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**HISPANIC EMPLOYMENT PLAN  
REPORT**

**FISCAL YEAR 2021**

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***March 2022***

Hispanic Employment Plan Report  
Fiscal Year 2021

Compiled by ICCB

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## INTRODUCTION

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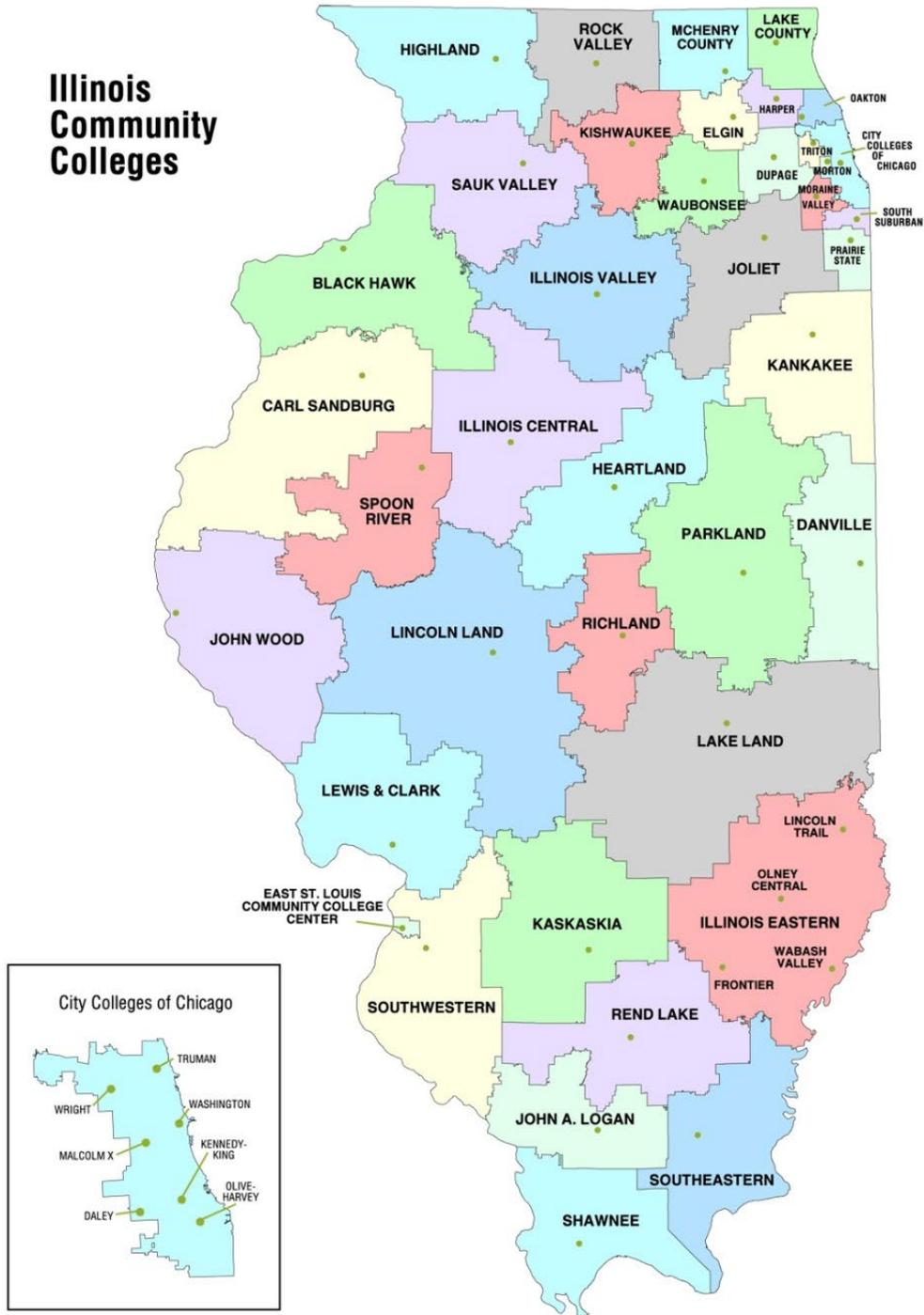
The enclosed materials contain fiscal year 2021 (July 1, 2020 through June 30, 2021) responses from Illinois' public Community College System to the *Hispanic Employment Plan Survey and the Bilingual Needs and Bilingual Pay Survey* ([Public Act 096-1286](#)). The legislation asks that each community college provide an annual assessment of activities and progress implementing strategies to hire and promote Hispanic and bilingual persons at supervisory, technical, professional and managerial levels. An assessment of bilingual needs is also requested.

Fiscal year 2021 is the twelfth year that community colleges and public universities have been given the opportunity to respond to this important legislation. Many state agencies have been reporting their activities and initiatives under the act since 2005. The initial legislation dates back to 1993. The Illinois Community College System consists of 48 colleges that blanket the state and provide equal education, training, and employment opportunities to all individuals. A map of the System appears on the next page. College officials recognize that a diverse faculty, staff, and student body enriches and improves the educational environment for everyone. These reporting requirements allow colleges to provide additional information about their efforts to hire and promote individuals who are Hispanic and identify the need for bilingual employees. The report compliments activities and initiatives that are described in the annual *Illinois Community College System Underrepresented Groups Report* which addresses legislative reporting requirements in the [Board of Higher Education Act](#) (Sec. 8. and Sec. 9.16). Underrepresented groups reporting aims to increase participation and achievement among students who are academically or financially at risk, including minorities, women, and individuals with disabilities, as well as first-generation students and low-income students. Other complementary initiatives are the *African American Employment Plan Survey* ([Public Act 096-1341](#)), the *Asian American Employment Plan Survey* ([Public Act 097-0856](#)), and the *Native American Employment Plan Survey* ([Public Act 101-0534](#)). These surveys provide an annual assessment of initiatives and progress in hiring and promoting African Americans and Asian Americans at local community colleges. Recent editions of the *Underrepresented Groups Report and the African American, Asian American, Native American, and Hispanic Employment Plan Reports* are available on the [ICCB website](#).

The *Hispanic Employment Plan and Bilingual Needs Report* begins with demographic information about the state of Illinois, and annual community college credit program enrollments, completions, and staffing. Then individual college responses to standardized surveys addressing components of the legislation are provided. These surveys were adapted from forms developed by the State of Illinois' Department of Central Management Services. The Illinois Board of Higher Education collects similar information for the public four-year universities.

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MAP OF ILLINOIS COMMUNITY COLLEGES



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## DEMOGRAPHIC INFORMATION

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This section of the report provides an overview of the race/ethnicity composition of the State of Illinois' population, students enrolled in community college credit programs, graduates, and college faculty and staff. Illinois census data are provided to offer an external reference point for reviewing Illinois Community College System information. Community college demographic data on credit students and completers are gathered from the colleges through the Annual Enrollment and Completion submissions (A1 and A2). Analyses about the race/ethnicity distribution of community college credit students for selected broad program areas (PCS) are included. Staffing data referenced in the following pages are from the Annual Faculty, Staff, and Salary submission (C3).

### State of Illinois' Race/Ethnicity Distribution

State census data show that Illinois' population was 12.81 million in 2020 compared to 12.83 million in 2010, and 12.42 million in 2000 ([U.S. Census 2000 Illinois](#), [U.S. Census 2010](#), enter Illinois, and [2021 Index of Need](#) Table 1). These detailed Illinois census data indicate that the state's population grew 3.2 percent between 2000 and 2020. The state population, however, decreased 0.1 percent between 2010 and 2020. Illinois' 2020 census estimate shows that Whites/Caucasians remained the largest race/ethnicity group. However, minority populations were responsible for Illinois' overall population growth from 2000 to 2020, as the percent of Caucasians decreased from 70.9 percent to 61.4 percent of the population ([U.S. Census 2000 Illinois](#) and [2021 Index of Need](#) Table 1).

Minority populations were responsible for Illinois' overall population growth from 2000 to 2020.
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The race/ethnicity data collection methodology changed for the 2000 census and continued in the 2020 census data. The 2020 census data showed that 8.9 percent of all Illinoisans identified themselves as two or more races. These individuals are included in the "Some Other Race\*\*" column in [Table 1](#). The question on Hispanic ethnicity was asked independently from an individual's race beginning in 2000 and is reflected in the data in the table. These duplicated Hispanic population counts show substantial growth, from 1,530,262 in 2000 to 2,337,410 in 2020 ([U.S. Census 2000 Illinois](#) and [2021 Index of Need](#) Table 1).

Illinois' largest minority group in 2000 was African American and in 2020 was Hispanic. Compared to 2000, African American counts in 2020 decreased from 15.1 percent to 14.1 percent, whereas Asian American counts increased from 3.4 percent to 5.9 percent, Native American from 0.2 percent to 0.8 percent, and Hispanic from 12.3 percent to 18.2 percent.

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**Table 1**  
**State of Illinois Race/Ethnicity Distribution (census)**

	<i>White/ Caucasian</i>	<i>African American</i>	<i>Asian* American</i>	<i>Native American</i>	<i>Some Other Race**</i>	<i>Hispanic/Latino*** (Duplicated)</i>
2000	73.5%	15.1%	3.4%	0.2%	7.7%	12.3%
2010	71.5%	14.5%	4.6%	0.3%	9.0%	15.8%
2020	61.4%	14.1%	5.9%	0.8%	17.8%	18.2%

\*Includes Pacific Islander

\*\*Includes two or more races

\*\*\* Respondents identify their race; they also identify themselves in terms of Hispanic/Latino ethnicity

SOURCE OF DATA: U. S. Census Bureau, 2000 and 2010 & 2021 Index of Need, Table 1.

**Race/Ethnicity Distribution Community College System Credit Programs**

Overall in fiscal year 2021, minority students accounted for 46.7 percent of the individuals enrolled in credit coursework at Illinois community colleges whose ethnicity was known. Race/ethnicity classifications are aligned with U.S. Department of Education collection and reporting standards Fiscal

Students identifying themselves as Hispanics—96,728 in fiscal year 2021—accounted for the largest number of minority enrollments in the Illinois Community College System.

year 2021 data show that minority representation was similar to the prior year (fiscal year 2020 = 47.4 percent Fiscal year 2021 results are above the five-year average (46.1 percent). Students identifying themselves as Hispanic students (now numbering 96,728) became the largest minority group in 2000 but became the second largest minority group in fiscal year 2012 behind African American students. In fiscal year 2013 through 2021, Hispanic students were again the largest minority group. African American students—47,608 in fiscal year 2021—constitute the second largest minority group in the latest data. Asian American students—21,235 in fiscal year 2021—constitute the third largest minority group enrolled in the Illinois Community College System The fiscal year 2021 proportionate representation by Hispanic students was slightly lower in comparison to the prior year (24.9 percent in fiscal year 2021 versus 25.5 percent in fiscal year 2020). The fiscal year 2021 African American student proportional representation was lower by less than one percentage point in comparison to the prior year (12.2 percent in fiscal year 2021 versus 12.9 percent in fiscal year 2020). Over the longer term—over the past five years—a decrease in the Illinois Community College System’s minority enrollments was noted among students identifying themselves as Pacific Islander (-38.5 percent), African American (-34.0 percent), Native American (-24.6 percent), Nonresident Alien (-19.9 percent), Hispanic (-18.3 percent), Asian American (-17.7 percent), and Two or More Races (-0.7 percent).

Student race/ethnicity representation varies across broad program areas (PCS). **Table 2** contains information about the race/ethnicity distribution of Adult Education [Adult Basic Education (ABE) and Adult Secondary Education (ASE)] and English-as-a-Second Language (ESL) enrollments. Minority students accounted for over three-fourths (77.0 percent) of the individuals enrolled in community college Adult Education coursework. In fiscal year 2021, Hispanic students accounted for over fifty percent of Adult Education enrollments and African American students for nearly one-fifth of those enrollments (51.4 percent and 19.5 percent, respectively). Additionally, minority students accounted for about eight out of every ten (82.2 percent) individuals enrolled in community college ESL coursework during fiscal year 2021. Hispanic students accounted for

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nearly three-fifths (59.6 percent) of the community college ESL students, followed by Asian American students (10.8 percent) and African American students (8.2 percent).

**Table 2**  
**Fiscal Year 2021 Minority Students Enrolled in Adult Education  
and English as a Second Language Programs**

<i>Program</i>	<i>African American</i>	<i>Hispanic/Latino</i>	<i>Asian American</i>	<i>Nonresident Alien</i>	<i>Native American</i>	<i>Pacific Islander</i>	<i>Two or More Races</i>	<i>Minority Subtotal</i>
<b>ABE/ASE %</b>	<b>19.5%</b>	<b>51.4%</b>	<b>3.8%</b>	<b>0.7%</b>	<b>0.3%</b>	<b>0.1%</b>	<b>1.3%</b>	<b>77.0%</b>
Number	4,086	10,762	796	145	58	18	281	16,146
<b>ESL %</b>	<b>8.2%</b>	<b>59.6%</b>	<b>10.8%</b>	<b>3.2%</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.3%</b>	<b>82.2%</b>
Number	873	6,359	1,148	338	13	11	27	8,769

**SOURCE OF DATA:** ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

**Table 3** provides the distribution of minority students enrolled in Transfer and Career and Technical Education (CTE) programs. During fiscal year 2021, minorities comprised over two-fifths (44.4 percent) of Transfer enrollees. An examination of each minority race/ethnicity group’s representation across the Transfer program area indicates that Hispanic students accounted for the largest minority group enrollments (22.7 percent), followed by African American students (11.1 percent), Asian American students (6.1 percent), students of Two or More Races (3.4 percent), Nonresident Alien students (0.9 percent), Native American students (0.2 percent), and Pacific Islander students (0.1 percent). **Table 3** also shows that over one-third of students enrolled in CTE programs were members of a minority group (38.2 percent). Hispanic students also had the highest representation among minorities in CTE programs and accounted for 19.5 percent of the population. African American students had the second largest CTE program enrollment (11.0 percent), followed by Asian American students (4.2 percent), students of Two or More Races (2.6 percent), Nonresident Alien students (0.5 percent), Native American students (0.3 percent), and Pacific Islander students (0.1 percent).

