

ILLINOIS COMMUNITY COLLEGE SYSTEM

HISPANIC/LATINO

EMPLOYMENT PLAN REPORT



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Hispanic/Latino Employment Plan Report Fiscal Year 2011

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INTRODUCTION

The enclosed materials contain fiscal year 2011 (July 1, 2010 through June 30, 2011) 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.

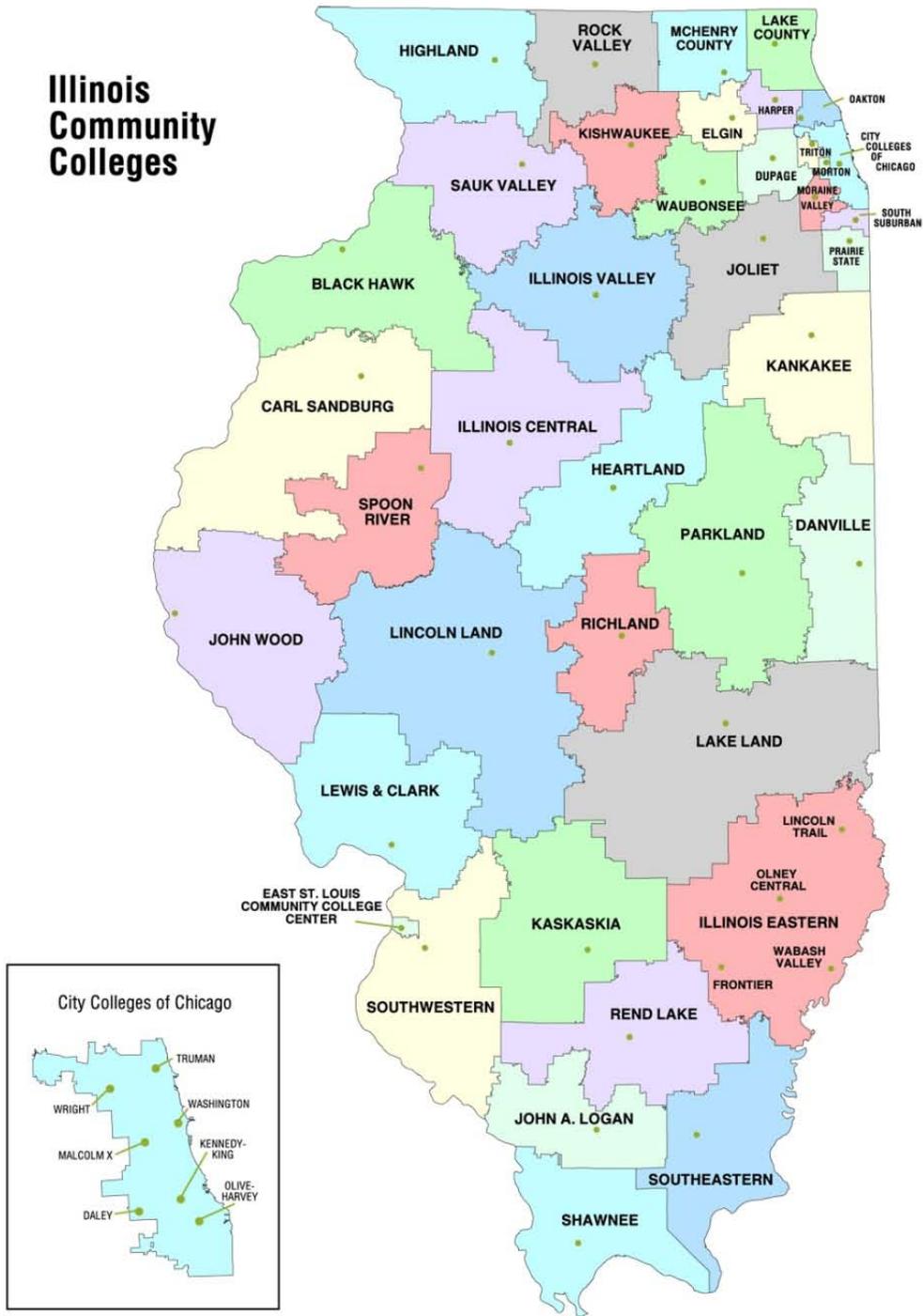
This is the second year that community colleges and public universities have been given the opportunity to respond to this important legislation. Many state agencies have been reporting their activities and initiatives under the act since 2005. The initial legislation dates back to 1993.

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 page 3 of this document. 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>). Underrepresented groups reporting aims to increase participation and achievement among individuals with disabilities, women, and minorities. Recent editions of the *Underrepresented Groups Reports* are also available on the ICCB website <http://www.iccb.org/reports.access.html>. Another complimentary initiative is the *African American Employment Plans Report* which contains a compilation of responses from Illinois' public community colleges to a survey on this topic (SB 3531/P.A. 96-1341 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1341&GA=96>). That report provides an annual assessment of activities and progress implementing strategies to hire and promote African American persons by local community college officials.

The *Hispanic\Latino Employment Plan and Bilingual Needs Report* begins by providing 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

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 Index of Need, Table 1). 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 Index of Need, Table 1).

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 2.2 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 2,025,732 in 2010 (<http://factfinder.census.gov/home/saff/main.html?lang=en>, Select Illinois from menu; and Index of Need, Table 1).

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%

***Includes Pacific Islander

SOURCE OF DATA: U. S. Census Bureau, 2000; Index of Need, Table 1.

Racial/Ethnic Distribution Community College System Credit Programs –

Overall in fiscal year 2011, minority students accounted for over one-third (38.4 percent) of the individuals enrolled in credit coursework at Illinois community colleges whose ethnicity was known. FY 2011 data show that minority representation was similar to the prior year (FY 2010 = 37.0 percent). FY 2011 results are above the five-year average (36.4 percent). Students identifying themselves as Latino – 112,628 in FY 2011 – accounted for the largest number of minority enrollments this year and have every year since FY 2000. African-American students – currently 112,136 – constitute the second largest minority group in the latest data. The FY 2011 proportionate representation by Latino students was slightly higher than the prior year (16.4 percent in FY

Students identifying themselves as Latino – 112,628 in FY 2011 – accounted for the largest number of minority enrollments in the Illinois Community College System this year and have every year since FY 2000.

2011 versus 16.1 percent in FY 2010). African-American student representation was also higher than the previous year (16.3 percent in FY 2011 versus 15.6 percent in FY 2010). Longer term – over the past five years – the Illinois Community College System’s enrollments have increased across most racial/ethnic groups. Non-Resident Alien (-37.1 percent) was the only minority group with a decrease compared to FY 2007.

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 (69.1 percent) of the individuals enrolled in community college Adult Education coursework. In fiscal year 2011, African-American students accounted for one-third (33.2 percent) of the adult education enrollments. The latest figures show that Latino students accounted for one-third (33.6 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 2011. Latino students accounted for over two-thirds (68.8 percent) of the community college ESL students.

Program	African American	Latino	Asian	Nonresident Alien	Native American	Pacific Islander	Minority Subtotal
ABE/ASE %	33.2%	33.6%	1.7%	0.0%	0.5%	0.1%	69.1%
Number	14,457	14,647	748	17	207	55	30,131
ESL %	3.6%	68.8%	9.3%	0.4%	0.1%	0.1%	82.3%
Number	1,791	34,342	4,623	179	64	73	41,072

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 2011, minorities comprised three out of every ten (29.3 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 (13.3 percent), followed by Latino students (10.1 percent), Asian students (4.6 percent), Native American students (0.4 percent), Nonresident Alien students (0.4 percent), and Pacific Islander students (0.4 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 (29.0 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 (9.5 percent), followed by Asian students (3.8 percent), Native American students (0.4 percent), Pacific Islander students (0.3 percent), and Nonresident Alien students (0.2 percent).

