



Racial/Ethnic Distribution of Community College System Credit Programs (continued) –

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 enrollment (14.9 percent), followed by Latino students (9.9 percent). Almost three out of every ten students enrolled in Career and Technical Education programs were members of a Minority group (28.6 percent). Latino students had the second largest Career/Technical program enrollment (9.2 percent).

Racial/Ethnic Distribution of Community College System Graduates –

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. Ten percent of Career/Technical program completers were Latino.

Latino students accounted for the largest group of Baccalaureate/Transfer Minority graduates (9.6 percent).



Racial/Ethnic Distribution of Community College System Faculty –

In fiscal year 2010 based on C3 data, Minority faculty accounted for 14.3 percent of tenured faculty/officials 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.



**Illinois Community College System
Hispanic/Latino Employment Plan Report**

Efforts by local community college officials to promote diversity are occurring and must continue under tight budgetary conditions in Illinois. 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.

The full report contains the responses from individual colleges in Illinois’ public *Community College System to the Hispanic Employment Plan Survey and the Bilingual Needs and Bilingual Pay Survey* (SB 3531/P.A. 96-1341). College responses appear in alphabetical order by college name. Information was collected on Hispanic/Latino employees, funded positions, and Hispanic/Latino employment initiatives at Illinois community colleges. See the following link for access to full report: http://www.iccb.org/pdf/reports/ICCS_Hispanic_Latino_Report_2011.pdf



Illinois Community College System

Hispanic/Latino Employment Plan



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Introduction

Diversity is crucial to a democratic society, diversity enriches the educational experience, and diversity respects and celebrates differences among



institutions and individuals alike. American Association for Community Colleges (2006). <http://www.aacc.nche.edu/About/Pages/mission.aspx>

Illinois Community Colleges . . . Empower students to live and work in an international economy and a multi-cultural society. (They) Support diversity within community and college life. Illinois Community College Board. (2006). <http://www.iccb.org/pdf/PromiseRevisited2006.pdf>

Community college visioning and planning documents at the national and state level reinforce the importance of diversity as a core value for community colleges. A commitment to creating and promoting a diverse learning environment and community is common to all Illinois community colleges.

Legislation

The Illinois Community College System Hispanic/Latino Employment Plan Report contains fiscal year 2010 (July 1, 2009 through June 30, 2010) responses from Illinois' public Community College System to the *Hispanic 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>).



The legislation asks that each community college provide an annual assessment of activities and progress implementing strategies to hire and promote Hispanic/Latino and bilingual persons at supervisory, technical, professional and managerial levels. An assessment of bilingual needs is also requested.

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 Hispanic/Latino 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 under Public Act 85-283 (<http://www.ilga.gov/previousga.asp?GA=85>).

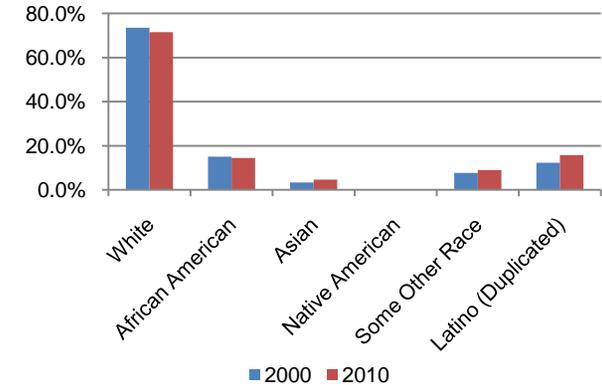
Demographic Information

State of Illinois Racial/Ethnic Distribution - 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> and http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC10_PL_QTPL&prodType=table).



State of Illinois Racial/Ethnic Distribution



Source: U.S. Census Bureau, 2000, 2011

Racial/Ethnic Distribution of 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. Students identifying themselves as Latino – 114,437 in FY 2010 – accounted for the largest number of minority enrollments this year and have every year since FY 2000. 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).

Minority students accounted for more than two-thirds (68.6 percent) of the individuals enrolled in community college Adult Education coursework in FY 2010. 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 English-as-a-Second Language (ESL) coursework during fiscal year 2010. Latino students accounted for over two-thirds (69.8 percent) of the community college ESL students.