**Table 3**  
**Fiscal Year 2021 Minority Students Enrolled in Transfer  
and Career and Technical Education Programs**

<i>Program</i>	<i>African American</i>	<i>Hispanic/Latino</i>	<i>Asian American</i>	<i>Nonresident Alien</i>	<i>Native American</i>	<i>Pacific Islander</i>	<i>Two or More Races</i>	<i>Minority Subtotal</i>
<b>Transfer %</b>	<b>11.1%</b>	<b>22.7%</b>	<b>6.1%</b>	<b>0.9%</b>	<b>0.2%</b>	<b>0.1%</b>	<b>3.4%</b>	<b>44.4%</b>
Number	25,716	52,519	14,092	1,977	553	192	7,868	102,917
<b>CTE %</b>	<b>11.0%</b>	<b>19.5%</b>	<b>4.2%</b>	<b>0.5%</b>	<b>0.3%</b>	<b>0.1%</b>	<b>2.6%</b>	<b>38.2%</b>
Number	10,885	19,208	4,168	499	277	91	2,526	37,654

**SOURCE OF DATA:** ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

The following section of the report supplies information about the race/ethnicity characteristics of students who graduated in fiscal year 2021. It provides a point-in-time or cross-cutting count of

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the number of degrees and certificates awarded to minority students within the Illinois Community College System during fiscal year 2021.

Minority students accounted for 43.4 percent of Transfer graduates, compared to 37.2 percent of all CTE graduates.

**Table 4** shows that during fiscal year 2021, similar numbers of minority graduates completed CTE degrees and certificates (N = 12,009) as Transfer degrees and certificates (N = 11,694). Minority

students accounted for 43.4 percent of Transfer graduates, compared to 37.2 percent of all CTE graduates. The majority of the Transfer credentials earned by minorities was Associate in Arts degrees (51.2 percent, N = 5,990), while 29.2 percent (N = 3,419) was the General Education Core Curriculum (GECC) Credentials. Hispanic students accounted for the largest group of Transfer minority graduates (25.0 percent), followed by African American students (9.1 percent), Asian American students (4.8 percent), students of Two or More Races (3.1 percent), Nonresident Alien students (1.1 percent), Native American students (0.2 percent), and Pacific Islander students (0.1 percent). The fiscal year 2021 proportional representation of the Hispanic Transfer graduates (25.0 percent) was lower by 0.7 percentage points from the prior year (25.7 percent). Hispanic students accounted for the largest minority group for completions in CTE programs (19.6 percent), followed by African American students (10.1 percent), Asian American students (4.1 percent), students of Two or More Races (2.5 percent), Nonresident Alien students (0.5 percent), Native American students (0.3 percent), and Pacific Islander students (0.1 percent). The fiscal year 2021 proportional representation of the Hispanic CTE program graduates (19.6 percent) was higher by 0.3 percentage points from fiscal year 2020 (19.3 percent).

**Table 4**  
**Fiscal Year 2021 Minority Student Completers in**  
**Transfer and Career and Technical Education Programs**

<i>Program</i>	<i>African American</i>	<i>Hispanic/Latino</i>	<i>Asian American</i>	<i>Nonresident Alien</i>	<i>Native American</i>	<i>Pacific Islander</i>	<i>Two or More Races</i>	<i>Minority Subtotal</i>
<b>Transfer %</b>	<b>9.1%</b>	<b>25.0%</b>	<b>4.8%</b>	<b>1.1%</b>	<b>0.2%</b>	<b>0.1%</b>	<b>3.1%</b>	<b>43.4%</b>
Number	2,455	6,747	1,301	287	57	17	830	11,694
<b>CTE %</b>	<b>10.1%</b>	<b>19.6%</b>	<b>4.1%</b>	<b>0.5%</b>	<b>0.3%</b>	<b>0.1%</b>	<b>2.5%</b>	<b>37.2%</b>
Number	3,272	6,329	1,317	157	81	31	822	12,009

**SOURCE OF DATA:** ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2) Data

**Table 5** shows that in fiscal year 2021, minority faculty and staff accounted for 21.4 percent of tenured faculty/officials and managers (a 0.8 percent increase from fiscal year 2020), 17.7 percent of non-tenured faculty (a 0.1 percent increase from fiscal year 2020), 31.7 percent of professional staff/protective service workers (a 0.3 percent decrease from fiscal year 2020), 32.8 percent of office and clerical/paraprofessionals (no change from fiscal year 2020), and 42.2 percent of service maintenance employees (a 0.3 percent increase from fiscal year 2020).

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**Table 5**  
**Fiscal Year 2021 Minority Faculty and Staff in Illinois Community Colleges**

	<i>Tenured Faculty/ Officials and Managers</i>	<i>Non- Tenured Faculty</i>	<i>Professional Staff/ Protective Service Workers</i>	<i>Office and Clerical/ Para- professionals</i>	<i>Service Maintenance</i>
<i>African American %</i>	<b>10.9%</b>	<b>7.5%</b>	<b>14.1%</b>	<b>14.0%</b>	<b>22.8%</b>
Number	653	1,010	1,138	491	541
<i>Hispanic/Latino %</i>	<b>5.1%</b>	<b>4.7%</b>	<b>11.7%</b>	<b>14.2%</b>	<b>15.8%</b>
Number	304	627	941	496	374
<i>Asian American %</i>	<b>3.8%</b>	<b>4.1%</b>	<b>3.7%</b>	<b>3.1%</b>	<b>1.3%</b>
Number	229	556	299	109	30
<i>Nonresident Alien %</i>	<b>0.2%</b>	<b>0.3%</b>	<b>0.3%</b>	<b>0.3%</b>	<b>0.9%</b>
Number	14	40	27	11	22
<i>Native American %</i>	<b>0.2%</b>	<b>0.2%</b>	<b>0.2%</b>	<b>0.2%</b>	<b>0.4%</b>
Number	14	30	16	7	9
<i>Pacific Islander %</i>	<b>0.1%</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.2%</b>
Number	7	7	7	3	4
<i>Two or More Races %</i>	<b>1.0%</b>	<b>0.8%</b>	<b>1.5%</b>	<b>0.9%</b>	<b>0.8%</b>
Number	58	106	124	30	19
<b><i>Minority Subtotal %</i></b>	<b>21.4%</b>	<b>17.7%</b>	<b>31.7%</b>	<b>32.8%</b>	<b>42.2%</b>
Number	1,279	2,376	2,552	1,147	999

\*Includes revised college figures

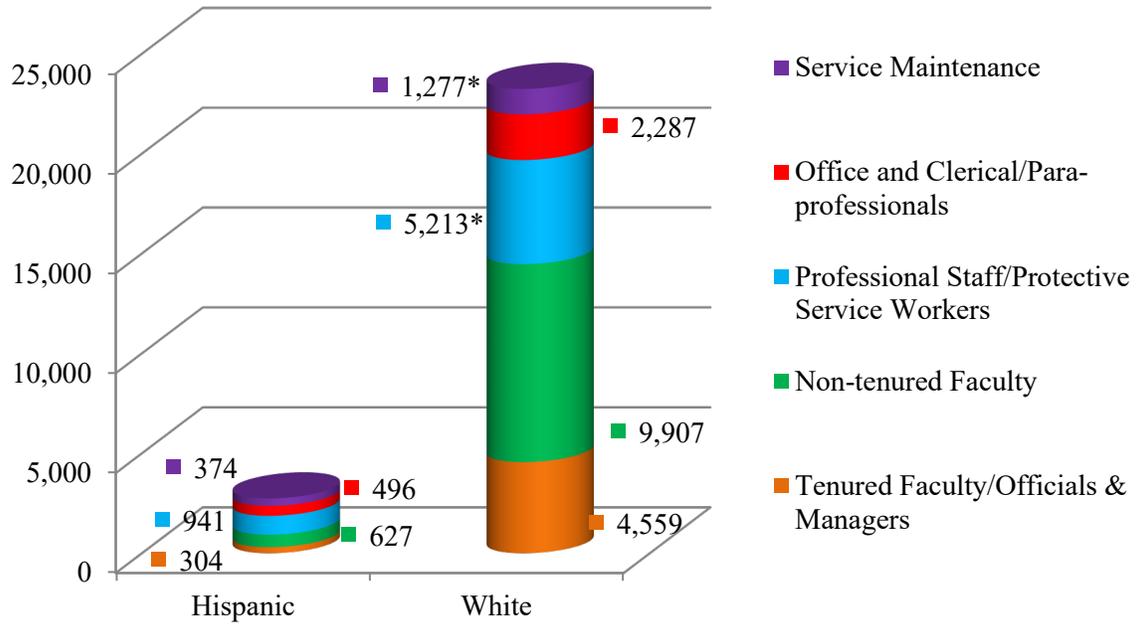
**SOURCE OF DATA:** ICCB Centralized Data System—Annual Faculty, Staff, and Salary (C3) Data and the African American Employment Plan Survey, Asian American Employment Plan Survey, and the Hispanic Employment Plan Survey.

In fiscal year 2021, Hispanic faculty and staff accounted for 5.1 percent of tenured faculty/officials and managers, 4.7 percent of non-tenured faculty, 11.7 percent of professional staff/protective service workers, 14.2 percent of office and clerical/paraprofessionals, and 15.8 percent of service maintenance employees. **Figure 1** shows the Hispanic employee counts in comparison to the White employee counts at Illinois Community Colleges in fiscal year 2021.

Faculty, staff, administrators, and board members at each community college accept the responsibility of meeting the needs and demands of the area community and their constituents. To thrive in the competitive higher education marketplace, community colleges have adopted a strong customer and community focus. Hence, the colleges continue striving to reflect the communities in which they are located.

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**Figure 1**  
**Comparison of Hispanic Employees to White Employees**  
**at Illinois Community Colleges in Fiscal Year 2021**



\*Includes revised college figures

SOURCE OF DATA: ICCB Centralized Data System—Annual Faculty, Staff, and Salary (C3) Data and the Hispanic Employment Plan Survey.

An important component of the Hispanic Employment Plan Report is identifying the Community College District Utilization Rate for Hispanic employees. It was calculated as each college’s percentage of overall Hispanic district population (16 years and older) minus the percentage of Hispanic faculty and staff [tenured faculty/officials and managers (including executive and administrative positions); non-tenured faculty (including adjunct faculty); professional staff/protective service workers; office and clerical/ paraprofessionals; and service maintenance employment classifications] at each community college. A negative utilization rate demonstrates underrepresentation of Hispanics in the workforce. Please see Table 6, Table 7, and Table 8 for detailed information.

The following pages contain the responses from the Illinois public Community College System to the Hispanic Employment Plan Survey and the Bilingual Needs and Bilingual Pay Survey ([Public Act 096-1286](#)). College responses appear in alphabetical order by college name. Information was collected on Hispanic/Latino employees, funded positions, and Hispanic employment initiatives at Illinois community colleges.

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**HISPANIC EMPLOYMENT PLAN SURVEY RESULTS**

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## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Black Hawk College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	6	9	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	1
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Black Hawk College utilizes an approved hiring process that provides equality for all candidates and employees. BHC monitors employment actions and decisions and adjusts procedures as needed to avoid

practices that may lead to disparate treatment/impact of any minority group.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

Advertising using diverse resources. This last year Black Hawk College purchased an additional Diversity package in HigherEdJobs.com and we have started using a resource, HireClick, that sends postings to a number of different hiring platforms including diverse sites. The College also advertises with our local Hispanic Chamber of Commerce.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Black Hawk College has a Professional Development fund that all employees have access to annually to provide assistance with professional development and tuition costs.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

Black Hawk College implemented a new Strategic Plan for FY 2022 - 2024 that has a strong focus on "Embracing Diversity, Equity and Inclusion As Part of Who We Are". The College has been working in partnership with Culture Partners to refocus the College cultural beliefs. BHC also has a strong ESL program and has worked towards ensuring we have materials in a number of different languages as well as employees that can communicate in multiple languages.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Quarter-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Carl Sandburg College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	1	1	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	2
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

Provide the FY 2021 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

Carl Sandburg College does not have a specific budgetary line item for Hispanic Employment Initiatives. All hiring situations are administered using our hiring process. The College treats all applicants with fairness and equity.

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Carl Sandburg College treats all potential candidates, interviewees, and employees with equality. All hiring situations are administered using our hiring process. The College does monitor the departure of employees to ensure continuous improvement at the institution.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

Carl Sandburg College advertises to recruit diverse applicants for new and vacant positions. The College routinely conducts reviews of all employment processes for compliance and improvement opportunities. Also, the college has continued to use employment software and advertises job opportunities on Diversejobs.net. The College's Strategic Plan includes a key performance indicator specific to recruiting qualified and diverse applicants. The college's Human Resources staff is attending academic and private sector recruitment fairs. These changes were made in order to connect with a more diverse population of potential candidates.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

All potential applicants, interviewees, and employees are treated with equality. All new faculty are included in a mentorship program.

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Sandburg offers professional development funds for training, tuition support, conferences, association and professional memberships. Opportunities are offered to all employees in accordance with policy 2.10 concerning Equal Employment Opportunity.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

Yes

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Sandburg offers professional development funds for training, tuition support, conferences, association and professional memberships. Opportunities are offered to all employees in accordance with policy 2.10 concerning Equal Employment Opportunity.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

Carl Sandburg College strives to accurately assess the needs of communities in the district in order to develop programs of support. As such, the College employs a Coordinator of Diversity and Inclusion. This position develops relationships within the community. Student enrollment and participation in The Women of Character, Men of Distinction, Black Student Association, Hispanic Latino Student Association, Gay-Straight Alliance student groups has increased.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

No

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### City Colleges of Chicago – Harold Washington College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

Yes

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	3	2	1	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	4
Total Hispanic faculty that experienced separation from the college	1

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

- Harold Washington College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Harold

Washington College is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Harold Washington College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

- Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of targeted job boards
- District Wide memberships to professional organizations
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Internships      Community Linkages      Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- All Harold Washington College employees are encouraged to apply for positions at any of our colleges, satellite campuses, or the district office that would enhance their career.

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- Harold Washington provides self-development training in many departments
- All FT employees are able to take classes offered at any of our colleges
- Tuition reimbursement is available to many FT employees if they wish to further their education.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

- Student/Parent Workshops in Spanish
- Brochures/website options in Spanish
- One on One appointments to Spanish speaking students and parents who need additional assistance
- Bilingual staff in student support areas to help when needed
- Early College Programs at local public schools offer introductory college level courses, as well as ACT and GED Prep courses to Hispanic/Latino students
- Attend and Present at the Illinois State Board of Education Bilingual Parent Summit

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Half-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### City Colleges of Chicago – Harry S. Truman College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

Yes

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	2	4	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	2
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

- Truman College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Truman College is

consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Truman College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

- Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of targeted job boards
- District Wide memberships to professional organizations
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Internships      Community Linkages      Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- All Truman College employees are encouraged to apply for positions at any of our colleges, satellite campuses, or the district office that would enhance their career.