Table 3							
Fiscal Year 2011 Minority Students Enrolled in Baccalaureate Transfer and Career and Technical Programs							
Program	African American	Latino	Asian	Nonresident Alien	Native American	Pacific Islander	Minority Subtotal
Bacc./Transfer %	13.3%	10.1%	4.6%	0.4%	0.4%	0.4%	29.3%
Number	38,011	28,893	13,182	1,177	1,100	1,110	83,473
Career/Tech. %	14.7%	9.5%	3.8%	0.2%	0.4%	0.3%	29.0%
Number	29,279	19,004	7,638	335	891	654	57,801

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 2011. 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 2011.

During fiscal year 2011, three times as many Minorities completed Career/ Technical programs as completed Baccalaureate/ Transfer programs.

Across all Minority groups in 2011, Career/Technical program graduates far outnumbered Baccalaureate/ Transfer program graduates. Table 4 shows that during fiscal year 2011, three times as many Minorities completed Career/Technical programs (N = 13,352) as completed Baccalaureate/Transfer programs (N = 3,987). Minority students accounted for 31.0 percent of all Career/Technical graduates, compared to 23.8 percent of Baccalaureate/Transfer graduates. Fewer than 20 percent of Career/Technical program completers were African-American (15.1 percent), followed by Latino (9.9 percent), Asian (5.1 percent), Native American (0.4 percent), Pacific Islander (0.4 percent), and Nonresident Alien (0.2 percent). African-American students represented a much smaller proportion of the Baccalaureate/Transfer graduates (9.1 percent). Latino students accounted for the largest group of Baccalaureate/Transfer Minority graduates (10.1 percent), followed by African-American students (9.1 percent), Asian students (3.6 percent), Native American students (0.4 percent), Nonresident Alien students (0.4 percent), and Pacific Islander students (0.2 percent).

Table 4							
Fiscal Year 2011 Minority Student Completers in Baccalaureate Transfer and Career and Technical Programs							
Program	African American	Latino	Asian	Nonresident Alien	Native American	Pacific Islander	Minority Subtotal
Bacc./Transfer %	9.1%	10.1%	3.6%	0.4%	0.4%	0.2%	23.8%
Number	1,521	1,695	597	64	70	40	3,987
Career/Tech. %	15.1%	9.9%	5.1%	0.2%	0.4%	0.4%	31.0%
Number	6,489	4,258	2,196	79	162	168	13,352

SOURCE OF DATA: Annual Enrollment and Completion (A1)

Table 5 shows that in fiscal year 2011, Minority faculty accounted for 14.0 percent of tenured faculty/official and managers, 12.4 percent of non-tenured faculty, 21.3 percent of professional staff/protective service workers, 25.5 percent of office and clerical/para-professionals, and 27.4 percent of service maintenance employees.

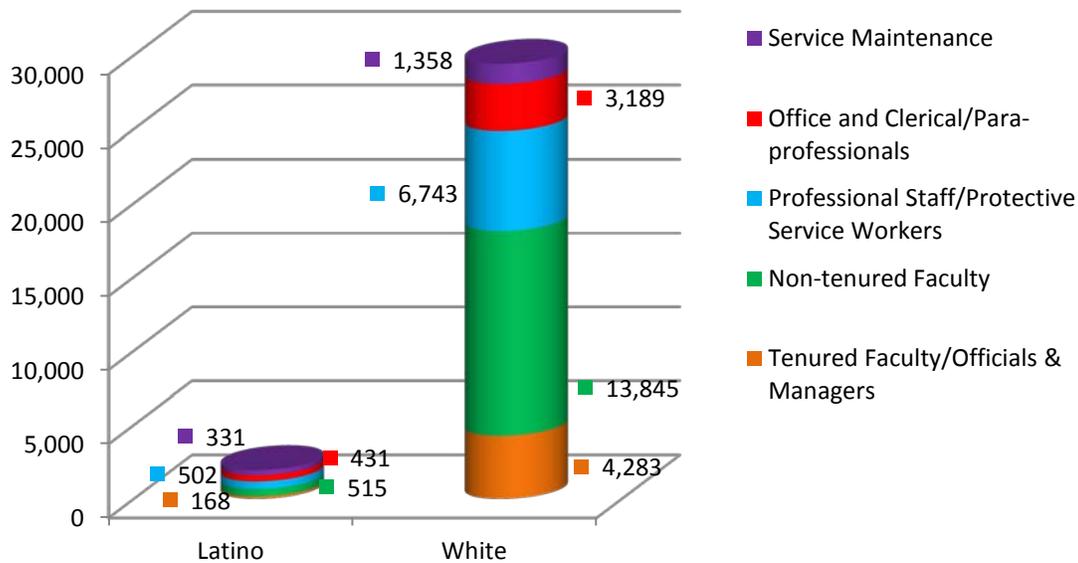
In fiscal year 2011, Minority faculty accounted for 14.0 percent of tenured faculty/officials and managers, 12.4 percent of non-tenured faculty, 21.3 percent of professional staff/protective service workers, 25.5 percent of office and clerical/para-professionals, and 27.4 percent of service maintenance employees.

Table 5						
Fiscal Year 2011 Minority Faculty and Staff in Illinois Community Colleges						
	Tenured Faculty/ Officials & Managers	Non- tenured Faculty	Professional Staff/ Protective Service Workers	Office and Clerical/ Para-professionals	Service Maintenance	Other
African American %	7.7%	6.3%	12.9%	13.2%	13.5%	4.8%
Number	426*	1,178*	1,242	616	362	1
Latino %	3.0%	2.8%	5.2%	9.2%	12.3%	4.8%
Number	168	515*	502*	431*	331	1
Asian %	2.8%	3.0%	2.7%	2.5%	1.0%	0.0%
Number	158*	552	256	115	27	0
Native American %	0.3%	0.3%	0.4%	0.4%	0.4%	0.0%
Number	18	47*	40	20	11	0
Non-Resident Alien %	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%
Number	3	18	3	0	1	0
Pacific Islander %	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%
Number	3	18	12	5	4	0
Minority Subtotal %	14.0%	12.4%	21.3%	25.5%	27.4%	9.5%
Number	776*	2,328*	2,055	1,187	736	2

*includes revised college figures

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

Figure 1
Comparison of Latino Employees to White Employees at Illinois Community Colleges
Fiscal Year 2011



*includes revised college figures

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

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 Illinois Community College Board will continue to be a part of the Hispanic Employment for Higher Education Committee to increase the number Hispanic employees in Illinois. The ICCB will collaborate with IBHE to refine Hispanic Plan survey questions as needed to ensure appropriate Hispanic employee information is being captured by postsecondary institutions.

The following pages contain 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.

HISPANIC/LATINO EMPLOYMENT PLAN SURVEY RESULTS

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Black Hawk

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
2	7	0	7	6	0	4	26

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
163	329	0	131	108	0	46	777

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 751

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
8	7	0	4	3	0	0	22

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

7	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

No

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Hiring Committee training, Affirmative Action Plan

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

Continue current recruitment activities

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

11. 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?

