

ILLINOIS COMMUNITY COLLEGE SYSTEM

AFRICAN AMERICAN

EMPLOYMENT PLAN

EXECUTIVE SUMMARY



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African American Employment Plan Executive Summary Fiscal Year 2010

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Table of Contents

Introduction 1
Map of Illinois Community Colleges 3
Demographic Information..... 4
Bibliography 10

INTRODUCTION

Diversity is an inclusive community of people with varied human characteristics, ideas, and world-views and whose interactions both benefit and challenge each other to grow while making the community better. Such a community will:

Enhance access, attract and retain a diverse population and promote equity and equal opportunity.

Encourage interaction among diverse people to enrich the educational experience, promote personal growth and enhance the community. Foster mutual respect, value differences, and promote cross cultural understanding.

Prepare leaders to live and work in a competitive global community. North Carolina State University. (2011). <http://www.ncsu.edu/diversity/benefits/>

Illinois community colleges value the diverse educational environment that includes individuals from a variety of races, ages, cultures, and experiences. A wide cross section of the community gathers at local community colleges to gain skills and knowledge to move forward with their lives.

The enclosed materials contain fiscal year 2010 (July 1, 2009 through June 30, 2010) responses from Illinois' public Community College System to the *African American Employment Plan Survey* (S.B. 3531/P.A. 96-1341 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1341&GA=96>). The legislation requests that each community college provide an annual assessment of strategies and progress in the hiring and promotion of African American persons at supervisory, technical, professional and managerial levels.

Having African American faculty, professionals, and leaders in high visibility roles on campus contributes to a welcoming environment for African American students, other minorities, and White students.

Educators must begin to revisit the topic of mentoring and role models in higher education especially as it relates to Blacks at predominantly White college campuses . . . There remains a severe shortage of potential Black role models and mentors for the approximately 1.4 million Black students in higher education institutions (including two-year colleges). Williams. (2011, 1994). http://www.diversityweb.org/diversity_innovations/student_development/recruitment_retention_mentoring/role_models_mentors.cfm

According to noted author Jawanza Kunjufu (in Levister, 2009), African American men in educational leadership roles can have a particularly positive impact. "Black male teachers expose students to Black men as authority figures, help minority students feel that they belong, motivate Black students to achieve, demonstrate positive male-female relationships to Black young women and can provide

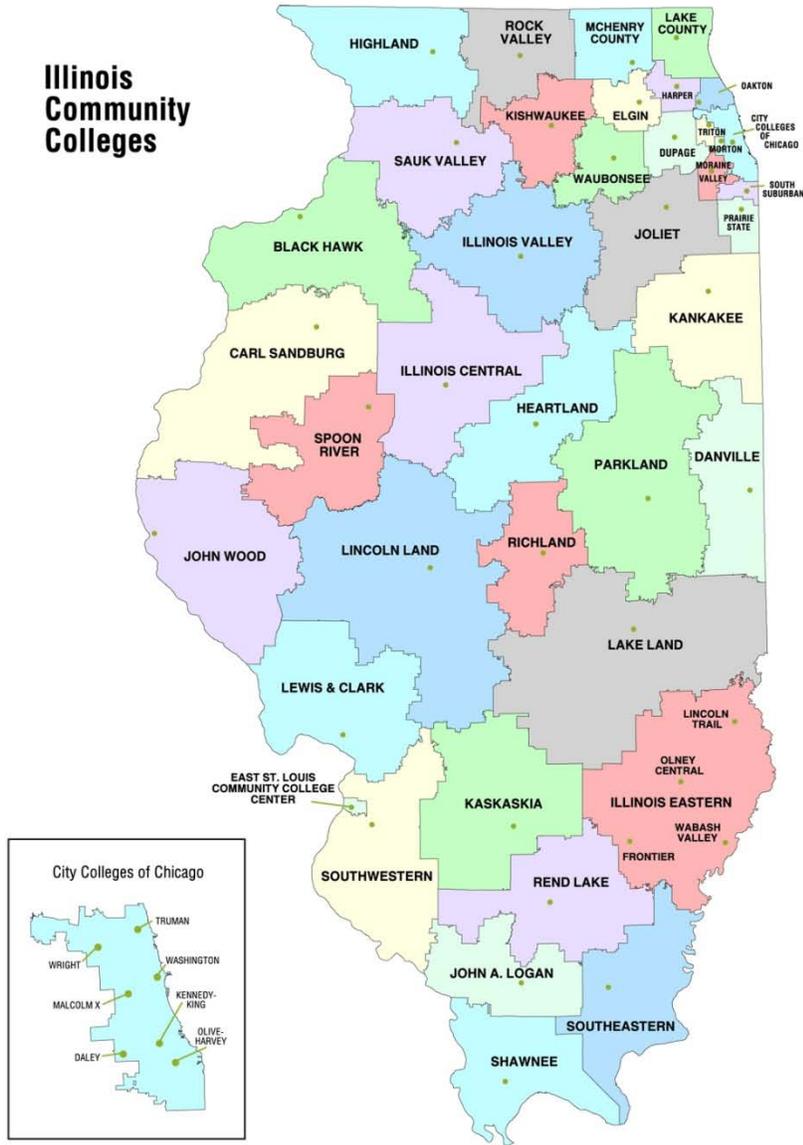
African-American youth with role models and mentors.” His comments are applicable across all educational levels.

