quotient (4)			0.93
Difference = 18.67			
GRADUATE COMPARISON			
Factors For Consideration	Total Population	Disabled	
		Count	Percent
Total Graduates (5)	622	37	5.95 %
Total Enrollment (1)	4,930	264	5.35 %
% Difference (6)			0.59 %
Quotient (7)			1.11
Difference = 3.69			



Client Reporting System  
 CLI690 Compliance Indicator IV - LEP

Run On: 9/22/2023 10:27:44 AM

Fiscal Year: 2023  
 District: Lakeshore Technical College

ENROLLEE COMPARISON			
Factors For Consideration	Total Population	LEP	
		Count	Percent
Total Enrollment (1)	4,930	144	2.92 %
Adult POP (2)	101,925	6,871	6.74 %
% Difference (3)			-3.82 %
Quotient (4)			0.43
Difference = 188.34			
*** ENROLLMENT LEP POPULATION MAY BE OUT OF COMPLIANCE ***			
GRADUATE COMPARISON			
Factors For Consideration	Total Population	LEP	
		Count	Percent
Total Graduates (5)	622	4	0.64 %
Total Enrollment (1)	4,930	144	2.92 %
% Difference (6)			-2.28 %
Quotient (7)			0.22
Difference = 14.17			
*** GRADUATE LEP POPULATION MAY BE OUT OF COMPLIANCE ***			

## Enrollment and Graduation Rates Among Protected Classes

	2022-23 Lakeshore Area (Ages 18-64)	2022-23 College Enroll	2022-23 Difference Available – Enroll	2022-23 College Grads	2022-23 Difference Enroll – Grad
<b>All Undergraduate Students</b>					
Disabled	5,844 (5.73%)	264 (5.35%)	-0.38%	37 (5.95%)	0.59%
2021-22 Data Points	5.60%	4.83%	-0.77%	6.09%	1.26%
Minorities/Multiple Ethnicities	11,867 (11.65%)	1083 (21.97%)	10.32%	23.32%	1.51%
2021-22 Data Points	11.36%	20.32%	8.96%	18.44%	-1.88%
Limited English Proficiency	6,871 (6.74%)	144 (2.92%)	-3.82%	4 (0.64%)	-2.28%
2021-22 Data Points	6,042 (6.00%)	96 (2.01%)	-3.99%	5 (0.78%)	-1.23%
Female (F)	47,451 (46.55%)	2,370 (48.07%)	-1.52%	367 (59%)	10.93%
2021-22 Data Points	46.44%	51.40%	4.96%	59.53%	8.13%
Male (M)	54,474 (53.45%)	2,555 (51.83%)	-1.62%	255 (41.0%)	-10.83
2021-22 Data Points	53.56%	48.59%	-4.97%	40.47%	8.12%
<b>Agriculture</b>					
Disabled		27 (4.35%)	-1.39%	1 (7.69%)	3.34%
Minorities/Multiple Ethnicities		81 (13.04%)	1.40%	0/0.00%	-13.04%
Non-Traditional Occupation (F)		321 (59.69%)	5.14%	9 (69.23%)	17.54%
<b>Business</b>					
Disabled		90 (6.33%)	0.60%	7 (6.67%)	0.34%
Minorities/Multiple Ethnicities		379 (26.65%)	15.01%	26 (24.76%)	-1.89%
<b>Family &amp; Consumer Ed</b>					
Disabled		17 (14.91%)	9.18%	2 (12.50%)	-2.41%
Minorities/Multiple Ethnicities		35 (30.70%)	19.06%	5 (31.25%)	0.55%
Female		87 (76.32%)	29.76%	11 (68.75%)	-7.57%
<b>General Education</b>					
Disabled		13 (3.00%)	-2.73%	0 (0.00%)	-3.00%
Minorities/Multiple Ethnicities		90 (20.79%)	9.14%	0 (0.00%)	-20.79%
<b>Graphic &amp; App Arts</b>					
Disabled		10 (9.90%)	4.17%	1 (11.11%)	1.21%
Minorities/Multiple Ethnicities		34 (33.66%)	22.02%	3 (33.33%)	-0.33%
Female		39 (38.61%)	-7.94%	5 (55.56%)	16.94%
<b>Health Occupations</b>					
Disabled		45 (4.81%)	-0.92%	13 (4.73%)	-0.92%
Minorities/Multiple Ethnicities		237 (25.35%)	13.70%	55 (20.00%)	-3.11%
Non-Traditional Occupation (M)		167 (17.86%)	-33.41%	56 (18.54%)	-0.68%
<b>Industrial</b>					
Disabled		34 (4.27%)	-1.47%	5 (5.10%)	0.84%
Minorities/Multiple Ethnicities		138 (17.31%)	5.67%	18 (18.37%)	1.05%
Non-Traditional Occupation (F)		78 (9.79%)	-36.77%	1 (1.02%)	-8.77%
<b>Marketing</b>					
Disabled		5 (4.42%)	-1.31%	1 (5.88%)	1.46%
Minorities/Multiple Ethnicities		18 (15.93%)	4.29%	2 (11.76%)	-4.16%
<b>Service Occupations</b>					
Disabled		7 (7.37%)	1.63%	3 (15.00%)	7.63%
Minorities/Multiple Ethnicities		16 (16.84%)	5.20%	2 (10.00%)	-6.84%
Female		23 (24.21%)	-22.34%	5 (25.00%)	0.79%
<b>Technical</b>					
Disabled		16 (5.35%)	-0.38%	1 (2.50%)	-2.85%
Minorities/Multiple Ethnicities		55 (18.39%)	11.64%	12 (30.00%)	11.61%
Non-Traditional Occupation (F)		57 (19.06%)	-27.49%	8 (20.00%)	0.94%
In Compliance	May Be Out of Compliance – Low	May Be Out of Compliance – Mid	May Be Out of Compliance – High		

\* Sources: CL1660B and CL169