Basic and academic ESL classes

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

Self-development training: N

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

Hiring Committee training

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

N/A

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

No

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The City Colleges of Chicago is an equal opportunity employer with a diverse workforce. Our hiring, interviewing and recruitment efforts are broad to ensure a wide range of applicants, including participation in diversity career fairs in Chicago, Illinois. Specifically, the City Colleges of Chicago advertises vacancies in publications with strong ties to African American community. In addition, the City Colleges of Chicago hosts a faculty career diversity job fair twice a year to attract and recruit qualified African American faculty and administrative staff. College Human Resources Administrators also are responsible for monitoring in the interviewing and hiring process to ensure compliance with all equal opportunity laws and regulations. The Human Resources Department offers and provides lawful interviewing skills training to hiring managers. Finally, the City Colleges of Chicago strictly enforces its EEO Policy, which prohibits unlawful discrimination on the basis of race, national origin, any other legally protected category. The EEO Office investigates complaints made by applicants or employees who believe that he/she has been subjected to discriminatory conduct with respect to the recruitment, hiring or interview process, as well as terms and conditions of employment, and continued employment.

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

Explore the creation of partnership/ internship programs with universities/colleges offering graduate students in administrative and higher education programs internship opportunities.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

11. 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?

City Colleges Marketing Department is working to translate web content into Spanish. We have bilingual intake receptionists fielding our call centers. Adult Educational materials are almost all multi-lingual and translated to Spanish. Bilingual college recruiters are in the process of being hired. Community Representatives from our Marketing & Communications Department have been assigned to work with College Business Offices at all colleges.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: Y

Support system is for ALL Faculty.

Self-development training: Y

Support system is for ALL Faculty.

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

All faculty and staff at the City Colleges of Chicago are encouraged to apply for promotions. City Colleges of Chicago is developing a performance management department by Fall 2012, which will assist employees in meeting their current job requirements by providing training and other resources, and implement employee awards and

recognition programs. The City Colleges of Chicago is an equal opportunity employer with a diverse workforce. Our hiring, interviewing and recruitment efforts are broad to ensure a wide range of applicants, including participation in diversity career fairs in Chicago, Illinois. Specifically, the City Colleges of Chicago advertises vacancies in publications with strong ties to African American community. In addition, the City Colleges of Chicago hosts a faculty career diversity job fair twice a year to attract and recruit qualified African American faculty and administrative staff. College Human Resources Administrators also are responsible for monitoring in the interviewing and hiring process to ensure compliance with all equal opportunity laws and regulations. The Human Resources Department offers and provides lawful interviewing skills training to hiring managers. Finally, the City Colleges of Chicago strictly enforces its EEO Policy, which prohibits unlawful discrimination on the basis of race, national origin, any other legally protected category. The EEO Office investigates complaints made by applicants or employees who believe that he/she has been subjected to discriminatory conduct with respect to the recruitment, hiring or interview process, as well as terms and conditions of employment, and continued employment.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

8	Total faculty that experienced separation from the university
1	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

No

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The City Colleges of Chicago is an equal opportunity employer with a diverse workforce. Our hiring, interviewing and recruitment efforts are broad to ensure a wide range of applicants, including participation in diversity career fairs in Chicago, Illinois. Specifically, the City Colleges of Chicago advertises vacancies in publications with strong ties to the Hispanic community. In addition, the City Colleges of Chicago hosts a faculty career diversity job fairs to attract and recruit qualified Hispanic faculty and administrative staff. College Human Resources Administrators also are responsible for monitoring in the interviewing and hiring process to ensure compliance with all equal opportunity laws and regulations. The Human Resources Department offers and provides lawful interviewing skills training to hiring managers. Finally, the City Colleges of Chicago strictly enforces its EEO Policy, which prohibits unlawful discrimination on the basis of race, national origin, any other legally protected category. The EEO Office investigates complaints made by applicants or employees who believe that he/she has been subjected to discriminatory conduct with respect to the recruitment, hiring or interview process, as well as terms and conditions of employment, and continued employment.

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

Explore the creation of partnership/ internship programs with universities/colleges offering graduate students in administrative and higher education programs internship opportunities.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

11. 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?

City Colleges Marketing Department is working to translate web content into Spanish. We have bilingual intake receptionists fielding our call centers. Adult Educational materials are almost all multi-lingual and translated to Spanish. Bilingual college recruiters are in the process of being hired. Community Representatives from our Marketing & Communications Department have been assigned to work with College Business Offices at all colleges.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

Support systems are for ALL faculty.

Self-development training: N

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

All faculty and staff at the City Colleges of Chicago are encouraged to apply for promotions. City Colleges of Chicago is developing a performance management department by Fall 2012, which will assist employees in meeting their current job requirements by providing training and other resources, and implement employee awards and

recognition programs. The City Colleges of Chicago is an equal opportunity employer with a diverse workforce. Our hiring, interviewing and recruitment efforts are broad to ensure a wide range of applicants, including participation in diversity career fairs in Chicago, Illinois. Specifically, the City Colleges of Chicago advertises vacancies in publications with strong ties to the Hispanic community. In addition, the City Colleges of Chicago hosts faculty career diversity job fairs to attract and recruit qualified Hispanic faculty and administrative staff. College Human Resources Administrators also are responsible for monitoring in the interviewing and hiring process to ensure compliance with all equal opportunity laws and regulations. The Human Resources Department offers and provides lawful interviewing skills training to hiring managers. Finally, the City Colleges of Chicago strictly enforces its EEO Policy, which prohibits unlawful discrimination on the basis of race, national origin, any other legally protected category. The EEO Office investigates complaints made by applicants or employees who believe that he/she has been subjected to discriminatory conduct with respect to the recruitment, hiring or interview process, as well as terms and conditions of employment, and continued employment.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

Q4. College Under/Over Utilization as of 6/30/2011. Chicago Area										2,850,498	African Am	
994,867	34.9%	Hispanic	804,165	28.2%						Daley		
785	Total	Utilization	African Am	246	31.3%	-3.6%	Hispanic	228	29.0%	0.8%		
		Harold Washington	906	Total	African Am		362	40.0%	5.1%			
Hispanic	115	12.7%	-15.5%	Kennedy-King			876	Total	African			
Am	698	79.7%	44.8%	Hispanic	54	6.2%	-22.0%	Malcolm X				
847	Total	African Am		563	66.5%	31.6%	Hispanic	117	13.8%	-14.4%		
		Olive-Harvey	565	Total	African Am		452	80.0%	45.1%	Hispanic	55	
9.7%	-18.5%	Truman			1033	Total	African Am		274			
26.5%	-8.4%	Hispanic	174	16.8%	-11.4%	Wright			1079	Total		
African Am	207	19.2%	-15.7%	Hispanic	211	19.6%	-8.7%					

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

5	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

No

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The City Colleges of Chicago is an equal opportunity employer with a diverse workforce. Our hiring, interviewing and recruitment efforts are broad to ensure a wide range of applicants, including participation in diversity career fairs in Chicago, Illinois. Specifically, the City Colleges of Chicago advertises vacancies in publications with strong ties to the Hispanic community. In addition, the City Colleges of Chicago hosts a faculty career diversity job fairs to attract and recruit qualified Hispanic faculty and administrative staff. College Human Resources Administrators also are responsible for monitoring in the interviewing and hiring process to ensure compliance with all equal opportunity laws and regulations. The Human Resources Department offers and provides lawful interviewing skills training to hiring managers. Finally, the City Colleges of Chicago strictly enforces its EEO Policy, which prohibits unlawful discrimination on the basis of race, national origin, any other legally protected category. The EEO Office investigates complaints made by applicants or employees who believe that he/she has been subjected to discriminatory conduct with respect to the recruitment, hiring or interview process, as well as terms and conditions of employment, and continued employment.