Fiscal year 2010 is the first year that community colleges, public universities, and state agencies have been asked to furnish African American Employment Plans. The eleven distinguished members of the new African American Employment Plan Advisory Council were named on February 22, 2011 (<http://appointments.illinois.gov/appointmentsDetail.cfm?id=387>) and they will provide additional leadership and guidance to plan development in the future. The initial Illinois statewide *African American Employment Plan* is available for review on the State of Illinois web portal (<http://www.state.il.us/cms/download/pdfs/AfricanAmericanPlan2011.pdf>). College officials look forward to carefully reviewing this document and incorporating appropriate action planning components into their local planning processes.

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 new reporting requirements allow colleges to provide additional information about their efforts to hire and promote individuals who are African American. The report compliments activities and initiatives that are described in the annual *Illinois Community College System Underrepresented Groups Report* which addresses legislative reporting requirements under Public Act 85-283 (<http://www.ilga.gov/previousga.asp?GA=85>). Underrepresented groups reporting aims to increase participation and achievement among individuals with disabilities, women, and minorities. Recent editions of the *Underrepresented Groups Reports* are available on the ICCB website <http://www.iccb.org/reports.access.html>. Another complimentary initiative is the *Hispanic/Latino Employment Plan Survey and the Bilingual Needs and Bilingual Pay Survey* (SB 387/P.A. 96-1286 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1286&GA=96>). That report provides an annual assessment of initiatives and progress in hiring and promoting Hispanic/Latino persons at local community colleges.

The *African American Employment Plan Survey 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. To provide continuity across higher education reporting, the same forms community colleges completed were used to gather information from public universities by the Illinois Board of Higher Education.

MAP OF ILLINOIS COMMUNITY COLLEGES



DEMOGRAPHIC INFORMATION

This section of the report provides an overview of the racial/ethnic 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 (A1) submission. Analyses are included about the racial/ethnic distribution of community college credit students for selected broad program areas (PCS). Staffing data referenced in the following pages are from the Annual Faculty, Staff, and Salary submission (C3).

Minority populations were responsible for Illinois’ overall population growth from 2000 to 2010.

State of Illinois’ Racial/Ethnic Distribution – State census data show that Illinois’ population grew to nearly 12.83 million in 2010 compared to 12.42 million in 2000 (<http://factfinder.census.gov/home/saff/main.html?lang=en>, Select Illinois from menu; and http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_PL_QTPL&prodType=table, Select Illinois from menu). These detailed Illinois census data indicate that the state’s population grew 3.3 percent between 2000 and

2010. Illinois’ 2010 census data show that Whites/Caucasians remained the largest racial/ethnic group. However, minority populations were responsible for Illinois’ overall population growth from 2000 to 2010, as the percent of Caucasians decreased from 73.5 percent to 71.5 percent of the population. (<http://factfinder.census.gov/home/saff/main.html?lang=en>, Select Illinois from menu; and http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_PL_QTPL&prodType=table, Select Illinois from menu).