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- Truman College provides self-development training in many departments
- All FT employees are able to take classes offered at any of our colleges
- Tuition reimbursement is available to many FT employees if they wish to further their education.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

- Student/Parent Workshops in Spanish
- Brochures/website options in Spanish
- One on One appointments to Spanish speaking students and parents who need additional assistance
- Bilingual staff in student support areas to help when needed
- Early College Programs at local public schools offer introductory college level courses, as well as ACT and GED Prep courses to Hispanic/Latino students
- Attend and Present at the Illinois State Board of Education Bilingual Parent Summit
- A specialized committee meets regularly to ensure that Truman is creating a diverse and inclusive environment for students, faculty, and staff.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

No

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### City Colleges of Chicago – Kennedy-King College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	3	1	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	4
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

- Kennedy-King College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Kennedy-King

College is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Kennedy-King College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

- Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of targeted job boards
- District Wide memberships to professional organizations
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Internships      Community Linkages      Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- All Kennedy-King College employees are encouraged to apply for positions at any of our colleges, satellite campuses, or the district office that would enhance their career.

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- Kennedy-King College provides self-development training in many departments
- All FT employees are able to take classes offered at any of our colleges
- Tuition reimbursement is available to many FT employees if they wish to further their education

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

- Student/Parent Workshops in Spanish
- Brochures/website options in Spanish
- One on One appointments to Spanish speaking students and parents who need additional assistance
- Bilingual staff in student support areas to help when needed
- Early College Programs at local public schools offer introductory college level courses, as well as ACT and GED Prep courses to Hispanic/Latino students
- Attend and Present at the Illinois State Board of Education Bilingual Parent Summit
- The Washburne Culinary Arts and Hospitality Institute will offer a three-semester culinary program taught entirely in Spanish.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

No

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### City Colleges of Chicago – Malcolm X College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

Yes

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	8	14	1	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	4
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

- Malcom X College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Malcom X College

is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Malcolm X College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

- Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of targeted job boards
- District Wide memberships to professional organizations
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Mentorship of a new Hispanic Faculty      Staff Employment Recruitment Plan

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- All Malcolm X College employees are encouraged to apply for positions at any of our colleges, satellite campuses, or the district office that would enhance their career.

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- Malcolm X College provides self-development training in many departments
- All FT employees are able to take classes offered at any of our colleges
- Tuition reimbursement is available to many FT employees if they wish to further their education.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

- Student/Parent Workshops in Spanish
- Brochures/website options in Spanish

- One on One appointments to Spanish speaking students and parents who need additional assistance
- Bilingual staff in student support areas to help when needed
- Early College Programs at local public schools offer introductory college level courses, as well as ACT and GED Prep courses to Hispanic/Latino students
- Attend and Present at the Illinois State Board of Education Bilingual Parent Summit

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Quarter-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### City Colleges of Chicago – Olive-Harvey College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	1	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	3
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

- Olive-Harvey College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Olive-Harvey is

consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Olive-Harvey strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

- Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of targeted job boards
- District Wide memberships to professional organizations
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Staff Employment Recruitment Plan

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- All Olive Harvey College employees are encouraged to apply for positions at any of our colleges, satellite campuses, or the district office that would enhance their career.

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- Olive-Harvey College provides self-development training in many departments
- All FT employees are able to take classes offered at any of our colleges
- Tuition reimbursement is available to many FT employees if they wish to further their education

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

- Student/Parent Workshops in Spanish
- Brochures/website options in Spanish

- One on One appointments to Spanish speaking students and parents who need additional assistance
- Bilingual staff in student support areas to help when needed
- Early College Programs at local public schools offer introductory college level courses, as well as ACT and GED Prep courses to Hispanic/Latino students
- Attend and Present at the Illinois State Board of Education Bilingual Parent Summit

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

No

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### City Colleges of Chicago – Richard J. Daley College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

Yes

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	1	2	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	1
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

- Daley College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Daley College is

consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Daley College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

- Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of targeted job boards
- District Wide memberships to professional organizations
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Internships      Community Linkages      Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- All Daley College employees are encouraged to apply for positions at any of our colleges, satellite campuses, or the district office that would enhance their career.

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- Daley College provides self-development training in many departments
- All FT employees are able to take classes offered at any of our colleges
- Tuition reimbursement is available to many full-time employees if they wish to further their education

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

- Student/Parent Workshops in Spanish
- Brochures/website options in Spanish
- One on One appointments to Spanish speaking students and parents who need additional assistance
- Bilingual staff in student support areas to help when needed
- Early College Programs at local public schools offer introductory college level courses, as well as ACT and GED Prep courses to Hispanic/Latino students
- Attend and Present at the Illinois State Board of Education Bilingual Parent Summit

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Half-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### City Colleges of Chicago – Wilbur Wright College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

Yes

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	5	0	1	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	4
Total Hispanic faculty that experienced separation from the college	1

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

- Wright College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Truman College is

consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Wright College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

- Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of targeted job boards
- District Wide memberships to professional organizations
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Internships      Community Linkages      Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- All Wright College employees are encouraged to apply for positions at any of our colleges, satellite campuses, or the district office that would enhance their career

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- Wright College provides self-development training in many departments
- All FT employees are able to take classes offered at any of our colleges
- Tuition reimbursement is available to many FT employees if they wish to further their education.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

- Student/Parent Workshops in Spanish
- Brochures/website options in Spanish
- One on One appointments to Spanish speaking students and parents who need additional assistance
- Bilingual staff in student support areas to help when needed
- Early College Programs at local public schools offer introductory college level courses, as well as ACT and GED Prep courses to Hispanic/Latino students
- Attend and Present at the Illinois State Board of Education Bilingual Parent Summit

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Half-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### College of DuPage

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	11	0	1	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	11
Total Hispanic faculty that experienced separation from the college	1

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? The College of DuPage Vice President of the Human Resources receives a detailed monthly report that outlines new hires and promotions at the College. This report indicated the ethnicity of the individuals

impacted by these changes.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

The College conducts a diversity advertising strategy that proactively reaches out to diverse populations through publications and email directed toward the specific population. Specific outreach is done through diversity emails on all full-time positions and specific minority publications such as prohispanica.com, HispanicsinHigherEd.com, and LatPro publications. In addition, we post every position on Professional Diversity Network which reached multiple diversity oriented web sites and Diversityjobs.com/

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

Yes

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Employee development funds are made available for employees across the institution develop professional skills.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

\*Student Affairs collaboration of Admissions and Outreach, Office of Financial Assistance, Counseling and Advising and the Latino Outreach Center with recruitment and onboarding processes:

- a. Recruitment and outreach activities in the high schools, community, and college fairs.
- b. Evening, Saturday and individual appointments with prospective students and families at all of the College of DuPage campuses. Offered student and parent workshops in both English and Spanish to include financial aid and "how to pay for college" workshops.
- c. Collaborated with ISAC (Illinois Student Assistance Commission) on financial aid workshops in district high schools and at College of DuPage.
- d. Conducted a "Parent Spanish Series" at district high schools.
- e. Conducted Spanish FAFSA workshops in select high schools with a high percentage of Spanish-speaking students.
- f. Established a COD Succeeds Scholarship award for students who are academically successful and in

need of additional support.

g. Increased area partnerships in order to better assist and provide resources to students.

h. Retained bilingual staff in many student service areas to assist Spanish-speaking students and community members. Campus Central, Admissions and Outreach, Student Financial Assistance, Student Records, Student Registration, Veterans Services, and Counseling and Advising are departments where this has taken place.

i. Planned and coordinated cultural events targeting the Latino population including Latino Student Visit Day, Hispanic Heritage Month activities, parent information workshops, academic and social activities and a parent workshop during New Student Orientation.

j. Attended conferences and workshops to learn and implement best practices pertaining to Hispanic students and community members.

k. Developed and maintained undocumented student resource webpage on the Collee of DuPage website.

Does your institution currently have a Hispanic Resource Center (HRC)?

Yes

If the previous response indicated the institution has an Hispanic Resource Center (HRC) does the center have a Director or Coordinator that can help address the needs of Hispanic students? (NOTE: THIS ITEM ONLY ACCEPTS A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

Yes

For institutions with an HRC and a Director or Coordinator for that HRC please provide a YES/NO response to the following questions regarding the AARC Director/Coordinator. (NOTE: THIS ITEM ONLY ACCEPTS RESPONSES IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

Is the center Director/Coordinator Hispanic?	YES
Does the center Director/Coordinator speak fluent Spanish?	YES
Does the center Director/Coordinator assist in the recruitment of Hispanic students?	YES

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Full-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### College of Lake County

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

Yes

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	9	0	3	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	11
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2021 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

The budget for diversity recruitment initiatives for diverse faculty and administrators is part of our general recruiting budget. Twenty-five to thirty percent of the recruiting budget is spent on diverse recruiting hiring initiatives.

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? The College utilizes applicant tracking demographic data to evaluate the diversity recruitment of applicant pools. Recruitment strategies are developed for groups that are underrepresented. Exit interviews and turnover reports are conducted to obtain information for identifying actions necessary for improvement.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

The College's strategic plan addresses equity and diversity in hiring, retention, talent management and compensation and benefit practices. The College routinely conducts reviews of all employment processes for compliance and improvement opportunities. The College has implemented 15% minimum diversity standards for applicant pool diversity and interview diversity. Hiring committees are required to go through training which includes training on hidden biases and cultural competency.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Internships      Community Linkages      Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

The College provides professional development opportunities through our career development, tuition support, staff training and development, career path identification and Leadership Development Institute to align with the College's values.

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

The College provides an above market career development program, tuition reimbursement and tuition waiver to eligible employees for enrollment in career path directed coursework at educational institutions.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

Yes

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM

WAS MARKED "YES".)

The College provides opportunity for professional development to faculty and staff to enhance skill sets and eligibility for promotion. Our focus is to create success for every employee to achieve academic, career and personal goals.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

The College of Lake County (CLC) Multicultural Student Center supports Spanish speaking students, which helps ensure students feel welcome and connected to CLC faculty, staff and other students.

The College has Spanish-speaking College and Career Navigators to work with students and Adult Learners. Materials, i.e., New and Transfer Student Checklist is in English and Spanish, and is made available to incoming students.

The College organizes conferences, community events, partnerships and programs for Spanish speaking parents and students, example; Familias en Educacion conference, presentation for BPAC in different high school events with interpretation in Spanish.

Marketing materials translated to Spanish, digital Ads (google & Social Media), Geo-fencing, Newspaper Ads, and Community Partners Outreach.

Advisors regularly engage in professional development and trainings related to diversity, equity and inclusion and support our Spanish speaking student populations. We also have bilingual advisors on staff.

Apprenticeship programs with intentional outreach to Spanish speaking and other under-served students to secure education and employment in technical careers.

**Bilingual Therapy Services**

Does your institution currently have a Hispanic Resource Center (HRC)?

Yes

If the previous response indicated the institution has an Hispanic Resource Center (HRC) does the center have a Director or Coordinator that can help address the needs of Hispanic students? (NOTE: THIS ITEM ONLY ACCEPTS A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

Yes

For institutions with an HRC and a Director or Coordinator for that HRC please provide a YES/NO response to the following questions regarding the AARC Director/Coordinator. (NOTE: THIS ITEM ONLY ACCEPTS RESPONSES IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

Is the center Director/Coordinator Hispanic?	YES
Does the center Director/Coordinator speak fluent Spanish?	YES

Does the center Director/Coordinator assist in the recruitment of Hispanic students?	YES
--	-----

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Full-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Danville Area Community College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	9	1	1	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	1
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Yes, internal studies have shown that we need to increase the number of diverse employees, specifically faculty. We would like to have our faculty demographics to match the demographics of the students we

serve. We continue to recruit in predominant African American churches, and all public sites to invite all qualified individuals to apply.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

Continue to recruit in public sites.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Mentorship of a new Hispanic Faculty

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

All employees are encouraged for professional development growth.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

Yes

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Diversity programs. Professional development. Leadership trainings.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

TRIO program, Tool box program, which is designed to help and promote African American male students, diversity programs and Jaguar All Star program to promote diversity and student success. Our high school middle college program helps high school students at risk of dropping out of high school, graduate from their local high school and begin taking college courses.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Never

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Elgin Community College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

Yes

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	4	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	6
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

no

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

n/a

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

- The Organization of Latin American Students (OLAS) has existed for over 25 years and continues serving the needs of the increasing Hispanic student population, which has the largest percentage of students at the college. The student club promotes a mature sensitivity and awareness of Latin American culture through various activities, events, and community-sponsored programs. Students interested in Latin American culture are welcome to join.
- Latinx Heritage Month continues to be offered each year. A variety of events for students, staff and the community are hosted by the college.
- In 2018, the college implemented a Latinx Connexion event for Hispanic students. The event is held at the beginning of each semester. It gives new students, returning students and employees an opportunity to network and reinforce that as a community we are here to support each other. Academic and student support services are highlighted at the event.
- In 2019, Admissions and Transfer Services organized the college's first HSI College Fair, with the participation from four-year HSI institutions during the Annual LatinX Heritage Month. Additionally, we continue to participate in the National Hispanic College Fair. This year we interacted with students from more than 17 high schools that attended the event in October 2019.
  - o The college joined the TRIUMPH (Transforming and Inspiring Undergraduate Men Pursuing Higher Education) Program, along with two other Hispanic and Minority-Serving area community colleges in spring 2019. These colleges have come together to collaborate and implement the TRIUMPH Expansion Initiative, a five-year grant program funded by ECMC Foundation, in order to increase the retention, transfer and/or graduation rates of minority males (men of color) at each of their respective institutions. The goal is to recruit a total of 250 - 500 men of color at each college by year five. The goals of the TRIUMPH program include:
    - addressing the significant opportunity gap for minoritized males who are the first in their family, and

often first in their community, to pursue higher education,

- ensuring post-secondary persistence, completion and/or transfer through intensive mentoring and targeted workshops designed to increase social, emotional and non-cognitive barriers to success;
  - helping minoritized male students realize and expand their potential; and
  - creating a collegial environment to develop a sense of trust and mutual encouragement
- Although the college doesn't have a dedicated HRC, students who are members of OLAS have cubicle space in the Student Life Office to meet.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Full-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Harper College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	10	0	1	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	9
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2021 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

The total amount allocated for recruiting diverse applicants, including Hispanics, was \$26,723.60. Of that, \$3,428.20 was spent to specifically recruit Hispanic applicants. Ads were posted on sites such as Latinos in Higher Ed and Reflejos.

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

While Harper does not conduct internal studies on recruitment of Hispanic/LatinX employees, the College is placing increasing emphasis on the recruitment and retention of people from underrepresented groups, including Hispanics/LatinX. Diversity statistics are created at each step of the faculty and administrator search process to inform hiring managers. Exit interviews are conducted electronically with departing employees and the reasons for leaving are assessed.