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

Explore the creation of partnership/ internship programs with universities/colleges offering graduate students in administrative and higher education programs internship opportunities.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

11. 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?

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12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

Support system is for ALL faculty.

Self-development training: N

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

All faculty and staff at the City Colleges of Chicago are encouraged to apply for promotions. City Colleges of Chicago is developing a performance management department by Fall 2012, which will assist employees in meeting their current job requirements by providing training and other resources, and implement employee awards and

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14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

Q4. College Under/Over Utilization as of 6/30/2011. Chicago Area										2,850,498	African Am	
994,867	34.9%	Hispanic	804,165	28.2%						Daley		
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9.7%	-18.5%	Truman			1033	Total	African Am		274			
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African Am	207	19.2%	-15.7%	Hispanic	211	19.6%	-8.7%					

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

No

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

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Explore the creation of partnership/ internship programs with universities/colleges offering graduate students in administrative and higher education programs internship opportunities.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

11. 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?

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12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

Support systems are for ALL faculty.

Self-development training: N

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

All faculty and staff at the City Colleges of Chicago are encouraged to apply for promotions. City Colleges of Chicago is developing a performance management department by Fall 2012, which will assist employees in meeting their current job requirements by providing training and other resources, and implement employee awards and

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14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

Q4. College Under/Over Utilization as of 6/30/2011. Chicago Area										2,850,498	African Am	
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9.7%	-18.5%	Truman			1033	Total	African Am	274				
26.5%	-8.4%	Hispanic	174	16.8%	-11.4%	Wright			1079	Total		
African Am	207	19.2%	-15.7%	Hispanic	211	19.6%	-8.7%					

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

4	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

No

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The City Colleges of Chicago is an equal opportunity employer with a diverse workforce. Our hiring, interviewing and recruitment efforts are broad to ensure a wide range of applicants, including participation in diversity career fairs in Chicago, Illinois. Specifically, the City Colleges of Chicago advertises vacancies in publications with strong ties to the Hispanic community. In addition, the City Colleges of Chicago hosts a faculty career diversity job fairs to attract and recruit qualified Hispanic faculty and administrative staff. College Human Resources Administrators also are responsible for monitoring in the interviewing and hiring process to ensure compliance with all equal opportunity laws and regulations. The Human Resources Department offers and provides lawful interviewing skills training to hiring managers. Finally, the City Colleges of Chicago strictly enforces its EEO Policy, which prohibits unlawful discrimination on the basis of race, national origin, any other legally protected category. The EEO Office investigates complaints made by applicants or employees who believe that he/she has been subjected to discriminatory conduct with respect to the recruitment, hiring or interview process, as well as terms and conditions of employment, and continued employment.

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

Explore the creation of partnership/ internship programs with universities/colleges offering graduate students in administrative and higher education programs internship opportunities.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

11. 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?

City Colleges Marketing Department is working to translate web content into Spanish. We have bilingual intake receptionists fielding our call centers. Adult Educational materials are almost all multi-lingual and translated to Spanish. Bilingual college recruiters are in the process of being hired. Community Representatives from our Marketing & Communications Department have been assigned to work with College Business Offices at all colleges.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

Support systems are for ALL faculty.

Self-development training: N

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

All faculty and staff at the City Colleges of Chicago are encouraged to apply for promotions. City Colleges of Chicago is developing a performance management department by Fall 2012, which will assist employees in meeting their current job requirements by providing training and other resources, and implement employee awards and

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14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

Q4. College Under/Over Utilization as of 6/30/2011. Chicago Area										2,850,498	African Am	
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26.5%	-8.4%	Hispanic	174	16.8%	-11.4%	Wright			1079	Total		
African Am	207	19.2%	-15.7%	Hispanic	211	19.6%	-8.7%					

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

No

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

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Explore the creation of partnership/ internship programs with universities/colleges offering graduate students in administrative and higher education programs internship opportunities.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

11. 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?

City Colleges Marketing Department is working to translate web content into Spanish. We have bilingual intake receptionists fielding our call centers. Adult Educational materials are almost all multi-lingual and translated to Spanish. Bilingual college recruiters are in the process of being hired. Community Representatives from our Marketing & Communications Department have been assigned to work with College Business Offices at all colleges.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

Support system for ALL Faculty.

Self-development training: N

Support system for ALL Faculty.

Other: N

Support system for ALL Faculty.

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

All faculty and staff at the City Colleges of Chicago are encouraged to apply for promotions. City Colleges of Chicago is developing a performance management department by Fall 2012, which will assist employees in meeting their current job requirements by providing training and other resources, and implement employee awards and

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847	Total	African Am	563	66.5%	31.6%	Hispanic	117	13.8%	-14.4%				
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26.5%	-8.4%	Hispanic	174	16.8%	-11.4%	Wright		1079	Total				
African Am	207	19.2%	-15.7%	Hispanic	211	19.6%	-8.7%						

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

2	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

None

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Explore the creation of partnership/ internship programs with universities/colleges offering graduate students in administrative and higher education programs internship opportunities.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

11. 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?

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Support systems for ALL faculty.

Self-development training: N

Other: N

Other: N

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N/A

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African Am	207	19.2%	-15.7%	Hispanic	211	19.6%	-8.7%					

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

Danville Area Community College does not have a specific budget allocation for the recruitment of Hispanic faculty.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Administrative staff recommend candidates on the basis of acceptability. Strengths and weaknesses of acceptable candidates are reviewed with the President by the appropriate Dean. The diversity of the entire campus can be taken into consideration when offers of employment are given.

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

Continue the recruiting processes that are currently in place.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

- Internships: N
- Community Linkages: Y
- Mentorship of a new Hispanic Faculty: N
- Staff Employment Recruitment Plan: N
- Other: N

11. 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 have a strong Hispanic Organization that focuses on our Hispanic students and community members. Hispanic college administrators lead this organization.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

n/a

Self-development training: N

n/a

Other: N

n/a n/a

Other: N

n/a

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

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14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

College Of DuPage

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? Y

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
7	37	0	15	22	0	32	113

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
301	1399	0	366	329	0	92	2487

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 2374

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-11	-11	0	-9	-7	0	22	-16

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

8	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

We don't have a specific budget allocation for Hispanic Employment but we do have budget for overall diversity initiatives targeted to recruit diverse candidates. For fy 11 it is \$100,000.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Our Institution has an expansive Affirmative Action plan that includes goals and action plans targeting minority hiring which also includes targeting Hispanic candidates.

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

Our institution has an expansive Affirmative Action plan that also includes employment strategies for all minority groups including Hispanic groups. These strategies include targeted advertisement in Hispanic publications as well as attendance to Diversity Job Fairs. In addition, our institution hosted our own Diversity Job Fair in order to increase our Hispanic applicants.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: Y

Other: N

11. 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?

Our institution has a dedicated position to partner with schools in order to draw Hispanic students to our College.

12. 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 description of the initiative(s).
Employees with career ladder enhancement: Y

- We train our Search Committees on Diversity in order to educate them on diversity hiring. This also applies to internal promotion opportunities. We require that position get posted internally for 7 days in order for internal candidates to have first priority to apply.