The racial/ethnic data collection methodology changed for the 2000 census and continued in the 2010 census. In the 2010 census, two or more races were identified on their census forms by 2.3 percent of all Illinoisans. These individuals are included in the “Some Other Race*” column in Table 1 below. The question on Latino ethnicity was asked independently from an individual’s race beginning in 2000 and is reflected in the 2010 data in the table. These duplicated Latino population counts show substantial growth, from 1,530,262 in 2000 to 2,027,578 in 2010.

Table 1						
State of Illinois Racial/Ethnic Distribution (Census)						
	White/ Caucasian	African American	Asian American	Native American	Some Other Race*	Latino** (Duplicated)
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%

SOURCE OF DATA: U. S. Census Bureau, 2000, 2011.

Racial/Ethnic Distribution Community College System Credit Programs

– Overall in fiscal year 2010, minority students accounted for over one-third (37.0 percent) of the individuals enrolled in credit coursework at Illinois community colleges whose ethnicity was known. FY 2010 data show that minority representation was similar to the prior year (FY 2009 = 36.2 percent). FY 2010 results are above the five-year average (35.8 percent). Students identifying themselves as Latino – 114,437

Students identifying themselves as Latino – 114,437 in FY 2010 – accounted for the largest number of minority enrollments in the Illinois Community College System this year and have every year since FY 2000.

in FY 2010 – accounted for the largest number of minority enrollments this year and have every year since FY 2000. African-American students – currently 110,432 – constitute the second largest minority group in the latest data. The FY 2010 proportionate representation by Latino students was slightly lower than the prior year (16.1 percent in FY 2010 versus 16.3 percent in FY 2009). African-American student representation was higher than the previous year (15.6 percent in FY 2010 versus 14.4 percent in FY 2009). Longer term – over the past five years – the Illinois Community College System’s enrollments have increased across most racial/ethnic groups. Non-Resident Alien (-16.7 percent) was the only group with a decrease compared to FY 2006.

Student racial/ethnic representation varies across broad program areas (PCS). For example, Table 2 contains information about the racial/ethnic distribution of Adult Education (ABE/ASE) and English-as-a-Second Language (ESL) enrollments. Minority students accounted for more than two-thirds (68.6 percent) of the individuals enrolled in community college Adult Education coursework. In fiscal year 2010, African-American students accounted for one-third (34.2 percent) of the adult education enrollments. The latest figures show that Latino students accounted for nearly one-third (32.1 percent) of the individuals enrolled in Adult Education coursework. Additionally, minority students accounted for more than eight out of every ten (82.3 percent) individuals enrolled in community college ESL coursework during fiscal year 2010. Latino students accounted for over two-thirds (69.8 percent) of the community college ESL students.

Table 2						
Fiscal Year 2010 Minority Students Enrolled in Adult Education (ABE/ASE) and English-as-a-Second Language (ESL)						
Program	African American	Latino	Asian	Nonresident Alien	Native American	Minority Subtotal
ABE/ASE %	34.2%	32.1%	1.8%	0.1%	0.4%	68.6%
Number	16,672	15,614	887	62	181	33,416
ESL %	2.9%	69.8%	8.9%	0.6%	0.1%	82.3%
Number	1,647	39,678	5,069	351	46	46,791

SOURCE OF DATA: Annual Enrollment and Completion (A1)

Table 3 provides the distribution of Minority students enrolled in Baccalaureate/Transfer and Career/Technical programs. During fiscal year 2010, minorities comprised three out of every ten (30.5 percent) Baccalaureate/Transfer enrollees. An examination of each Minority racial/ethnic group’s representation across the Baccalaureate/Transfer program area indicates that African-American

students accounted for the largest Minority group enrollments (14.9 percent), followed by Latino students (9.9 percent), Asian students (4.7 percent), Nonresident Alien students (0.6 percent), and Native American students (0.3 percent). Table 3 also shows that almost three out of every ten students enrolled in career and technical programs were members of a Minority group (28.6 percent). African-American students had the highest representation among Minorities in Career/Technical programs and accounted for 14.7 percent of the population. Latino students had the second largest Career/Technical program enrollment (9.2 percent), followed by Asian students (4.0 percent), Nonresident Alien students (0.3 percent), and Native American students (0.3 percent).