At present, reports are given to the Board of Trustees regarding recruitment, but these are informational only

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

Continue to advertise jobs on sites such as Latinos in Higher Ed and Reflejos as well as discipline specific sites such as Association of Hispanic Journalists. Identify and participate in diversity specific conferences such as SHRM Diversity & Inclusion Conference. Continue to mandate training classes for all faculty search committee members to educate on diversity issues, legal compliance and cultural competency in the hiring process. Continually review and update the College Website to continue to create a more welcoming environment and to encourage individuals from under-represented groups to apply. Continue to maintain and expand the Diverse Faculty Fellow program to increase the number of individuals from underrepresented groups who become employees.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Mentorship of a new Hispanic Faculty

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Hispanic faculty and staff are provided with professional development dollars,\$250-\$2,700, based on employment classification, to enhance their skill sets/eligibility for promotion. On-line courses are also available for faculty and staff.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

The LatinX student population continues to be a focus point as the college continues to focus on implementing and managing the recommendations from the LatinX task force. Since 2018, Harper College began working on implementing a number of these recommendations during the first phase including:

1. Researching grant opportunities to assist with funding initiatives (on going)
2. Developing infrastructure to college data on Latinx influencers (done)
3. Launch Parent University which helps bridge families and their students to the onboarding process (Done: PASO Program)
4. Develop a first-year seminar course helping to reduce the number of Latinx students placed into developmental education (Done)
5. Increase the number of Latinx students who apply for financial aid (On going)
6. Facilitate cultural awareness opportunities through dialogue/presentations to faculty on Latinx and Hispanic Serving Institutions (on going)
7. Develop predictive part-time scheduling model to provide more flexibility to attend college (In development)

Admissions Outreach/Harper College conducts a number of specific events for the Hispanic market including two Latino summits where 800+ students attend an all-day event designed to assist students with cultural competency, understand college processing and planning for the future. In 2021, the college conducted one Latino Summit event which was moved to a virtual format with nearly 200 students attending a weeklong series of activities/event. In addition, the Paso program or parent university project, "Project Achieve Overcoming Obstacles," continues to generate positive results. The program this year was moved to a virtual format and involves a series of online event/activities designed to create community and engage influencers in the process of enrolling in college. This year, the following events were held:

- Meet the PASO team: Here to support you
- Surpassing obstacles: Being a successful college student
- Family campus tour
- Scholarship workshop

Over 125 students and families attended PASO events this year. In addition, PASO families receive multiple communications to the home throughout the year including a magnet with important upcoming college related dates.

Lastly, Admissions Outreach and the Marketing Services team developed and launched a series of events for students called Destination Harper. These events ran virtually throughout the year and featured a variety of topics. One session was developed specifically for the underrepresented student population entitled: "Black and LatinX students: Empowered to succeed at Harper" In this session, students and families were able to meet Black and Latinx faculty, staff members, and learn about ways to enrich their experiences through educational and extracurricular programming. The college received over 70 RSVP for the sessions with 10 families/student attending.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Quarter-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Heartland Community College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	3	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	5
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? Work of the previously convened presidential task force on diversity and inclusion identified employment gaps for minority populations, including Hispanic employees, as related to the district population and

student population. An objective to increase multicultural equity among diverse student and employee populations was advanced as part of an EDI Scorecard.

The College established an Assistant to the President for Equity, Diversity, and Inclusion position to further support efforts. This position will work collaboratively with HR staff to identify, monitor, and report on data related to closing the employment gap for Hispanic employees, among other populations. A new applicant tracking system has allowed for more robust racial/ethnic data collection on employment applicants.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

At the highest level, work is being done to establish Equity, Diversity and Inclusion as institutional priorities and expansion of the College strategic plan (vision/mission/values statements) to explicitly include EDI was proposed. More specifically, we can focus on broadly posting job opportunities to reach diverse populations, including potential Hispanic candidates. As appropriate, this could include advertising positions on diversity-oriented online job boards and websites. This also includes sharing job opportunities with diverse community members. Applicant review team members receive training related to fair and equitable hiring practices. Additional in depth bias-related training could be incorporated to help ensure that applicants are advancing proportionally through the recruitment process. Strategies for retention can be further developed.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- Seminars/workshops/conferences and other trainings (including LinkedIn Learning access for professional development)
- Professional association memberships and publications
- Sabbaticals
- Tuition waiver/support

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need

of Spanish speaking students and public that may want access to your institution.

Outcomes of the presidential task force on diversity and inclusion include the establishment of an EDI scorecard, with a goal to identify and reduce barriers to access and equity for traditionally underrepresented populations, including Hispanic students. This ties closely with ongoing work of the College's strategic enrollment management team.

The College continues to create and participate in trainings, programs, and events that support diversity and inclusion. These experiences are being collected and organized across campus through the ALL-INclusive initiative.

The Global Student Union continues to help students understand and appreciate the importance of cultural diversity and global perspectives, as well as to encourage international students to get involved in campus life, and to give all students a chance to connect with the world and learn from each other's culture and perspectives.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

N/A

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Highland Community College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	1	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	2
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

Provide the FY 2021 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

Highland allocates budget resources for recruitment of a diverse applicant pool, but the College doesn't allocate specific amounts for distinct underrepresented populations.

**This section of the survey will list all activities your institution has undertaken that would help in the**

**implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? The College's Affirmative Action Officer does monitor internal reports detailing new hires and departures from the College.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

Highland continues to try different recruitment venues to reach a more diverse candidate pool, including Hispanic applicants. Following the conclusion of a search, information from applicants, particularly from underrepresented groups, is reviewed to determine how candidates found out about the open position. That data is used to determine where future job openings are posted. We also communicate with other Illinois community colleges to learn about new job posting sites they have used to successfully attract diverse applicants. Highland is also part of a local organization that share recruitment resources to reach a broader applicant base.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Workshops, online training and one-on-one coaching. Tuition waivers for Highland classes are available to full and part-time employees. Educational assistance for employees to take classes outside of Highland is available to full-time employees.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

- Completing an agreement for remote translation services to assist non-native speakers
- Applied for an Educational Opportunity Center (EOC) TRiO grant
- Considering application for a second Upward Bound program to expand service in the region
- Added a second ESL class in adult education this fall
- Hired an adult education office staff member who speaks Spanish

•Discussions around marketing and campus support taking place as part of our strategic planning efforts that are underway

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

No

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Illinois Central College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	7	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	3
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2021 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

Illinois Central College (ICC) allocated a total of \$136,112 for recruitment activities including staff.

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

ICC is committed to the concept and practice of equal opportunity and affirmative action in all aspects of employment. The College maintains an

Affirmative Action Plan written on an annual basis to reaffirm Illinois Central College is continuing commitment to the principles of equal

employment opportunity and affirmative action, to increase and ensure the effectiveness of its programs, and to continue to monitor and

evaluate the results.

The President, as Chief Executive Officer, has the ultimate responsibility for administration of the College's Affirmative Action Plan, including periodic audits of equal employment opportunity practices, establishment of special programs to supplement affirmative action activities, and guidance in handling specific problems, which may arise. The affirmative action progress is reviewed annually with administrative personnel and Board of Trustees.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

A. Maintaining the Faculty Fellow Program

B. Targeted recruitment of Higher Learning Commission (HLC) qualified minority candidates

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Internships      Community Linkages      Mentorship of a new Hispanic Faculty

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Mentorship programs are available for non-tenured faculty. Additionally, ICC offers an Online Academy for tenured and non-tenured employees to learn classroom management, improving student learning, and teaching philosophy.

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

ICC offers various online and classroom development opportunities that would prepare staff for promotion. Employees have annual career discussions with supervisors.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

Yes

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Our in-house job posting process allows for internal candidates to view and bid on positions prior to external candidate selection.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

The following goals are part of the College's FY'21 strategic initiatives:

- A. Early College in both CTE and General Education Programming
- B. Increase the number of Early College opportunities for students in underserved dual credit schools
- C. Increase the number of strong start agreements across the school districts served by ICC

In addition, we have a Student International Center that assists students and the public with information about the institution in Spanish. Student information is published in both English and Spanish.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

No

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Illinois Eastern Community Colleges – District Office

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	0	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	0
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? guidance and review with our legal counsel

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

continue to look for Spanish speaking/Hispanic individuals

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

n/a

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

N/A

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Illinois Eastern Community Colleges – Frontier Community College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	0	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	0
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? guidance and review with our legal counsel

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

continue to look for Spanish speaking/Hispanic individuals

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

n/a

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

N/A

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Illinois Eastern Community Colleges – Lincoln Trail College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	0	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	0
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? guidance and review with our legal counsel

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

continue to look for Spanish speaking/Hispanic individuals

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

n/a

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

N/A

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Illinois Eastern Community Colleges – Olney Central College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	0	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	0
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? guidance and review with our legal counsel

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

continue to look for Spanish speaking/Hispanic individuals

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

n/a

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

N/A

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Illinois Eastern Community Colleges – Wabash Valley College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	0	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	2
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? guidance and review with our legal counsel

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

continue to look for Spanish speaking/Hispanic individuals

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

n/a

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

N/A

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Illinois Valley Community College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	3	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	36
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? We annually review all demographics to ensure that we are properly recruiting and advertising with minorities in mind. All search committee's receive training prior to servicing. In this training, the

institutions commitment statements towards affirmative action, EEO, diversity and inclusion are discussed.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

IVCC's Board of Trustees has adopted an Affirmation Action Policy. The Equal Employment Opportunity statement is incorporated in the following publications and forms: Leases, purchase orders, contracts, college catalog, faculty handbook, employee guidebook and all job postings.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Tuition waiver & reimbursement, continuing education classes, faculty development day, workshops, and support staff development day

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

A link on our website for Spanish materials, billboards in Spanish to promote IVCC and encourage enrollment, utilize bilingual staff to assist. Access to public transportation through NCAT/BPART, GED/ESL orientations, and IVCC outreach events.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

No

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### John A. Logan College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	6	1	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	6
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2021 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

We have a \$5,000 budget allocation for recruitment efforts that include Indeed and HigherEdJobs.com.

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?  
Yes. The College currently has a diversity committee with new members that are meeting on a regular basis to establish goals and recruitment efforts.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

We have started posting vacancies in new diverse outlets and job boards. Our hiring policies have also recently been updated to ensure diversity in the candidate pool.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Staff Employment Recruitment Plan

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Per contract, faculty are allocated specific dollars to enhance and develop new skill sets. Money is used at the employee discretion.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

Objectives have been established within the diversity committee and plans are in place for a diversity challenge for students, faculty/staff, and the public.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

N/A

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### John Wood Community College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	26	146	0	1

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	7
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? A Human Resources representative is present during the selection process. Exit interviews are conducted by Human Resources. Additionally, reports regarding employment and departure of employees are given

to administration for review.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

Suggest professional and personal connections with outside sources and people talk about the college being a good workplace and applying for positions.

HR reviews returned EEO forms and suggests to search committees that some applicants might be interviewed based on merit, without noting the applicants are Hispanic.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Qualified associate faculty may apply for full-time faculty positions when available. Full-time faculty are on a tenure track.

Employees are encouraged to apply for any open positions they are qualified for.

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Regular employees and associate faculty may participate in related training held for employees and can participate in tuition waivers for JWCC classes.

Faculty and associate faculty can participate in Faculty Senate.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

JWCC does not currently have increasing numbers or need of Spanish speaking students and public accessing the institution.

A plan will be developed when there is an increase.

All services and activities are available to all students and public regardless of their race or ethnicity.

English as a Second Language is available to all students and public.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

No

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Joliet Junior College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

Yes

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	7	0	1	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	11
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2021 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

JJC has a designated budget for recruitment. JJC supports diversity & inclusion through a number of initiatives & efforts; using strategic and targeted recruitment sources, attending diversity job fairs, and alignment w/the College's DEI plan.

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

The college conducted a cultural climate survey in SP 2019 to gather information from staff, faculty and students. This survey was used to develop the current DEI plan in which goals and objectives were formulated to address feedback from the survey. The college periodically conducts the PACE survey, most recently in SP2020 and SP2021, utilizing the diversity subscale questionnaires during the past two surveys. The College routinely runs metric reports which monitor applicant yield, provides demographic information on hiring/retention and helps shape initiatives and recruitment strategies.

To ensure a fair and equitable hiring process for all candidates, HR staff, as well as administrators and other hiring personnel receive "search committee" training prior to serving in a hiring (or recommendations) capacity. In this training, the College's commitment statements towards affirmative action, EEO, diversity and inclusion are discussed.

As a hiring manager is preparing for a search, they consult with the HR Employment Team who will assist in establishing the recruitment and/or advertising plan. The college has implemented very consistent evaluation tools such as a screening matrix and train the hiring personnel how to appropriately use the tools. If there are instances where the integrity of the search is compromised in any manner the search may be extended, candidate may be reviewed by a member of the HR team, or the search may be canceled.

The importance of the College's DEI plan is stressed to all managers and is to be utilized when conducting any search.

Additionally, exit interviews are conducted with HR and the exiting employee. Attrition is analyzed collectively and individually and shared with key leaders.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

Human Resources, the Office of DEI, and the President's Diversity & Inclusion Council are tasked with addressing any areas of underutilization of minority groups within faculty and staff classifications. Efforts to address underutilization include using targeted recruitment sources, attending diversity fairs, hosting inclusion events open to JJC and the public as well as other initiatives as directed by the College.

For 2021/2022, Develop and implement outreach campaigns and recruitment strategies targeting minority populations. Developing a marketing strategy to increase JJC employment brand awareness. Planning during Fall 2021/Spring 2022 with a potential launch of Spring 2022/Fall 2022. Incentive recruitment/referral program for employees

For 2021/2022, Collaboration with hiring managers and faculty on efforts to draw diverse talent. Leverage internal relationships with Student Services and Career Services for targeted outreach campaigns with HBCU and HSI; connect with local chamber of commerce, economic development groups, churches and non profit groups serving populations with disabilities, women and veterans. Leverage targeted distribution lists, associations and targeted journals for targeted recruiting.

Additionally, Human Resources and the Office of DEI analyze all DEI efforts regularly, measuring effectiveness of initiatives and key performance indicators. These measurements include comparative analysis of minority applications/hires between fiscal years, turnover/retention metrics, application yield from recruitment sources and any other measurement that provides useful information for recruitment.

Does your institution implement employment incentives to attract Hispanic employees such as any of the

following (please select all that apply):

Internships      Community Linkages      Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Employees are encouraged to participate in self-development and professional development activities. The college allocates financial resources in each department as well as institutionally and offers various formal and informal training programs.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

Yes

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Accessibility to training, professional development, shared governance model encourages diversity among committee members. Recent new initiatives such as a formal mentoring program.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

JJC is not an HSI; however, has 25% or more student population classified as Hispanic.