Self-development training: Y

Our institution has a Professional Development Program that encourages employees to take advantage of self-development training

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

Our institution provides supervisory training on a quarterly basis to supervisors educating them on this process. We also have specific procedures on this process and the Affirmative Action Plan

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

We have our affirmative action plan that sets goals to hire Hispanics in each of the EEO category. This year, we have goals to hire Hispanics in the Faculty, Professional, and Secretarial categories.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Elgin Community College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? Y

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
12	35	0	29	27	0	72	175

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
225	494	0	269	142	0	96	1226

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1051

4. As of June 30, 2011, provide the **underutilization** for Hispanics by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-20	-18	0	-14	-6	0	50	-8

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

7	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

A portion of ECC's recruitment budget is spent recruiting Hispanic faculty, staff and administrators. ECC has not established a separate budget for Bilingual (Spanish-speaking option) Initiatives.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Employees within the college attend conferences, seminars, meetings and training sessions related to employment law and diversity. The Human Resources Department monitors the applicant pool of each job posting to ensure that recruitment activities generate a diverse pool of qualified candidates. The Human Resources Department ensures that recruitment, selection and hiring processes adhere to all applicable state and federal laws as well as college policies, procedures and collective bargaining agreements. The Human Resources Department works directly with search committees to ensure that hiring and selection procedures/practices and compensation philosophies are applied consistently and equitably. Periodic reviews are conducted to ascertain the validity and appropriateness of existing recruitment and hiring practices and to identify any possible issues. Hiring procedures are evaluated to ensure that our hiring processes will successfully pass internal and external compliance audits. Internal reviews are conducted on the recruitment and employment processes to ensure compliance. Employees are required to complete a web-based diversity training series in order to participate in the hiring process. The training series has two modules one focused on diversity and another focused on respect, inclusion and bias. Recruitment plans are developed for each position. Employees have an opportunity to participate in diversity related professional development activities.

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

ECC has been selected as one of five Illinois community colleges to participate in the national Achieving the Dream initiative. Achieving the Dream Community Colleges Count is a multi-year, national initiative to improve student success, particularly among students of color and low-income students. A cornerstone of the initiative is broad

engagement of faculty, staff, students and the community. ECC has convened a college-wide Equity Action Team to assist the president in defining, planning for, and implementing infrastructures to build and sustain cultural competence in the areas of diversity, equity, and inclusion. The CMCO is responsible for developing and executing community relations strategies that effectively support and achieve the vision, mission, goals and objectives of the college. Members of the Alliance for College Readiness work in faculty and staff teams to establish a common understanding of college and career readiness, to better align curriculum and instruction and to foster effective communication systems between students, educators, and parents. The Multicultural And Global Initiatives Committee (MAGIC) was established to prepare individuals to succeed in a diverse society by providing and supporting multicultural learning experiences in an inclusive environment. ECCs commitment to international education is evident in the accomplishments of our cross-functional team, Global/International Studies Taskforce (GIST), which was charged with expansion of international programs. Position vacancies are posted for a minimum of 5 business days to give all employees an equal opportunity to apply for open positions within the institution. The Human Resources Department is responsible for the integration of a systematic approach to identifying external recruitment sources and referring internal and external candidates to open vacancies. ECC participates in district wide employment/career fairs sponsored by colleges, and community and civic activities. Additionally ECC hosts two annual fairs (diversity recruitment and career). ECC employees maintain memberships to minority professional associations and societies. The ECC Human Resources Department tracks demographic information of applicants who submit an ECC application for employment. The Human Resources Department assists applicants by mail, email, telephone, in person and Internet with completing and submitting an online application and general information regarding the hiring process. The Human Resources Department provides hard copy and electronic documents related to the hiring process in both English and Spanish. Additionally, Spanish-speaking employees are available to assist internal and external customers. Applicants respond to questions related to multiculturalism during the application and interview process. Enhance recruitment activities utilized to refer bilingual/Spanish candidates to open vacancies. Increase ECC participation in employment/career fairs and networking events. Continue to maintain and develop external relationships with the community in an effort to foster our community outreach efforts. Begin to track applicants that indicate Spanish-speaking skills when applying for employment opportunities. Continue to provide assistance and support to candidates in more than one language. Provide hard copy and electronic documents related to the hiring process in both English and Spanish. ECC has convened a college-wide Equity Action Team to assist the president in defining, planning for, and implementing infrastructures.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: Y

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: Y

Training

11. 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?

Elgin Community College has embraced cultural competency and is now implementing phase two of this program.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: Y

Yes. This includes a strong relationship with the Support Staff of Elgin Community Association [SSECCA] to improve career opportunities.

Self-development training: Y

ECC recognizes the benefits of continued education and professional growth. Professional development funds, tuition reimbursement, and a variety of in service and external professional development activities are offered to employees.

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

Employees within the college attend conferences, seminars, meetings and training sessions related to employment law and diversity.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

Strategic Planning. In-house organizational groups [Equity Action Team, MAGIC, GIST and Achieving the Dream] to enhance a balanced workforce that mirrors the communities served. Professional development programs. Internal and external recruitment. Alliance for College Readiness works within the organization as well as outside organizations to promote inclusion. Enhancement of international programs. All vacancies are posted for a minimum of ten business days to allow for external postings more opportunities.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

William Rainey Harper College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
5	5	0	6	9	0	13	38

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
271	797	0	325	194	0	96	1683

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1645

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-13	-14	0	-13	-10	0	-1	-51

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

15	Total that received tenure
2	Total that did not receive tenure
0	Total Hispanic faculty that received tenure
0	Total Hispanic that did not receive tenure

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

5	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

Harper College allocated \$5,570 or 3.8% of its FY 11 budget specifically for recruiting Hispanic faculty, managers, and administrators as well as for positions requiring Bilingual Spanish. These funds were used to target Spanish language publications, Hispanic associations, and advertising in Spanish speaking venues as well as to educate faculty search committees on hiring Hispanics. In addition, \$5,540.81 or 3.8% of its FY11 budget was targeted for recruiting multiple diverse populations, including Hispanic, that are considered underrepresented in the academic workforce.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Harper College has long established policies and procedures for ensuring that the institution is an equal opportunity employer. These include but are not limited to: institutional wide-strategic goal in place to attract and retain underrepresented employees in higher level faculty and administrator roles; regular reviews of all recruiting practices to ensure that there are adequate pipelines for attracting well-qualified Hispanic candidates; collection and analysis of candidate diversity statistics for each search; regular reviews of all hiring practices to ensure compliance with Federal and State laws; required training for all faculty search committees to educate interviewers on diversity issues and legal compliance in the hiring process; and annual completion and analysis of workforce and utilization data by EEOC category.

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

Develop a multi-year plan targeting the recruitment and hiring of Hispanic Faculty and Staff. Identify Hispanic specific advertising venues such as Reflejos, Latinos in Higher Ed and Hispanic Outlook. * Participate in diversity specific conferences such as NCORE (National Conference on Race and Ethnicity) and the IMDiversity.com conference. * Coordinate recruiting activities and meetings at traditionally Hispanic serving institutions.* Develop and mandate training classes for all faculty search committee members to educate interviewers on diversity issues

and legal compliance in the hiring process. * Develop or up-date institutional Diversity Plan. * Re-design Web-site to create a more welcoming environment and to encourage individuals from under-represented groups to apply.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