Table 3						
Fiscal Year 2010 Minority Students Enrolled in Baccalaureate Transfer and Career and Technical Programs						
Program	African American	Latino	Asian	Nonresident Alien	Native American	Minority Subtotal
Bacc./Transfer %	14.9%	9.9%	4.7%	0.6%	0.3%	30.5%
Number	44,055	29,172	13,990	1,660	976	89,853
Career/Tech. %	14.7%	9.2%	4.0%	0.3%	0.3%	28.6%
Number	30,328	18,994	8,266	601	699	58,888

SOURCE OF DATA: Annual Enrollment and Completion (A1)

The following section of the report supplies information about the racial/ethnic characteristics of students who graduated in fiscal year 2010. It provides a point in time or cross cutting count of the number of degrees and certificates awarded to Minority students within the Illinois Community College System during fiscal year 2010.

During fiscal year 2010, nearly four times as many Minorities completed Career/Technical programs as completed Baccalaureate/Transfer programs.

Across all Minority groups in 2010, Career/Technical program graduates far outnumbered Baccalaureate/Transfer program graduates. Table 4 shows that during fiscal year 2010, nearly four times as many Minorities completed Career/Technical programs (N = 13,192) as completed Baccalaureate/Transfer programs (N = 3,717). Minority students accounted for 33.3 percent of all Career/Technical graduates, compared to 23.2 percent of Baccalaureate/Transfer graduates. Fewer than 20 percent of Career/Technical program completers were African-American (16.9 percent), followed by Latino (10.0 percent), Asian (5.8 percent), Nonresident Alien (0.3 percent), and Native-American (0.3 percent). African-American students represented a much smaller proportion of the Baccalaureate/Transfer graduates (9.2 percent). Latino students accounted for the largest group of Baccalaureate/Transfer Minority graduates (9.6 percent), followed by African-American students (9.2 percent), Asian students (3.7 percent), Nonresident Alien students (0.5 percent), and Native American students (0.2 percent).

Program	African American	Latino	Asian	Nonresident Alien	Native American	Minority Subtotal
Bacc./Transfer %	9.2%	9.6%	3.7%	0.5%	0.2%	23.2%
Number	1,468	1,529	598	83	39	3,717
Career/Tech. %	16.9%	10.0%	5.8%	0.3%	0.3%	33.3%
Number	6,678	3,971	2,294	121	128	13,192

SOURCE OF DATA: Annual Enrollment and Completion (A1)

Table 5 shows that in fiscal year 2010, Minority faculty accounted for 14.3 percent of tenured faculty/official and managers, 12.0 percent of non-tenured faculty, 19.3 percent of professional staff/protective service workers, 23.8 percent of office and clerical/para-professionals, and 21.7 percent of service maintenance employees.