Office of Multicultural Student Affairs (OMSA) provides tailored outreach and recruitment activities to matriculate Latino students and assist in their appropriate transition to college through the following:

1. Targeted recruitment and outreach activities throughout District 525 that include high schools, CBO's, and churches that serve Latino and other underrepresented student populations.
2. In FY21, in lieu of traditional outreach, OMSA conducted special population calling campaigns to bolster higher matriculant yields of students of color. These activities were conducted through October of 2020 in an effort to bolster late start Fall 2020 enrollment. The campaigns conducted resulted in the following: 1272 minority students were contacted, 687 were Hispanic. Of these, 187 registered for fall.
3. Created a JJC Spanish Chat (HubSpot) in an effort to engage and assist with the Spanish Speaking community virtually. FY21, OMSA staff answered to 127 Spanish virtual chats. OMSA exhibited a JJC

Table at the Spanish Community Center for “Dia del Niño” (Day of the Children) with 400 participants.

4. Partnered with International Student Services on recruiting Latinx students through a virtual recruitment fair held 9/2020.

5. OMSA had 33 Spanish-Speaking advising contacts and 147 calls on the Spanish Hotline.

6. Organized Hispanic Heritage Month events virtually: El Grito Presentation; Mental Health within the Latinx Community; Latino Game Night; Ni de aquí, ni de allá (Neither from here nor from there) Presentation.

7. Collaborates with Workforce Education, the English and World Language Department, the Student Advising Center, and other offices in meeting the needs of English Language Learners, undocumented, and underrepresented students as they transition to college.

8. Piloted bridge presentations for students enrolled in the Integrated Education and Training Program (DAEL). This program is designed for ABE/ESL and high school equivalency students concurrently enrolled in credit bearing and non-credit bearing coursework as they earn a stackable credential and encourage continuous enrollment into the AAS degree program.

9. Streamlining processes that improve undocumented students’ experience at JJC by assisting DREAMers in navigating the college process as an undocumented student.

10. Developed a new process for undocumented students without a social security number to apply to JJC through a fillable form. Students are directed to OMSA for assistance in the process of applying.

11. OMSA staff actively engaged in Spanish Language translations for the college including presentations, marketing materials and commercials.

12. The college has a Spanish call hotline and is posted on various marketing ads across the community. Since the college went remote, a prompt was added to the main college phone menu that directs callers to a Spanish Speaking staff member who can appropriately direct them. OMSA staff answer phone inquiries alongside the Student Advising Center Staff via the Spanish Hotline.

The college does not have a Hispanic Resource Center that specifically targets and provides support/resources to the Latinx community, However, Office of Multicultural Student Affairs provides outreach, academic guidance, personal support, cultural resources, and leadership opportunities to enhance the educational experience and facilitate the academic and personal growth of underrepresented students that is inclusive of Latinx students and resources for undocumented students. Department facilitates outreach to Latinx communities through targeted recruitment activities, tailored advising services for English Language Learners in Spanish, bilingual educational resources, and cultural reinforcement programming.

JJC has an administrative staff member who can address the needs of Hispanic students, including bilingual services.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Half-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Kankakee Community College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	5	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	6
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? The HR department conducts its own internal studies. We monitor the gender, race, and ethnicity of all of our new hires and employees who have been promoted. We also track this for employees leaving the

institution as well.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

Continue to advertise in publications that serve minorities; continue to maintain strong community ties with city and county leaders, and partnerships with the Kankakee Library. Last year, the college implemented an Advisory Committee to the President that meets quarterly on Equity, Diversity, and Inclusion with local leaders and key employers of the community.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Community Linkages      Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

Continue to advertise in publications that serve minorities; continue to maintain strong community ties with city and county leaders, and partnerships with the Kankakee Library. Last year, the college implemented an Advisory Committee to the President that meets quarterly on Equity, Diversity, and Inclusion with local leaders and key employers of the community.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

For institutions with an HRC and a Director or Coordinator for that HRC please provide a YES/NO response to the following questions regarding the AARC Director/Coordinator. (NOTE: THIS ITEM ONLY ACCEPTS RESPONSES IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

Is the center Director/Coordinator Hispanic?	NO
Does the center Director/Coordinator speak fluent Spanish?	NO
Does the center Director/Coordinator assist in the recruitment of Hispanic students?	NO

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Quarter-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Kaskaskia College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	3	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	9
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

N/A

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

While we are a rural college and do still have a need to advertise in local newspapers, the College has expanded recruiting to increase our candidate pool and be more effective with diversity hiring. As newspaper readership has declined and minority candidates utilize newspapers less than Caucasian readers, the College has utilized other resources such as using Indeed.com, posting vacancies on the College web site, on bulletin boards at the College and distributing information to community partners. Additionally the College has begun to utilize the Illinois Job Network and Higher Ed Jobs. These resources are widely used by Illinois job seekers and help to promote diversity searches

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

N/A

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

No

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Kishwaukee College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	1	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	6
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? We use PeopleAdmin for recruiting and hiring and the Executive Director of HR reviews recruiting and hiring statistics and reports. E do offer all employees the option of completing an exit interview.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

The College consistently utilizes publications, job fairs, job boards and social media that appeal to a diverse audience of candidates. We conduct searches for Hispanic applicants and clearly communicate our commitment to affirmative action employment goals to search committees. We previously implemented community meetings to direct target Hispanic/Latino families. The College continues to meet with community leaders on initiatives to increase the hiring of Hispanic teaching/administrative bilingual staff.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Internships      Community Linkages      Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

The College has an Employee Leadership Program, offers skill development sessions, supervisor forums and all-campus in service trainings. We have a Teaching & Learning Center for training and development. We have a budget for staff development.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

Yes

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

We ask employees to state their career goals during their yearly performance review to help us recognize employees seeking additional opportunities. We offer tuition reimbursement for employees wishing to further their educational goals.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

2 Pathways for ELL

2 positions in Enrollment Services that are bilingual

Offer SEL and ELL

Offer high school equivalence classes in Spanish

Co-Enrollment pathway between ESL and several CTE programs.  
We convert our job postings to Spanish.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Quarter-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Lake Land College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	3	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	9
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

Provide the FY 2021 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

Included in the overall recruitment budget

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Required search team/EEO Training

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

Broad recruitment efforts using on-line and diverse recruitment venues

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Opportunities made available to all staff for self development either in-house or utilizing outside sources

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

The College has on staff a Spanish Instructor that assists with translation as needed

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

No

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Lewis and Clark Community College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	0	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	0
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? The college continues to utilize PeopleAdmin, a computer generated software program designed for Higher Education that encourages self-identification of all applicants regarding race. Additionally, the College has

an HR Recruiting Specialist, whose primary focus is to seek efficiencies in the employment process, including but not limited to seeking to enhance diversity. The Specialist reviews the minority representation of applicant pools and carefully reviews the credentials of all the Hispanic applicants who meet the minimum requirements of the position for which the prospective employee applied. All such applicants are specifically defined as minority applicant for the viewing of all hiring committee members prior to the interview process. Qualified and reviewed minority applicants are all referred to hiring committee chairs by the Recruiting Specialist when appropriate.

The HR Recruiting Specialist is responsible for reviewing all open postings. She then assesses all minority applicants who meet minimum requirements of the position and makes recommendations for interview to the HR Director and or hiring committee chairs when appropriate.

As noted above, surveys for monitoring the recruitment and retaining of Hispanic employees exists through software utilized by the HR Recruiting Specialist. The College does not currently engage campus-wide committees that study or monitor the recruitment or retaining of such employees. However, the College is currently undergoing executive level discussions on re-structuring that involve the creation of a high-level position that will lead in Diversity and Inclusion initiatives across student and employee frameworks on campus. Enhancing the recruitment and retainment process of minority employees would certainly be a key function of any such new position that the College considers with the expectation that additional resources to do so would be made available.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

The composition of the College district is represented by approximately 2.5% Hispanic American. As such, the College continues to maintain an interest in increasing representation of Hispanic-American employees throughout all divisions of our workforce in order to, at minimum, meet those comparison benchmarks within our workforce. Currently, the College's workforce consists of representative percentages that either meet or exceed at these levels.

Most of the College's job openings are posted via PeopleAdmin; this links all of our postings to Indeed, Glassdoor, Simplyhired and Zip Recruiter as well as diversifying the College brand and job openings across multiple social media platforms so that we not only casting a regional, bi-state net, but in some cases we are also casting a nationwide net for positions on campus. Our Human Resource Recruiting Specialist notifies the hiring committee chairperson of all qualified applicants and further details any applicants who self-identify as Hispanic American. These applicants' applications are carefully considered by the search committee. Inclusion is valued among campus faculty, staff and students as evidenced by the results of the recent survey on diversity and inclusion which indicates that over 94% of respondents describe the L&C campus as very inclusive. The Human Resources department is actively engaged in seeking best practices from other institutions that utilize other recruiting platforms and software programs to attract more - Hispanic American candidates.

The College is actively considering the addition of an elevated position within the leadership structure that focuses on the recruitment and retainment of minority employees on both the academic and support side of the institution. In addition to concentrating on enhancing the current structure focused on D&I initiatives, the College will ideally be considering the diversification of budget and resources to supplement in this area.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

Since 2010, Lewis and Clark has pursued initiatives related to an ongoing institutional goal to increase access, retention and completion of Hispanic American, Asian and African American students. Certain initiatives have made a positive impact:

Community recruitment of students by African American Enrollment staff;

Work Study employment;

Support services including tutoring, financial aid assistance, food pantry, library research, career services, and activities offered through the Diversity and Inclusion office.

In general, the more engagement of students with any of these support services positively effects retention.

- Lewis and Clark Community College demographics continue to show very small populations of Asian, Native American/Latino American students or representation in the District's population. The college's institutional goal of increasing access, support, retention and completion focuses on all students.
- The College's Diversity Council annually includes programming to focus on Asian, Native American/Latino American cultures.
- The Office of Diversity and Inclusion, provides referral to community services and on campus services, recruits and assists in the enrollment of minority students and consults with faculty and staff.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

No

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Lincoln Land Community College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	8	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	4
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2021 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

LLCC has a budget for advertising position vacancies to all groups and at all position levels. For FY2021, LLCC spent \$71,544.29. Of this amount \$10,785.00 was spent on advertising to underrepresented groups and minorities.

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? LLCC's Human Resources office reviews the demographics of applicants, interviewees and new hires in relation to the EEO 4/5ths rule. Additionally, employees who separate from LLCC are provided an exit interview. Those results are reviewed by leadership.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

Programs at colleges and universities that would guide students toward a career at a community college would be extremely beneficial for the student and the many community colleges across the state. It would generate a pool of educated and trained professionals for our industry and the program could help ensure the diversity of the students.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Staff members can have regular tuition and fees associated with LLCC credit courses waived upon successful completion of course. Additionally, all staff members have access to funds of up to \$1,500 annually and there are development days.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

N/A

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

No

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### McHenry County College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	4	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	4
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? McHenry County College collects talent acquisition and employment data using our applicant tracking system and HRIS/ERP. Data relative to the Native American applicants and employees is monitored,

analyzed, and shared with stakeholders across campus.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

Continue to identify opportunities to share our postings in publications and social media outlets that target diverse applicant pools. Continue to train search committees and stakeholders on creating and supporting DEBI on an ongoing basis.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

MCC provides tuition waiver, tuition reimbursement and pay incentives for completion of training and coursework. In addition, a variety of professional development opportunities are offered through our professional development activities.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

MCC monitors the enrollment and academic achievement of Spanish speaking students in programs, courses, county, and high school districts demographic growth projections and statistical data to appropriate allocate supportive resources, which include staff to render effective services to Spanish speaking students and parents. Soliciting frequent feedback from students is also a factor used in determining the number of positions needed. Regular program review, recommendations from leaders on staffing with the functional area during the annual budget process is also utilized. Student Affairs areas, such as Student Success Center personnel, Success Coaches, and the Admissions teams, have targeted outreach efforts. Affinity Student organizations include intentional activities for networking and self development. Our Development team seeks to secure grant opportunities to provide additional funding resources. Programming includes Upward Bound/Trio, Title III, Workforce Training, etc.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Half-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Moraine Valley Community College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	7	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	8
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2021 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

Moraine Valley allocates a budget for the recruitment of Hispanic employees in all job categories. Advertising for FY21 was at \$6000 with an additional budget of \$10K towards general diversity-related publications to recruit diverse applicants.

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

The college does internal surveys for monitoring the recruitment and retention of Hispanic employees. Moraine Valley conducts employee engagement surveys and also performs exit interviews for department employees. Additionally, surveys of training courses offered internally are evaluated by participants via surveys.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

Moraine Valley should continue to increase recruitment activities and outreach in Hispanic/Latinx communities through community linkages and partnerships, as well as through targeted marketing materials and resources.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Internships      Community Linkages      Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Training is offered through the Center for Teaching & Learning where employees may self-enroll to enhance development, including an annual Learning College Day dedicated to development. Conferences, online resources and workshops are also options.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

Moraine Valley strategically advertises employment opportunities in special publications and advertises to local Hispanic and Latinx community serving organizations, universities and professional groups to increase applicants for all job categories (faculty and staff) from this population. Moraine Valley Community College's Latino Outreach Committee continued to further its mission to develop

goals/objectives to enhance outreach, enrollment and services to prospective Hispanic/Latinx students, parents and community members. Moraine Valley hosts a Latino Empowerment Conference specifically targeted to attract high school students within the district to the institution. In addition to providing student services through bilingual specialists and staff, Moraine Valley offers English as a Second language and Intensive English language programs and courses. To meet the needs of and attract Spanish speaking students, the college facilitates Hispanic Heritage activities and holds "Voces" Empowerment Focus groups to address student and community needs.

Furthermore, Moraine Valley strengthened its partnership with the Illinois Equity in Attainment Initiative (ILEA) focused on addressing and supporting the shared goal of closing equity and completion gaps of our minority students, specifically Latinx/Hispanic, African American, and low income students through the establishment of the Equity Plan and other initiatives.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Quarter-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Morton College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

Yes

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	3	0	3	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	1
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2021 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

Morton College allocated \$60K for diversity recruitment. Morton College uses various recruitment sites such as -DiversityJobs.com, AllHispanicjobs.com, LatinoJobs.org, HACU, HERC

**This section of the survey will list all activities your institution has undertaken that would help in the**

**implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? Morton College has a formal recruitment and hiring process in place, all following the EEO guidelines and Collective Bargaining Agreements.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

Morton College plans to continue to advertise and recruit from diverse applicant pools using a variety of diverse recruitment tools. Morton College job descriptions and applications have as desired qualification of bilingual (English/Spanish).