11. 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 Diversity Committee is part of the College's Corporate Governance structure. The College has an Associate Dean of Multicultural Learning responsible for staff development activities regarding multicultural issues. The Associate Dean also serves as a liaison with our Spanish speaking public and students. A mentoring program called the Diverse Relationships Engaged in Affirming Multiculturalism: (DREAM) Affinity Group has been established to mentor diverse second year faculty. The Group's goals are to facilitate the recruitment, professional development, and retention of a diverse workforce through programs that support workforce, diversity, and the college's core values. This year there were several mentees and several active faculty/deans mentors. Hispanic faculty and staff employees are provided with professional development dollars of up to \$1,150 to enhance their skill sets and eligibility for promotion. On-line courses and workshops are available for faculty to develop skills for supporting Hispanic students. The Center for Multiculturalism has established a Multicultural Faculty Fellows Program which provides Faculty training incorporating diversity modules and approaches into their curricula. All graduate courses purchased or acquired for faculty professional development that are provided by Harper College have a multiculturalism dimension. "Latino Summit - Outreach program for Hispanic students at local District High schools. "Provide financial-aid sessions in Spanish at the District High schools."REACH Summer Bridge Program -- Targets underrepresented students for college preparation. Target goal of 50% Hispanic students in program population. In spring 2008, Harper College developed an off-campus site for the Certified Nursing Assistant (CNA) program so that enrollment in the program could be increased. The site selected for the additional CNA lab was at the College's Northeast Center which is located in a community that has a high Hispanic population. The building is within walking distance of several low income housing developments. Before 2008 all CNA classes had been conducted on the main campus. This limited both the number who could enroll and limited access to the Hispanic community. The project included remodeling space in a building that was originally designed as an elementary school and equipping the lab for a CNA program. This included hospital beds and medical equipment. Additional adjunct faculty were hired and oriented to the program.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

Self-development training: Y

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

Harper College has long established policies and procedures for ensuring that the institution is an equal opportunity employer. These include but are not limited to: Regular reviews of all recruiting practices to ensure that there are adequate pipelines for attracting well-qualified Hispanic candidates; Diversity statistics are reviewed for each search by the Search Chair and Chief Human Resources Officer; Any concerns are reviewed to ensure compliance with both Harper College policy and Federal/State Laws; All interview questions are reviewed by Human Resources to ensure they are in compliance with federal and state laws as well as Harper College policies; Feedback/concerns from candidates and employees are reviewed for compliance purposes and to improve internal procedures and practices; Required training is in place for all faculty search committee members to educate interviewers on diversity issues and legal compliance in the hiring process; and Completion and analysis of workforce and utilization data by EEOC category is completed annually.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Heartland Community College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
4	3	0	6	0	0	0	13

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
137	317	0	324	74	0	11	863

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 850

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-1	-3	0	-2	-4	0	-4	-14

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

2	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

The College provides a budget allocation for employee recruitment advertising. The FY 11 budget for employee recruitment advertising was \$68,280, of which 2% was spent on advertising in publications oriented to individuals of Hispanic background.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The College has comprehensive Hiring Guidelines and employees involved in hiring, interviewing, recruitment, and EEO receive training regarding the Hiring Guidelines.

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

Ensure that information regarding employment opportunities at the College is reaching qualified, Hispanic populations and those with ties to these populations.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: Y

The College is working to develop relationships with affinity groups at local employers in addition to reaching out to community organizations with ties to Hispanic populations.

11. 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 continues to provide an Academic English Language Program to prepare non-native English speakers for College level coursework, in addition to ESL programming.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

Self-development training: Y

Employees have access to a wide variety of professional development opportunities, including:*seminars, workshops, job training*webinars*conferences*professional journals and books*association/professional memberships*sabbaticals*tuition support

Other: Y

The College provides a comprehensive Leadership Institute, for which employees, including Hispanic employees, are eligible for selection.

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

N/A

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Highland Community College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	2	0	2	1	0	0	5

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
67	183	0	82	53	0	31	416

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 411

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-3	-2	0	0	-1	0	-3	-9

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

1	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

Highland allocates money for the specific recruitment of minorities for our faculty and administrative positions. In FY11 we had a \$10,000 advertising budget for four faculty/administrative position openings. Of that amount 13.5% was used toward specific recruitment of minority applicants (8% targeted Hispanic/Latino publications/web sites). Diverse advertising accounted for 5% of our total advertising budget overall.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

HR staff is directed to review Highland's Affirmative Action Plan to include information specific to the Hispanic Employment Plan.

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

Highland has started using latinoshighered.com, as an online posting venue for all positions. We have an annual posting package with them to increase Highland's exposure to the Hispanic/Latino populations. We have also begun using Diversejobs.com - associated with Diverse magazine and have added the Affirmative Action email blast add on to our regular Higheredjobs.com postings. The email is sent to 206,794 job seekers who have asked to receive job listings from employers actively recruiting candidates in accordance with affirmative action or diversity plans. Highland is now an active participant in the Diverse Recruiters group which gives community colleges in Northern Illinois the opportunity to get together and discuss/plan diverse initiatives and learn best practices at other colleges. One advantage to this relationship allows Highland to share resources with larger community colleges. A couple initiatives that we are exploring with the group include using virtual job fairs and sending other community colleges in northern Illinois, who have larger Hispanic student/employee populations, job postings for administrative and tenure track faculty positions. Highland has made a commitment to participate in diversity job fairs as a way to increase the number of Hispanic job applicants for Highland positions, as budget allows.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

11. 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?

In looking at the number of Hispanic individuals taking classes at our institution over the past 10 years we have found that the number has actually declined rather than increased. In FY02 the number was 182 with the highest enrollment in FY06 of 212 with a steady decline since. FY11 enrollment was at its lowest with 131 students. Since we have not seen a heightened need in services at Highland, we have not developed additional strategies. Highland continues to offer ESL courses through our Adult Education Program. Participants of the ESL program also have access to Family Literacy classes for parents and children. Through Highland's five-year Strategic Plan, Highland has been focusing on developing vigorous transitional student retention programs. One of the initiatives that we have piloted and will continue to build upon in the future are "Bridge" programs for math, reading and English (with the goal to upgrade students' comprehension in math, reading and English composition so they can retake placement tests and test out of developmental courses). While the Bridge programs and other transitional retention programs are not targeted specifically for Hispanic students, they address a need for Hispanic and Spanish speaking bilingual students.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

Self-development training: N

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

The College's Human Resources Department, Affirmative Action Officer and the College's Equal Opportunity/Affirmative Action Committee are dedicated to a recruitment and selection process that ensures nondiscrimination, provides equal access and opportunity for all, and complies with all State and Federal regulations. A representative of the EE/AA Committee is assigned to each search committee to participate in the review, interview and selection of position candidates. The EE/AA Committee members have received training on College policies and State and Federal regulations in relation to the hiring process. The EE/AA Committee members purpose on search committees is to: -assure no illegal inquiries are made of the candidate; -ensure that policies and procedures are followed; -that candidates are not subject to inappropriate treatment, questions, etc.; and -ensure that no one is eliminated from the search for reasons other than not meeting the selection criteria (minimum requirements), not meeting the application deadlines, or not following the guidelines for applying The EE/AA representative is also to ensure that selection criteria does not create artificial barriers to employment for under-represented groups and to ensure each step of the process that candidates from under-represented groups are not excluded from consideration for inappropriate reasons. The HR staff member that oversees the hiring process reviews applicant pools for minority composition and reviews applications selected for interview to consider whether qualified minority applicants are being left out. Prior to scheduling interviews and again before an offer of employment is made, the HR staff member will talk with the Search Committee Chair to discuss the qualifications for those selected to ensure that the best qualified are selected. Search committee members are required to keep documentation which explains how each applicant matched up to the qualifications that are needed to be successful in the position.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Illinois Central College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
3	7	1	9	2	1	1	24

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
196	632	0	633	185	12	178	1836

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1812

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-1	-2	0	-1	-2	0	-2	-8

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

50	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

Approximately \$20,000 was set aside in FY11 for minority employee recruitment.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

We are in the process of updating our Affirmative Action Plan to incorporate procedures to provide a more in-depth EEO orientation and development for hiring managers.