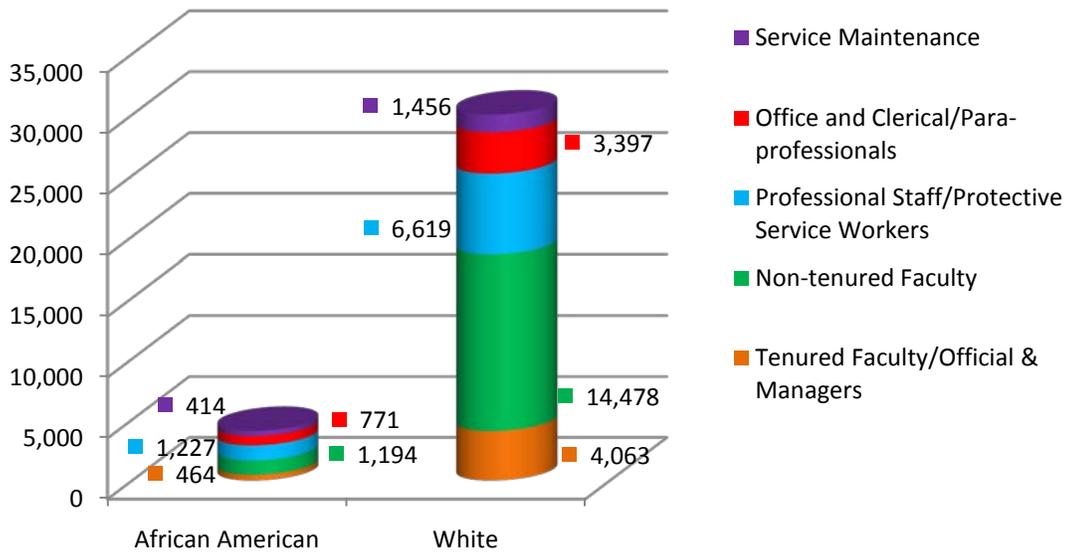
In fiscal year 2010, Minority faculty accounted for 14.3 percent of tenured faculty/officials and managers, 12.0 percent of non-tenured faculty, 19.2 percent of professional staff/protective service workers, 23.8 percent of office and clerical/para-professionals, and 21.7 percent of service maintenance employees.

	Tenured Faculty/ Officials & Managers	Non-tenured Faculty	Professional Staff/ Protective Service Workers	Office and Clerical/ Para-professionals	Service Maintenance	Other
African American %	7.7%	5.7%	11.7%	12.9%	11.2%	3.4%
Number	464	1,194	1,227	771	414	5
Latino %	3.1%	3.1%	4.7%	8.0%	9.5%	2.8%
Number	185	658	493	479	351	4
Asian* %	3.2%	2.8%	2.6%	2.6%	0.9%	0.0%
Number	193	596	274	154	32	0
Native American %	0.3%	0.3%	0.3%	0.3%	0.2%	0.0%
Number	16	59	28	17	8	0
Non Resident Alien %	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
Number	1	20	5	0	1	0
Minority Subtotal %	14.3%	12.0%	19.3%	23.8%	21.7%	6.2%
Number	859	2,527	2,027	1,421	806	9

*includes Native Hawaiian or Other Pacific Islander

SOURCE OF DATA: Annual Faculty, Staff, and Salary (C3) Submissions

Figure 1
Comparison of African American Employees to White Employees at Illinois Community Colleges
Fiscal Year 2010



SOURCE OF DATA: Annual Faculty, Staff, and Salary (C3) Submissions

Part of the standardized survey asks about individuals receiving extra pay for their bilingual skills. For certain positions, bilingual skills are a core job responsibility and required for an individual to be hired for the position. For example, Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. Individuals working in these departments must speak one or more foreign languages as specified in their job description. When college officials receive an incoming phone 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 to callers or visitors. In the later case, the extent to which these individuals receive extra compensation for their bilingual skills varies by institution. The good news for individuals seeking services is that if they call or visit a community college it is extremely likely that a college employee will be able to communicate with them in a common language.

Community college officials are challenged by increasing enrollments and substantial delays in state support payments that put additional pressure on college staffing decisions. New positions and replacement worker hiring require even more extensive justification than in better economic times. Delays in employee hiring for positions have become commonplace. Recruitment budgets have also been cut at some colleges. Efforts by local community college officials to promote diversity are occurring and must continue under these challenging conditions.

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 adopt a strong customer and community focus. Hence, the colleges strive to reflect the communities in which they are located. Interest in creating a diverse environment is common to all colleges across the system.

The full report contains the responses from Illinois' public Community College System to the African American Employment Plan Survey (SB 3531/P.A. 96-1341). Information was collected on African American employees, funded positions, and African American employment initiatives at Illinois community colleges.

See the full report for more information:

[http://www.iccb.org/pdf/reports/ICCS African American%20 Report 2011.pdf](http://www.iccb.org/pdf/reports/ICCS%20African%20American%20Report%202011.pdf)

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