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Staff Employment Recruitment Plan

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Morton College budgeted for professional development, faculty development, and tuition waivers and reimbursement. There are Collective Bargaining Agreements in place as well.

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Morton College budgeted for professional development, faculty development, and tuition waivers and reimbursement. There are Collective Bargaining Agreements in place as well.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

The college's commitment to meet the needs of all of its students is reflected in its board policies and mission statement. In addition, Morton College's Equity Plan details a number of strategies that the college is implementing college-wide not only to recruit minority students but to retain and ultimately graduate them. In addition to strategies outlined in the plan, recognizing our students and community is largely Spanish-speaking, we have implemented the following:

- Translate recruitment material in Spanish.
- Staff in student services qualifications updated to be bilingual (Spanish), mostly for student facing positions.
- Offer Advising services in Spanish.
- Offer diverse programming in Student Activities throughout the year, encourage participation of professional development activities such as attendance to Hispanic Association of College and Universities and USHLI conferences

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Full-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Oakton Community College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	3	4	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	12
Total Hispanic faculty that experienced separation from the college	2

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2021 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

\$15,000 in FY21 on advertisement including: Latinos in Higher Ed , Diverse Jobs, IMDiversity, Chicago Diversity, Minority Nursing, Inside Higher Ed, The Chronicle of Higher Education and Higher Ed Jobs Inc.

**This section of the survey will list all activities your institution has undertaken that would help in the**

**implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Yes, the College conducts national and regional searches to fill all administrative, staff and full-time faculty openings. Human Resources has developed cultural competency workshops used to train all search committee members bias in the hiring process, diversity sensitivity and effective interviewing techniques. Attendees are certified as able to serve on search committees. Designated HR staff meets with all search committees prior to applicant review to ensure compliance with all Equal Employment Opportunity laws and address Affirmative Action issues. We maintain a deliberate and continuous effort in complying with the College's Equal Opportunity/Affirmative Action Program. Additionally, we engage in exit interviews when possible to gather and collect data on an employee's time at Oakton.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

- We conduct broad, wide, and deep searches for Hispanic American applicants.
- We clearly explain the intent of the Affirmative Action Plan and reiterate the commitment to equal employment opportunity and affirmative action with all college administrators.
- We clearly communicate commitments to affirmative action and employment goals to each search committee.
- We monitor the activities and progress of search committees and supervising administrators.
- We maintain a welcoming environment so that individuals from demographic groups other than Caucasian desire employment with the College

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Nominal Funds available for professional development, conferences, etc. We also provide internal training from Project Management workshops, High Impact Practice courses, Cultivating Meaningful Conversations to Cultural competency training and beyond

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

!ANDALE! An Association for Nurturing the Development and Advancement of Latinos in Education. We have recently dedicated financial resources to move our part time Andele coordinator position to full time. The College is engaged in a high impact practice project – Persistence Project. Faculty members participating commit to meeting with students for 15 minutes within the first several weeks of class in order to engage students in meaningful dialogue to support their persistence in their respective programs.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Full-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Parkland College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	5	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	15
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

No

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

Explore trainee programs to grow our own faculty and administrative staff.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Center for Excellence in Teaching and Learning. Linked In Learning online self-development training. Professional development funds.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

Community partnerships. Partnerships with k-12.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

N/A

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Prairie State College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	7	2	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	6
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2021 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

Prairie State College welcomes diversity that mirrors the student population. Budgeted funds allocated for the recruitment of Hispanics for FY21 was \$2,200 to assist with advertising and marketing of employment opportunities.

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Prairie State college utilizes search committees to assist in the monitoring of employment for the institution. Additionally, the Affirmative Action Officer monitors and reviews employment searches for compliance. Human Resources provides instruction and training during search committee orientations. Exit interviews are received and reviewed by HR to analyze for trend or themes.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

Continued dedicated marketing and advertising of employment opportunities can be increased to grow and advance the the number of Hispanic teaching/administrative staff at the institution.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Mentorship of a new Hispanic Faculty

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

N/A

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Professional development is supported and encouraged. These self-development opportunities are offered both internally and available through external training partnerships the college subscribes to. Tuition reimbursement is also available.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

Yes

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Prairie State College is an EEO employer. The college utilizes a standard hiring process with includes search committees to ensure candidates meeting minimum qualifications are reviewed.

**This section of the survey will list specific initiatives and focus on what your institution has**

**undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

The college has an office of Latinx X Outreach dedicated to assisting not only students, but families, with understanding the educational journey. The office provides full service from inception to completion and assists with advising to transfer and graduation.

Does your institution currently have a Hispanic Resource Center (HRC)?

Yes

If the previous response indicated the institution has an Hispanic Resource Center (HRC) does the center have a Director or Coordinator that can help address the needs of Hispanic students? (NOTE: THIS ITEM ONLY ACCEPTS A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

Yes

For institutions with an HRC and a Director or Coordinator for that HRC please provide a YES/NO response to the following questions regarding the AARC Director/Coordinator. (NOTE: THIS ITEM ONLY ACCEPTS RESPONSES IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

Is the center Director/Coordinator Hispanic?	YES
Does the center Director/Coordinator speak fluent Spanish?	YES
Does the center Director/Coordinator assist in the recruitment of Hispanic students?	YES

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Quarter-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Rend Lake College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	6	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	2
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Rend Lake College does not conduct internal studies or have surveys to monitor the recruitment of Hispanic employees. We do not have an Hispanic population that would make the surveys meaningful.

We make job postings as broadly as possible to reach as many qualified minority applicants as possible. Unfortunately, we do not have many applications from Hispanics despite our efforts. Human Resources monitor all departures of employees equally.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

The lack of Hispanic population in our area makes it difficult to recruit additional qualified applicants. The college continues to advertise in socially diverse venues to reach as many minorities as possible. We offer a competitive benefit package.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Staff Employment Recruitment Plan

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Employees are encouraged to seek out training opportunities that provide self-development and professional development. The college provides free tuition for full time employees and some tuition reimbursement at other institutions.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

Yes

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

All employees are encouraged to apply for open positions that would allow for promotions for them. Professional development is supported and encouraged and often paid for by the college.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

The college offers English as a second language classes and offers free tuition for dual credit classes in an attempt to introduce post secondary options to more Hispanic students while in high school. We also offer TRIO programs and other programs to help with financial restraints.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

N/A

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Richland Community College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	4	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	5
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2021 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

Budget resources are allocated for recruitment of Hispanic Faculty for associated employment activities, such as advertisement and recruitment. Budget resources are not specifically separated from the total advertising and recruiting budget.

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Search committees are formed at the College for all full-time openings to assist with the recruiting , and to review and select candidates to extend offers of employment to. All search committee members receive diversity trainings. All search committees have a search committee kick-off meeting with a Human Resources representative to review and reinforce the College's commitment to diversity, equity, and inclusion, and to emphasize their responsibilities in this endeavor.

The College also provides all departing employees the opportunity to complete an exit interview with a member of the Human Resources staff. These exit interviews are reviewed by the Director of Human Resources as well.

The College conducts annual survey's of all employees and these surveys include questions on how the College is doing with diversity, equity and inclusion.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

All employment opportunities are posted internally and externally. Using the College website and our hiring platform (PeopleAdmin), opportunities are made available to all employees and students, including minority, protected classes, and members of potentially under-represented groups.

Depending on the employment opportunity, other outreach efforts might include HigherEd.com Affirmative Action Diversity Supplemental advertising, MinorityNurse.com, MinorityNetwork.com, and Illinois Diversity.com.

To optimize the selection of diverse candidates all search committees will include at least one diverse member to assist with recruiting ideas and help with ensuring that all candidates are given equal consideration. In addition, a member of the Human Resources staff frequently serves on the committee to help with the process as well.

Any job announcements include our statement of commitment to diversity, equity, and inclusion, an affirmative invitation directed to members of potentially under-represented groups, and a formal non-discrimination statement.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Community Linkages      Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

The opportunity for career options communications are built into the Performance Evaluation processes.

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Career development opportunities are offered throughout the year and budget dollars are allocated annually for professional development for employees. The Richland Foundation provides opportunities for funding as well.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

Richland Community College's mission, vision, and core values focus on student success We developed and utilize a coaching model instead of a traditional advising model. This provides a more intrusive approach to aid in assisting students to stay on track and achieve their educational goals. We use a program call THRIVE to track the progress of each student and provide early intervention to students with academic issues or other issues that are interfering in the student's ability to complete their courses and helped to ensure that all students have the opportunity to succeed.

In addition, the College utilized grant funding to start a program call ENRICH that provides essential skills training for individuals to learn job-ready skills and provide workforce training. We have had great success in training hard to place individuals, such as formerly incarcerated individuals with skills both hard and soft to be able to obtain employment and stay gainfully employed in well paying positions with area employers.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Never

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Rock Valley College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	176	222	3	2

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	27
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

No

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

Staff will be in contact with the following agencies who focus and work with diverse individuals regarding announcement of positions:

- Diverse Jobs
- HigherEd Jobs
- Indeed
- Carpenter's Place
- Winnebago County Diversity Council
- Womanspace
- Monster
- Glassdoor
- Chronicle Careers
- La Voz Latina
- Linked In

HR Generalists are looking to attend job fairs to focus on making an awareness with the diverse population. Job announcements distributed to local organizations including non-profits who focus and work with diverse individuals.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Mentorship of a new Hispanic Faculty

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Professional development opportunities are offered to employees, in addition to interdepartmental training opportunities. The College offers tuition reimbursement and free tuition for employees who take classes outside and within our institution.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

Inform the students of many opportunities RVC has to offer. Message these students and parents in numerous ways both on and off campus. Inspire them to believe in a college education making dreams a reality. Enroll them because RVC is a great place!

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

No

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Sauk Valley Community College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	8	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	5
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? The College provides statistics and educates administrators, hiring supervisors, and committees on the recruitment and retention of under-represented groups which include Hispanic candidates and employees.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

The College will target advertising to reach under-represented groups in an attempt to increase the number of Hispanic teaching and administrative staff at our institution.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Internships      Mentorship of a new Hispanic Faculty      Tuition Reimbursement

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

Yes

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Tuition Reimbursement  
SVCC Tuition Waivers  
On the Job Training  
Internships  
Career Counseling

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

The College provides services to assist individuals in preparing for promotion, earning citizenship, job preparedness, or assistance of family members.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Quarter-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Shawnee Community College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	1	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	1
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

No, this would be our EEOC officer that monitors those numbers.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

We'd have to get the interest of applicants that meet those requirements.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Internships      Community Linkages      Mentorship of a new Hispanic Faculty

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Staff members are encouraged to continue their education and are compensated when they achieve certain levels of degree on the salary scale.

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

The college allows time away from work to attend training and other professional development activities pertinent to their current role or that may help them achieve promotion to another SCC opportunity.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

By ensuring we are open and ready to serve all potential students of any ethnicity at all of our locations.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

No

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### South Suburban College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	4	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	5
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? South Suburban College is an equal opportunity employer with a diverse workforce. SSC strictly enforces its EEO Policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally

protected categories. Every February, a compilation and analysis of the current workforce and utilization data by EEOC category is completed and submitted to the President's Council team for review. In addition, an exit interview is conducted on all Board-Approved employees. The results of the exit interview are then shared with the College President.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

As certain key positions become available, it is discussed if there is a bilingual need. If so, bilingual skills are added to the job description and posting. Since SSC is an emerging Hispanic Serving Institution (HSI), more descriptions will be revised along with posting job openings in journals such as Hispanic Outlook.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Community Linkages      Mentorship of a new Hispanic Faculty

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

A variety of professional development opportunities are available to employees through Staff/Faculty committees. Each committee offers workshops, seminars, and all-day events. SSC also offers tuition waivers and tuition reimbursement.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

South Suburban College is continuously striving to better serve our increasing Hispanic/Latino community. In 2017, a Latino Center was implemented at the College. The Center's primary objective is to provide information, services and support. The Latino Center is committed to help build an informed vibrant Latino community at SSC where Latinos feel valued and supported. The Center's Liaisons provides translation services, and escorts students and their parents from office to office to ensure they understand the processes, services and various programs offered at South Suburban College. The members also regularly collaborate with the Admissions staff on campus to assist in the recruitment and retention initiatives for our Hispanic/Latino community. Lastly, South Suburban College continues to offer ESL classes, including GED for ESL. These classes have been scheduled at various locations and times to meet the needs of our Spanish speaking students. With these new initiatives, South Suburban College is proud to report our enrollment of Latino students has increased.

Does your institution currently have a Hispanic Resource Center (HRC)?

Yes

If the previous response indicated the institution has an Hispanic Resource Center (HRC) does the center have a Director or Coordinator that can help address the needs of Hispanic students? (NOTE: THIS ITEM ONLY ACCEPTS A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

Yes

For institutions with an HRC and a Director or Coordinator for that HRC please provide a YES/NO response to the following questions regarding the AARC Director/Coordinator. (NOTE: THIS ITEM ONLY ACCEPTS RESPONSES IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

Is the center Director/Coordinator Hispanic?	YES
Does the center Director/Coordinator speak fluent Spanish?	YES
Does the center Director/Coordinator assist in the recruitment of Hispanic students?	YES

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Full-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Southeastern Illinois College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	2	7	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	3
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2021 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

\$30,500 was budgeted for all hiring recruitment activities. A portion of the recruitment budget was allocated to recruiting in Outlook/Hispanic.

**This section of the survey will list all activities your institution has undertaken that would help in the**

**implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Yes, our human resources department as well as our diversity committee monitors recruitment, employment, and departure of employees at Southeastern Illinois College.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

To continue the recruitment process that Southeastern Illinois College has implemented: recruitment in Outlook/Hispanic publications; recruitment efforts within our largest southern Illinois city with a higher percentage of Hispanic population as well as having a major university with career centers, and continue to provide university career centers within the tri-state area information regarding vacant positions.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Community Linkages      Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

All employees are eligible to advance when a higher position becomes available.