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

We are reaching out to Hispanic and Latino communities, both locally, and nationally in an attempt to attract qualified Hispanic and Latino faculty. We are using advertising, social networks, professional networks, and recruitment fairs. We will create formal marketing materials to further assist these efforts. Adjustments are being made to the hiring process to assist us in improvement. Goals are under development.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

- Internships: N
- Community Linkages: Y
- Mentorship of a new Hispanic Faculty: N
- Staff Employment Recruitment Plan: Y
- Other: N

11. 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?

There is a well coordinated effort for the recruitment and retention of minority students. Hispanic and Latino students are a target group that the college reaches out to. This effort is led by the Executive Director of Diversity and Diversity Department. We have an Admissions Representative - Minority Student Focus, and a Diversity Retention Specialist.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

Self-development training: Y

Opportunities exist for self-development through the Teaching & Learning Center and the Professional Development Institute at ICC.

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

Communication and guidance for managers via Strategic Forum and workshops.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

no

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

guidance & review w/our legal counsel

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

na

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

na

11. 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?

Interpreters

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

na

Self-development training: N

na

Other: N

na

Other: N

na

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

training from the HR Dept

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

na

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

N/A

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Guidance & review w/our legal course

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

N/A

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

11. 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?

Interpreters

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

N/A

Self-development training: N

N/A

Other: N

N/A

Other: N

N/A

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

Training from the HR dept

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

No

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Guidance & review w/ our legal course

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

N/A

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

N/A

11. 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?

interpreters

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

N/A

Self-development training: N

N/A

Other: N

N/A

Other: N

N/A

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

Training from HR Dept

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

NO

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

GUIDANCE & REVIEW W/OUR LEGAL COUNSEL

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

NA

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

NA

11. 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?

Interpreters

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

NA

Self-development training: N

NA

Other: N

NA

Other: N

NA

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

TRAINING FROM HR DEPT

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

NA

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

no

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

guidance & review with our legal counsel

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

na

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

- Internships: N
- Community Linkages: N
- Mentorship of a new Hispanic Faculty: N
- Staff Employment Recruitment Plan: N
- Other: N

na

11. 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?

Interpreters

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

na

Self-development training: N

na

Other: N

na

Other: N

na

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

Training from HR Dept

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

Na

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Illinois Valley Community College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	4	0	2	2	0	0	8

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
95	243	0	144	76	0	19	577

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 569

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
8	6	0	7	5	0	8	34

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

2	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

IVCC has one budget for advertising for all positions regardless of job category. The total budget for FY11 was \$7,500.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

IVCC has an established Affirmative Action Policy and procedures for the hiring process. All selection committee members are trained on the policy and procedures prior to serving on the committee. Key characteristics are required for each open position based on the job description and all applications are scored using these key characteristics. Application materials include a cover letter, resume, and application form. Using the key characteristics ensures the selection committee is evaluating candidates on job-related criteria.

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

IVCC's Board of Trustees has adopted an Affirmative Action Policy. The Equal Employment Opportunity statement is incorporated in the following publications and forms: purchase orders, leases, construction contracts, purchasing guidelines, college catalog, faculty handbook, employee guidebook, and other publications where necessary. All job vacancies include the equal opportunity statement. In addition, IVCC participates in many local and regional recruitment events. The College advertises in many publications and on many websites geared toward diverse applicants including Diverse Issues in Higher Education, Hispanic Outlook, Diversifying Faculty in Illinois, and diversejobs.com. The College reaches out across the nation for Hispanic teaching/administrative staff by conducting a nationwide search utilizing the Chronicle of Higher Education (print and web) and higheredjobs.com.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

- Internships: N
- Community Linkages: Y
- Mentorship of a new Hispanic Faculty: Y
- Staff Employment Recruitment Plan: N
- Other: N

11. 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?

IVCC provides a translation link on our website to assist our Spanish speaking students and the public who are interested in attending our institution. This link is a step-by-step guide to the enrollment process. In addition, IVCC will provide materials in Spanish upon request or offer the assistance of a translator.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

n/a

Self-development training: Y

ESL classes, Tuition waivers, eLearning, CETLA workshops, Continuing Education courses

Other: N

_____ n/a

Other: N

_____ n/a

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

IVCC's Human Resources department oversees the hiring process and trains all selection committee members on the process.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

*ESL classes*Advertisement in free newspaper to *Hispanic community*Partnering with Hispanic Council*The number of Hispanics employed by IVCC did not change from FY10 to FY11.

n/a

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Joliet Junior College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
8	30	0	27	18	0	17	100

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
226	1054	0	403	195	0	157	2035

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1935

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
11	11	0	9	5	0	6	42

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

8	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

Currently, the college does not provide specific budget allocations for recruitment specifically for Hispanic faculty. However, the college allocates an adequate amount towards the total recruitment budget and we use traditional and contemporary and non-contemporary methods to attract a diverse applicant pool. The college will explore the feasibility of assigning cost centers to track the employment plan initiatives.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

At our college, there are many different areas involved in the hiring, interviewing, etc. processes. We have looked at compliance from a broader perspective than just the HR staff. The Senior Leadership Team (SLT) is charged with accepting responsibility for accomplishing progress towards the legislative mandates of the African American Employment Plan. Responsibilities include employee and faculty compliance, implementation of policies and procedures, promotion of equal employment opportunities, cooperating with investigations, sound employment decisions, utilizing data, and developing, delivering and participating in diversity training programs. A comprehensive and assertive Inclusion/Diversity has been developed which applies to all personnel practices including recruitment and job advertising, hiring, selection for training, promotion, separation, demotion, lay-off, transfer and rates of pay and all other terms, conditions and privileges of employment. JJC has: 1. Standardized the search committee process and procedures by providing mandatory training for search committee members, technical assistance and support. 2. Held college-wide diversity forums to gain insight into issues as it pertains to staffing patterns and communication issues. 3. JJC has a Diversity Leadership Council, with membership appointed by the college president. 4. Gained additional community partners as a result of our outreach efforts with local high schools, churches and community organizations. 5. Works with the Illinois Department of Employment Security to post vacancies to identify applicant pool within District 525. JJC collaborates with area colleges and universities to tap into their alumni as prospective candidates. JJC is working collaboratively with South Metropolitan Higher Education Consortium on two projects, including Diversifying Faculty in Illinois Initiative. The college has created a welcoming environment Open Doors, Open Hearts, and Open Minds: Statement on Diversity and Inclusiveness which incorporates a desire to have a community that reflects a wide representation of attribute diversity. 9. Please provide recommendations for increasing the number of Hispanic teaching/administrative staff

and Spanish speaking bilinguals at your Institution. The college utilizes a variety of diverse employment strategies. Starting with recruitment, we utilize advertisements which reach broad populations such as the Chicago Suburban News publications; the Chronicle for Higher Education, and the Chicago Tribune. The college will utilize Hispanic based publications such as Laraza and Hoy. If necessary, advertisement and recruitment materials are provided in both English and Spanish. Recruitment sources are actively encouraged to refer qualified candidates and to assist in the implementation of JJC's diversity/inclusion programs. We also welcome suggestions for additional sources from the public. The Human Resources Department maintains a directory of local educational institutions, community organizations and agencies serving minority group members and females is reviewed annually for their effectiveness as sources for employee recruitment. We also reach out the colleges and universities with large Hispanic student, faculty and alumni populations. Non-discrimination statements are included in all job applications, vacancy notices on the college website and online-application processes and public advertisements.