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Professional Development Workshops are held throughout the academic year as well as development opportunities that are provided for faculty and staff who wish to participate.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

We do not anticipate a large amount of Hispanic student influx due to the fact that our community college district has less than 1% Hispanic population.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

N/A

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Southwestern Illinois College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	97	689	2	5

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	31
Total Hispanic faculty that experienced separation from the college	1

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? SWIC requires at least one person in each hiring committee to complete a workshop on recruiting, interviewing, and hiring. This workshop includes a discussion about how to avoid bias and focus on hiring

the best person for the job. Our recruiting efforts include sharing vacancy announcements with the Urban League and NAACP, also by utilizing the Affirmative Action package provided by HigherEdJobs.com

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

N/A

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Community Linkages      Staff Employment Recruitment Plan

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

All employees are offered professional development through tuition assistance.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

N/A

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

No

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Spoon River College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

No

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	1	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	1
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Exit surveys

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

Continued recruitment and advertisement beyond the SRC district. Continued use of diverse hiring committees.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Tuition Waiver and reimbursement benefits. Professional development and seminars

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

TriO grant on Canton and Macomb Campus.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

No

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Triton College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

Yes

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	5	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	5
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

no

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

DEI implementation  
WEI (workforce Equity Initiative) department  
Career Services  
Diverse search committees  
Monitoring of applicant pools

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Internships      Community Linkages      Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Professional Development Center  
Tuition Waivers  
Tuition Reimbursements  
Workshops for both faculty and non-faculty

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

Yes

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Surge Program  
Triumph Program  
Workforce Equity Initiative program

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

we do assess all open positions before posting to determine if the role needs to be bilingual if so, we do include that as a requirement for hire.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Full-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2021

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

### Waubonsee Community College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V federal grants?

Yes

As of June 30, 2021, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	3	0	0	0

As of June 30, 2021, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	6
Total Hispanic faculty that experienced separation from the college	1

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Waubonsee fosters a climate where diversity is valued and makes every effort to cast as wide a net as possible to recruit all job types and to hire the best qualified person for every open position. The college

conducts an annual Affirmative Action Plan and uses it as an informational tool to increase representation of underrepresented staff at the college.

Support Staff, FT Faculty and Administrators are all invited to participate in the Exit Interview Questionnaire. Data is collected and compiled along with the Employee Engagement data received via our annual engagement survey offered to all employees. Insights are gathered by the Employee Engagement Team (Committee) to identify, consider, prioritize and implement opportunities accordingly with our overall strategic plan.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

The College provides opportunities for engagement, learning, growth, and transformation to foster a diverse, equitable, and inclusive institution. The college is working on developing a Diverse Hiring Plan. The goal of the plan will be to make diversity recruitment deliberate by hiring employees who might not otherwise consider Waubensee Community College and who can enrich and broaden our community.

Ensure campus commitment to diversity and inclusion is transparent and clear throughout the college.

Increase outreach and networking efforts both internally and externally to promote diversity initiatives.

Review and reconstruct job descriptions and job advertisements to ensure they are free from bias and attract diverse candidates.

Review and analyze EEO and affirmative action data to determine which employee groups are underrepresented, where placement goals exist and increase faculty diversity.

Review and engage new sites and methods for advertising and sourcing diverse candidates.

Create and update, inclusive interview process to ensure candidates are evaluated fairly.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Community Linkages      Mentorship of a new Hispanic Faculty

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Tuition Reimbursement

Certificate and Skills based training

Professional development budgets allowed by department

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

Waubonsee maintains a robust website and social media to reflect our inclusive culture and mission. We have a Council for Access and Inclusion that focuses on celebrating diversity with students and the community. Waubonsee hosts community events that focus on college recruitment including registration rally events.

Waubonsee offers tutoring, college visits, workshops and cultural field trips to first-generation college students, low-income students and/or students with disabilities.

The college has programs in place that pair eligible students with a personal academic coach for motivation and academic support.

TRIUMPH (Transforming and Inspiring Undergraduate Men Pursuing Higher Education) program is a minority male retention program, designed to increase the number of minority males graduating from college by providing increased student services, academic support, service learning projects, community service projects and mentoring.

Does your institution currently have a Hispanic Resource Center (HRC)?

Yes

If the previous response indicated the institution has an Hispanic Resource Center (HRC) does the center have a Director or Coordinator that can help address the needs of Hispanic students? (NOTE: THIS ITEM ONLY ACCEPTS A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

Yes

For institutions with an HRC and a Director or Coordinator for that HRC please provide a YES/NO response to the following questions regarding the AARC Director/Coordinator. (NOTE: THIS ITEM ONLY ACCEPTS RESPONSES IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

Is the center Director/Coordinator Hispanic?	YES
Does the center Director/Coordinator speak fluent Spanish?	YES
Does the center Director/Coordinator assist in the recruitment of Hispanic students?	YES

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Quarter-Time

Hispanic Employment Plan Report  
Fiscal Year 2021

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**BILINGUAL NEEDS AND BILINGUAL PAY SURVEY RESULTS**

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Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Black Hawk College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

2

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The College has a couple bilingual teachers that have provided translation services at times. The College also uses Google translate to translate forms or documents when needed (monthly at most). Bilingual staff then double check the forms/documents for accuracy.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Carl Sandburg College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget.

Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

	%
every day?	
at least once a week?	
at least once a month?	
at least once a year?	100

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

10

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	
16 minutes to 60 minutes?	
61 minutes to half of a work day?	
more than half of a work day?	100

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**City Colleges of Chicago – Harold Washington College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

55

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	55
16 minutes to 60 minutes?	45
61 minutes to half of a work day?	0
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

- Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area.
- Accurate, detailed reports regarding student population compared to faculty demographics to address student needs

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**City Colleges of Chicago – Harry S. Truman College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

55

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	75
16 minutes to 60 minutes?	25
61 minutes to half of a work day?	0
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Monthly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

- Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area.
- Accurate, detailed reports regarding student population compared to faculty demographics to address student needs

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**City Colleges of Chicago – Kennedy-King College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

7

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	70
16 minutes to 60 minutes?	15
61 minutes to half of a work day?	15
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Quarterly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

- Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area.
- Accurate, detailed reports regarding student population compared to faculty demographics to address student needs

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

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Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**City Colleges of Chicago – Malcolm X College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

55

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	75
16 minutes to 60 minutes?	25
61 minutes to half of a work day?	0
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Quarterly

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

- Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area.
- Accurate, detailed reports regarding student population compared to faculty demographics to address student needs

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

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**City Colleges of Chicago – Olive-Harvey College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

8

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	100
16 minutes to 60 minutes?	0
61 minutes to half of a work day?	0
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

- Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area.
- Accurate, detailed reports regarding student population compared to faculty demographics to address student needs

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

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**City Colleges of Chicago – Richard J. Daley College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

55

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	55
16 minutes to 60 minutes?	45
61 minutes to half of a work day?	0
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

- Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area.
- Accurate, detailed reports regarding student population compared to faculty demographics to address student needs

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

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**City Colleges of Chicago – Wilbur Wright College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

55

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	87
16 minutes to 60 minutes?	10
61 minutes to half of a work day?	3
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

1

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

- Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area.
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Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

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**College of DuPage**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

1800

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	30
16 minutes to 60 minutes?	40
61 minutes to half of a work day?	25
more than half of a work day?	5

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

5

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

4

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The College reviews the proportion of both our service area and student body that are primarily Spanish speaking. The student data is collected on our admission application. The data for our district comes from various state and federal reports.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

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**College of Lake County**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget.

Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

	%
every day?	100
at least once a week?	
at least once a month?	
at least once a year?	

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

2211

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	75
16 minutes to 60 minutes?	25
61 minutes to half of a work day?	
more than half of a work day?	

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

55

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

29

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

12

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Positions that interact with Spanish speakers 50% or more of the time, are posted with a 'required skill' of bilingual in Spanish and English. We include "bilingual preferred" on all other position announcements.

Departments ensure that at least one employee is available to assist students that are Spanish speaking at the College.

Departments evaluate the frequency of requests for translations services and students request which cannot be met by student-parent translation.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

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Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Danville Area Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

1

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

1

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

1

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The College has several employees fluent in Spanish language that are available to assist with interpretation when needed.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2021**

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**Elgin Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

n/a

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

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**Harper College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget.

Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

	%
every day?	10
at least once a week?	15
at least once a month?	20
at least once a year?	55

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	49
16 minutes to 60 minutes?	49
61 minutes to half of a work day?	1.5
more than half of a work day?	.5

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

40

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

Yes

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

1

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

1

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

No formal ratio is utilized. However, bilingual Spanish speakers are sought after in many employment position searches.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

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Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Heartland Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

181

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	98
16 minutes to 60 minutes?	1
61 minutes to half of a work day?	1
more than half of a work day?	

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

3

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

1

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

3

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

General consideration is given with regard for supervisory recommendations.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Highland Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

50

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	95
16 minutes to 60 minutes?	5
61 minutes to half of a work day?	
more than half of a work day?	

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

1

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

1

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

2

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The bilingual service needs are determined on an as needed basis when a student, parent or client makes a request for language services, or as we see the need. In addition, the information collected for the purpose of this report is also utilized to determine if there is a significant need for translation services. We are currently in the process of completing an agreement for remote translation services to assist non-native speakers. The vast majority of the cases that were noted in this report resulted from our English-as-a-Second Language Program through Adult Education. For that program a part-time position is utilized to provide translation of written, spoken and electronic English language for non-English speaking clients.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Illinois Central College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

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Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Illinois Eastern Community Colleges – District Office**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

n/a

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Illinois Eastern Community Colleges – Frontier Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

n/a

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

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Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Illinois Eastern Community Colleges – Lincoln Trail College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

n/a

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Illinois Eastern Community Colleges – Olney Central College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

n/a

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Illinois Eastern Community Colleges – Wabash Valley College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

n/a

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

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Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Illinois Valley Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

221

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	75
16 minutes to 60 minutes?	25
61 minutes to half of a work day?	
more than half of a work day?	

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

100

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

None

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**John A. Logan College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

1

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2021**

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**John Wood Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The need of bilingual staff is based on the requests for services.

There have been no requests for bilingual services.

A plan for bilingual staff will be developed should requests occur.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

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**Joliet Junior College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget.

Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

	%
every day?	50
at least once a week?	50
at least once a month?	
at least once a year?	

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

75

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	50
16 minutes to 60 minutes?	50
61 minutes to half of a work day?	
more than half of a work day?	

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

75

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

Yes

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

18

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

In the Student Development Division of Joliet Junior College, 18 staff members have the ability to provide services in Spanish. While only 3 staff members of the 18 have recruitment outlined in their job description, all with the exception of the Wellness Advocates will interface with Hispanic students, parents and the public during the initial enrollment process and be asked to assist with translation. Among the 18, 3 are in Financial Aid, 2 are in

Multicultural Student Affairs, 1 is in Admissions, 2 in the Student Advising Center, 1 in Project Achieve, 2 in Registration and Records, 1 in the Office of Student Rights & Responsibilities (Wellness Advocate), 2 in Testing and 1 in the TLC (Tutoring Department).

The JJC Marketing Department contracts with multiple media companies that specialize in Hispanic advertising.

Joliet Junior College also has created a Spanish landing page on our website that provides students with a convenient place to find important documents and resources for the college. This landing page is included with our annual subscription to HubSpot at \$9,600 per year.

For translation of documents of internal publications that address bilingual needs, \$3000 is set aside annually for such projects. We utilize this service on an ad hoc basis for brochures, advertisements and informational materials designed for Hispanic students. The college developed a Spanish call hotline and is posted on various marketing ads across the community. Previously, this hotline used to be unilaterally answered in Spanish by the Office of Multicultural Student Affairs. The college has partnered with multiple departments across campus to field these calls and direct students to the appropriate area. Prior to Covid-19, on average, the college received about 25 calls per month on this line during peak registration times, and about half of that during non-peak times.

Contacts listed above are estimated based on reported numbers from the Hispanic employment plan survey.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

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**Kankakee Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

15

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	33.33
16 minutes to 60 minutes?	66.67
61 minutes to half of a work day?	
more than half of a work day?	

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Quarterly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2021**

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**Kaskaskia College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

As a rural college with a predominantly non Hispanic constituency there are very few if any Spanish speaking applicants.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Kishwaukee College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget.

Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

	%
every day?	
at least once a week?	100
at least once a month?	
at least once a year?	

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	70
16 minutes to 60 minutes?	
61 minutes to half of a work day?	30
more than half of a work day?	

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

20

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

2

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

1

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

3.5

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The College reviews the needs for services by actively tracking the utilization rates for requests of these services.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2021**

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Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Lake Land College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

We utilize the current Spanish instructor as an interpreter as needed.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Lewis and Clark Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

n/a

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Lincoln Land Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**McHenry County College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

15

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

4

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

25

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

MCC monitors the enrollment and academic achievement of LatinX students in programs, courses, county, and high school districts demographic growth projections and statistical data to appropriate allocate supportive resources, which include staff to render effective services to Spanish speaking students and parents. Soliciting frequent feedback from students is also a factor used in determining the number of positions needed. Regular program review, recommendations from leaders on staffing with the functional area during the annual budget process is also utilized.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Moraine Valley Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Moraine Valley Community College is an open access institution with open enrollment for all. It is unknown if or how many times interpretation or translation of English into a source language was necessary in FY21 to facilitate the accessibility of institutional services or provide information to non-English-speaking individuals. In an effort to support parents, students, and the public in Spanish, bilingual staffing is preferred, not required, in various positions. Recruitment of these positions where bilingual is preferred, uses standard terminology encouraging individuals with bilingual skills to apply. Moraine Valley does employ individuals who are bilingual in Spanish and maintains a contact list or language bank of volunteer employees with bilingual skills of various languages who can be contacted if bilingual skills are required. As a value added service, periodic orientations are held in Spanish for students and parents.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Morton College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget.

Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

	%
every day?	50
at least once a week?	50
at least once a month?	
at least once a year?	

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

1000

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	30
16 minutes to 60 minutes?	70
61 minutes to half of a work day?	
more than half of a work day?	

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

50

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

Yes

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

50

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Many of our student services positions include desired qualification of being bilingual (spanish/english).

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Oakton Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

600

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	60
16 minutes to 60 minutes?	35
61 minutes to half of a work day?	5
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

40

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The delivery of instruction, our primary business, is conducted in English and requires our students to have, at a minimum, conversational English skill. Those offering instruction in an ESL course are bilingual. There is insufficient demand for services requiring ESL bilingual skills in any one position to require that an individual filling the position be bilingual. However, we have bilingual staff in the major student support departments (Financial Aid, Enrollment Services, Student Outreach and Advising). Consequently, there are no positions with bilingual pay supplements.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

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Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Parkland College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Employee self-report.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Prairie State College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

3

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

3

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

3

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Prairie State College consults with current employees providing language services regarding any additional support needed. The College also reviews enrollment data of areas such as ESL and others for example to determine additional needs.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Rend Lake College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

1

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

We have an employee that could serve as a translator; however, it is not something we have needed to date.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Richland Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

Yes

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Richland Community College's mission, vision, and core values focus on student success. Faculty and staff work together to develop programs and services that meet the needs of a diverse student population. The institution tracks and assesses enrollment trends and numbers. Vice Presidents and Deans review those demographic numbers on an ongoing basis and work with staff to ensure student support services are available to each and every student.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Rock Valley College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

4753

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	76
16 minutes to 60 minutes?	9
61 minutes to half of a work day?	9
more than half of a work day?	6

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

746

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

6

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The college assesses the needs of the population.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Sauk Valley Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

40

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	70
16 minutes to 60 minutes?	26
61 minutes to half of a work day?	1
more than half of a work day?	3

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

5

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

1

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

1

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

1

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The College determines the number of bilingual positions with Spanish language options based on enrollment and demographics of our College area.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Shawnee Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

By looking at our population and the needs of those we serve.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**South Suburban College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

52

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	70
16 minutes to 60 minutes?	30
61 minutes to half of a work day?	
more than half of a work day?	

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

10

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

3

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

3

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Assessing the needs of current and prospective students and also the community.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Southeastern Illinois College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget.

Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

	%
every day?	
at least once a week?	
at least once a month?	
at least once a year?	100

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The College does not have a large percentage of Spanish/Hispanic constituents and as a result does not have Spanish students who require an interpreter.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Southwestern Illinois College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Spoon River College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

NA

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Triton College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

we monitor vacant positions and ask if any additional skills such a bi-lingual is necessary before posting.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2021**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Waubonsee Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2021 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2021 to facilitate the accessibility of institution services or information to non-English-speaking clients.

60

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	75
16 minutes to 60 minutes?	20
61 minutes to half of a work day?	5
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2021? (choose one)

Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

20

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The college evaluates positions based on location and services offered.



Illinois Community College Board

Table 6

UTILIZATION RATE FOR HISPANIC FACULTY AND STAFF  
EMPLOYED IN ILLINOIS PUBLIC COMMUNITY COLLEGES IN FISCAL YEAR 2021  
BY EMPLOYEE GROUP AND COLLEGE

Dist. No.	District/College	Tenured Faculty/ Officials & Managers	Non-Tenured Faculty	Professional Staff/ Protective Service Workers	Office & Clerical/ Paraprofessionals	Service Maintenance	Total
503	Black Hawk	-3.8%	-4.6%	-1.6%	-1.2%	-4.5%	-3.4%
518	Carl Sandburg	-4.5%	-0.5%	-1.4%	-4.5%	-4.5%	-1.9%
508	City Colleges of Chicago	(-13.4%)	(-18.0%)	(-4.2%)	(5.8%)	(-11.5%)	(-10.2%)
	Harold Washington	NA	NA	NA	NA	NA	NA
	Harry S Truman	NA	NA	NA	NA	NA	NA
	Kennedy-King	NA	NA	NA	NA	NA	NA
	Malcolm X	NA	NA	NA	NA	NA	NA
	Olive-Harvey	NA	NA	NA	NA	NA	NA
	Richard J. Daley	NA	NA	NA	NA	NA	NA
	Wilbur Wright	NA	NA	NA	NA	NA	NA
	District Office	NA	NA	NA	NA	NA	NA
502	College of DuPage	-9.5%	-9.9%	-7.0%	-5.0%	10.9%	-7.8%
532	College of Lake County	-15.9%	-13.7%	-3.0%	3.2%	1.3%	-9.0%
507	Danville Area	-0.4%	-4.0%	0.6%	-1.2%	-4.0%	-1.0%
509	Elgin	-15.6%	-15.9%	-9.8%	-0.4%	41.5%	-8.5%
512	Harper	-11.2%	-9.3%	-4.2%	-3.9%	19.3%	-6.1%
540	Heartland	-3.8%	-3.3%	-1.8%	-2.1%	4.1%	-2.7%
519	Highland*	-0.5%	-3.7%	-0.5%	1.0%	-0.4%	-1.5%
514	Illinois Central	-1.0%	-2.3%	-1.7%	-0.1%	1.5%	-1.4%
529	Illinois Eastern	(-1.7%)	(-1.3%)	(-0.1%)	(-1.7%)	(-1.7%)	(-1.1%)
	Frontier	NA	NA	NA	NA	NA	NA
	Lincoln Trail	NA	NA	NA	NA	NA	NA
	Olney Central	NA	NA	NA	NA	NA	NA
	Wabash Valley	NA	NA	NA	NA	NA	NA
	District Office	NA	NA	NA	NA	NA	NA
513	Illinois Valley	-8.3%	-5.8%	-2.9%	-1.7%	-3.3%	-4.9%
530	John A. Logan	-2.1%	-3.1%	-0.5%	-3.1%	-1.0%	-2.2%
539	John Wood	-0.1%	-0.2%	-0.4%	0.6%	-1.7%	-0.2%
525	Joliet Junior	-9.7%	-10.1%	-3.4%	1.2%	-7.6%	-6.9%
520	Kankakee	-7.0%	-8.2%	-0.8%	-1.8%	18.8%	-4.0%
501	Kaskaskia	-2.7%	-0.6%	-0.1%	-2.7%	-2.7%	-1.3%
523	Kishwaukee	-11.5%	-6.5%	-6.1%	1.5%	-12.8%	-7.2%
517	Lake Land	-2.0%	0.7%	0.3%	-0.7%	-2.0%	-0.2%
536	Lewis and Clark	-1.2%	2.8%	-0.2%	-1.2%	-1.9%	0.7%
526	Lincoln Land	0.1%	-2.1%	-1.2%	0.5%	-0.8%	-1.1%
528	McHenry County	-9.2%	-8.8%	-4.4%	-1.1%	-12.8%	-7.4%
524	Moraine Valley	-13.8%	-12.8%	-6.1%	2.1%	-2.1%	-8.9%
527	Morton	-52.6%	-62.9%	-32.1%	-0.3%	-20.2%	-45.8%
535	Oakton	-3.9%	-4.7%	0.6%	1.4%	8.5%	-2.2%
505	Parkland	-3.0%	-3.8%	1.3%	-6.4%	-0.8%	-1.6%
515	Prairie State	-9.5%	-5.7%	8.0%	2.9%	8.6%	-1.5%
521	Rend Lake	-1.9%	-1.9%	-1.0%	-1.9%	-1.9%	-1.7%
537	Richland	1.7%	0.8%	0.8%	-2.1%	-2.1%	0.7%
511	Rock Valley	-10.5%	-8.7%	-1.9%	-0.4%	-2.8%	-6.4%
506	Sauk Valley	-2.4%	-2.0%	2.1%	0.5%	2.2%	-0.6%
531	Shawnee	-3.3%	-2.0%	-3.3%	-3.3%	-3.3%	-2.8%
510	South Suburban	-12.1%	-8.2%	-1.1%	-10.0%	-1.1%	-7.3%
533	Southeastern Illinois	0.6%	-0.5%	0.4%	-1.6%	-1.6%	-0.1%
522	Southwestern Illinois	-1.2%	-2.4%	-2.9%	-3.9%	-3.9%	-2.6%
534	Spoon River	-2.6%	-2.6%	-2.6%	-2.6%	-2.6%	-2.6%
504	Triton	-17.1%	-19.9%	-2.2%	3.5%	28.1%	-10.4%
516	Waubensee	<u>-21.4%</u>	<u>-20.9%</u>	<u>-8.7%</u>	<u>-6.3%</u>	<u>-5.9%</u>	<u>-14.8%</u>
	TOTALS	-11.1%	-11.5%	-4.5%	-2.0%	-0.4%	-7.9%

NA = Data Not Available

\*Includes revised college figures

EEOC Administrative Staff/Technicians and Skilled Craft Workers categories are included in the Professional Staff/Protective Service Workers category.

SOURCE OF DATA: ICCB Centralized Data System--Annual Faculty, Staff, and Salary (C3) Data and Index of Need, Illinois Census, SIU-Edwardsville Department of Business/Economics



Illinois Community College Board  
Table 7  
SUMMARY OF HISPANIC FACULTY AND STAFF  
EMPLOYED IN ILLINOIS PUBLIC COMMUNITY COLLEGES IN FISCAL YEAR 2021  
BY EMPLOYEE GROUP AND COLLEGE

Dist. No.	District/College	Tenured Faculty/ Officials & Managers	Non-Tenured Faculty	Professional Staff/ Protective Service Workers	Office & Clerical/ Paraprofessionals	Service Maintenance	Total
503	Black Hawk	7	9	9	5	2	32
518	Carl Sandburg	0	5	4	0	0	9
508	City Colleges of Chicago	(118)	(135)	(346)	(126)	(108)	(833)
	Harold Washington	20	9	45	16	4	94
	Harry S Truman	15	20	61	14	11	121
	Kennedy-King	6	4	13	16	3	42
	Malcolm X	11	20	50	15	25	121
	Olive-Harvey	5	9	22	13	7	56
	Richard J. Daley	14	37	46	24	35	156
	Wilbur Wright	23	36	55	24	22	160
	District Office	24	0	54	4	1	83
502	College of DuPage	13	57	34	29	28	161
532	College of Lake County	14	63	73	37	23	210
507	Danville Area	3	0	8	1	0	12
509	Elgin	22	34	30	32	48	166
512	Harper	11	33	43	18	34	139
540	Heartland	2	5	7	1	1	16
519	Highland	2	0	2	2	1	7
514	Illinois Central	5	4	4	3	4	20
529	Illinois Eastern	(0)	(1)	(3)	(0)	(0)	(4)
	Frontier	0	1	1	0	0	2
	Lincoln Trail	0	0	2	0	0	2
	Olney Central	0	0	0	0	0	0
	Wabash Valley	0	0	0	0	0	0
	District Office	0	0	0	0	0	0
513	Illinois Valley	0	4	5	4	1	14
530	John A. Logan	1	0	2	0	1	4
539	John Wood	1	2	1	1	0	5
525	Joliet Junior	14	30	42	28	10	124
520	Kankakee	2	1	8	4	5	20
501	Kaskaskia	0	4	2	0	0	6
523	Kishwaukee	1	9	8	4	0	22
517	Lake Land	0	6	6	1	0	13
536	Lewis and Clark	1	15	1	1	0	18
526	Lincoln Land	5	2	3	3	1	14
528	McHenry County	5	15	7	11	0	38
524	Moraine Valley	4	16	17	32	10	79
527	Morton	17	24	52	22	14	129
535	Oakton	9	25	20	15	11	80
505	Parkland	6	9	31	0	3	49
515	Prairie State	2	15	24	16	5	62
521	Rend Lake	0	0	1	0	0	1
537	Richland	4	3	2	0	0	9
511	Rock Valley	4	9	13	12	3	41
506	Sauk Valley	3	6	5	3	2	19
531	Shawnee	0	1	0	0	0	1
510	South Suburban	1	12	14	2	3	32
533	Southeastern Illinois	1	1	1	0	0	3
522	Southwestern Illinois	3	10	3	0	0	16
534	Spoon River	0	0	0	0	0	0
504	Triton	13	38	55	60	37	203
516	Waubonsee	<u>10</u>	<u>24</u>	<u>55</u>	<u>23</u>	<u>19</u>	<u>131</u>
	TOTALS	304	627	941	496	374	2,742

EEOC Administrative Staff/Technicians and Skilled Craft Workers categories are included in the Professional Staff/Protective Service Workers category.  
SOURCE OF DATA: ICCB Centralized Data System--Annual Faculty, Staff, and Salary (C3) Data



Illinois Community College Board

Table 8

SUMMARY OF TOTAL FACULTY AND STAFF  
EMPLOYED IN ILLINOIS PUBLIC COMMUNITY COLLEGES IN FISCAL YEAR 2021  
BY EMPLOYEE GROUP AND COLLEGE

Dist. No.	District/College	Tenured Faculty/ Officials & Managers	Non-Tenured Faculty	Professional Staff/ Protective Service Workers	Office & Clerical/ Paraprofessionals	Service Maintenance	Total
503	Black Hawk	135	207	121	64	44	571
518	Carl Sandburg	56	125	129	14	15	339
508	City Colleges of Chicago	(855)	(1,478)	(1,507)	(382)	(689)	(4,911)
	Harold Washington	128	319	182	52	54	735
	Harry S Truman	90	201	302	60	88	741
	Kennedy-King	89	105	134	59	125	512
	Malcolm X	144	244	236	53	110	787
	Olive-Harvey	76	100	133	42	117	468
	Richard J. Daley	77	221	115	46	114	573
	Wilbur Wright	115	288	165	59	75	702
	District Office	136	0	240	11	6	393
502	College of DuPage	281	1,360	478	320	112	2,551
532	College of Lake County	231	757	385	147	99	1,619
507	Danville Area	84	82	172	35	19	392
509	Elgin	230	365	195	129	72	991
512	Harper	318	614	411	167	100	1,610
540	Heartland	158	284	214	34	11	701
519	Highland*	63	120	63	43	31	320
514	Illinois Central	225	412	266	97	84	1,084
529	Illinois Eastern	(165)	(303)	(196)	(50)	(41)	(755)
	Frontier	26	116	26	10	5	183
	Lincoln Trail	29	52	44	12	13	150
	Olney Central	47	61	37	9	10	164
	Wabash Valley	34	74	57	12	9	186
	District Office	29	0	32	7	4	72
513	Illinois Valley	79	162	94	61	20	416
530	John A. Logan	98	145	76	62	48	429
539	John Wood	59	132	77	43	12	323
525	Joliet Junior	243	562	349	168	127	1,449
520	Kankakee	100	132	98	56	18	404
501	Kaskaskia	99	191	76	38	35	439
523	Kishwaukee	78	143	119	28	22	390
517	Lake Land	125	223	260	75	29	712
536	Lewis and Clark	159	325	59	149	22	714
526	Lincoln Land	173	308	183	91	49	804
528	McHenry County	136	374	83	94	14	701
524	Moraine Valley	195	525	174	178	73	1,145
527	Morton	72	180	118	29	25	424
535	Oakton	169	556	204	141	62	1,132
505	Parkland	173	334	400	47	53	1,007
515	Prairie State	107	264	124	112	25	632
521	Rend Lake	85	116	111	21	61	394
537	Richland	104	102	67	27	13	313
511	Rock Valley	176	224	120	97	30	647
506	Sauk Valley	51	95	48	34	19	247
531	Shawnee	47	81	45	20	4	197
510	South Suburban	103	245	117	65	25	555
533	Southeastern Illinois	46	91	49	7	3	196
522	Southwestern Illinois	111	637	284	34	99	1,165
534	Spoon River	50	82	42	25	4	203
504	Triton	155	673	236	207	69	1,340
516	Waubonsee	177	391	299	111	90	1,068
	TOTALS	5,971	13,400	8,049	3,502	2,368	33,290

\*Includes revised college figures

EEOC Administrative Staff/Technicians and Skilled Craft Workers categories are included in the Professional Staff/Protective Service Workers category.

SOURCE OF DATA: ICCB Centralized Data System--Annual Faculty, Staff, and Salary (C3) Data

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