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

The college utilizes a variety of diverse employment strategies. Starting with recruitment, we utilize advertisements which reach broad populations such as the Chicago Suburban News publications; the Chronicle for Higher Education, and the Chicago Tribune. The college utilizes Hispanic based publications such as Laraza and Hoy. If necessary, advertisement and recruitment materials are provided in both English and Spanish. Recruitment sources are actively encouraged to refer qualified candidates and to assist in the implementation of JJC's diversity/inclusion programs. We also welcome suggestions for additional sources from the public. The Human Resources Department maintains a directory of local educational institutions, community organizations and agencies serving minority group members and females is reviewed annually for their effectiveness as sources for employee recruitment. We also reach out the colleges and universities with large Hispanic student, faculty and alumni populations. Non-discrimination statements are included in all job applications, vacancy notices on the college website and online-application processes and public advertisements.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: Y

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

11. 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 developed an Enrollment Management Plan. There is a department at our college dedicated to Multicultural Student Affairs. The Director of this department is specifically responsible for the "1st Generational

Underrepresented Students" section of the Enrollment Plan. Our Admissions, and Financial Aid departments have made efforts in providing materials in English and in Spanish and we can readily access a staff member to aid with translation if needed. We have Support Specialists, focusing on outreach and retention. We target various community based organizations. Outreach to the ESL high school and junior high classes in our district has been successful. As well as outreach with the Spanish Center and the Archdiocese of Joliet. The Office of Multicultural Student Affairs now serves as an advising arm for Latino students, specifically those who have taken the ESL compass test. We have succeeded in partnering for grants used to fund projects aimed at success in recruiting and retention of Latino populations.

12. 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 description of the initiative(s).
Employees with career ladder enhancement: Y

Self-development training: Y

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

The College is not under a hiring and promotion monitor. However, as part of our inclusion/diversity plan we do monitor the applicant pools and minority hiring and promotions through the annual utilization analysis process.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

n/a

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Kankakee Community College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
3	4	0	0	9	0	3	19

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
100	280	0	56	119	0	21	576

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 557

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-5	-7	0	-8	-1	0	6	-15

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

5	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

No

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Human Resources oversees the screening and hiring process for every staff and faculty position to maintain consistency in the process. Each screening committee is trained in the process and required to submit a confidentiality agreement. Human Resources tracks the applicant pool using Neo.gov at each stage of the screening process to ensure that a diverse pool of applicants is considered.

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

recruit/attend diversity job fairs; advertise more in Hispanic/minority publications

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

- Internships: N
- Community Linkages: Y
- Mentorship of a new Hispanic Faculty: Y
- Staff Employment Recruitment Plan: Y
- Other: N

11. 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?

Three of our employees are active members of the Hispanic Latino Community Advisory Committee. One employee actually chairs the committee. By partnering with this group, we identify needs and respond accordingly in order to promote accessibility, recruitment, and completion of Hispanic/Latino students.

12. 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 description of the initiative(s).
Employees with career ladder enhancement: N

Self-development training: Y

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Kaskaskia College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	3	0	0	0	0	0	3

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
101	316	0	96	103	0	75	691

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 688

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
2	1	0	2	2	0	2	9

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

Kaskaskia College budgets additional funds for advertising on The Affirmative Action List to reach Hispanics with information on employment opportunities. In FY2011, \$1500 was spent for these advertisements.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The hiring process is centralized through the Human Resources Office to ensure that everyone is receiving equal treatment and that it is in compliance with all legislative mandates

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

Additional state funding would be required.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

- Internships: N
- Community Linkages: N
- Mentorship of a new Hispanic Faculty: N
- Staff Employment Recruitment Plan: N
- Other: N

In general, recruitment activities are directed to a diverse pool of applicants, none are specifically directed to a particular race or ethnic group.

11. 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

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

Self-development training: N

Other: N

Promotional development and advancement opportunities are provided equally for all employees.

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

The hiring process is centralized through the Human Resources Office to ensure that everyone is receiving equal treatment and that it is in compliance with all legislative mandates

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Kishwaukee College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
1	5	0	9	1	0	1	17

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
91	244	0	120	58	0	33	546

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 529

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
10	9	0	4	9	0	8	40

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

2	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

N/A

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Search Committee training

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

Expanded contact with Hispanic community organizations, media sources

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: N

Other: N

11. 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?

Hispanic open house - biannual Outreach to high school students/parents about services to Hispanic students
Community outreach to recruit students; participation in community events; business outreach Membership in
Hispanic community organizations

12. 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 description of the initiative(s).

Employees with career ladder enhancement: Y

Support staff employee classification system

Self-development training: Y

Professional development seminars, Tuition reimbursement, Tuition waiver, Staff Development Day

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

Search Committee Training

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

College of Lake County

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
2	56	0	43	36	0	9	146

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
68	1155	0	281	184	0	99	1787

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1641

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-17	-15	0	-5	-1	0	-11	-49

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

5	Total faculty that experienced separation from the university
1	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

Yes Total FY11 Budget - \$239,725 Hispanic recruitment initiatives - \$215,752 Advertising - \$184,995 Travel - \$13,883 Publications and memberships - \$16,874

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

College provides search committee and EEO representative training to ensure that all administrative staff responsible for hiring, interviewing, recruitment, and EEO comply with all legislative mandates of the Hispanic Employment Plan. Human Resources also ensures that the applicant pools are diverse for all positions including Administrative and Faculty positions before the applications are released to the search committee. If the pool is not diverse, as defined by the area Vice President, the search is reopened. The CLC Diversity Commission includes four subcommittees, one being human resources and staff professional development, which will concentrate on increasing Hispanic employment at the College. The Diversity Commission goals include establishing a diversity structure that will: address any barriers/obstacles contributing to low representation of Hispanics in the CLC workforce. The College will also work toward increasing Hispanic faculty and administration representation, increasing transportation between campuses, and developing additional bilingual communication with potential employees. The College President has established a Hispanic/Latino Alliance made up of community leaders to create and foster relationships with the Hispanic community. The College participates in regularly scheduled job fairs geared toward Hispanic recruitment. Plans are underway for Human Resources and current faculty members to visit Hispanic serving institutions to recruit Hispanic applicants for faculty positions.

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

The College is planning an email blast to recruit faculty positions to approximately 6,000 Hispanics nationwide who graduated within the last year. Plans are underway for Human Resources and current faculty members to visit Hispanic serving institutions to recruit Hispanic applicants for faculty positions. The Diversity Commission has plans

to develop diversity branding initiatives for CLC recruiting activities; revamped search committee training/EEO training; outreach with Lake County community leaders; preparation of applicant statistics; and redevelopment of staff training initiatives related to diversity. Human Resources will also plan and execute career workshops to train Hispanic community members in the job search process, i.e. resume writing, interview skills.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: Y

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

11. 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?

CLC web pages are translated into Spanish, mailers/materials in both English/Spanish, advertising on Spanish radio stations; Enrollment Services provides tours, information meetings, and FAFSA workshops in Spanish. The College has provided direct community outreach to many organizations who work with the Latino population. Community Festivals, group presentations at meetings, etc.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

Self-development training: Y

"Professional Development Center: Provides training courses/services for employees to enhance job knowledge/skill set." Career Development: The College provides an incentive for employees to continue their education and gain additional competencies. To encourage such continued career development, the College offers a compensation adjustment based on approved coursework. "Tuition Waiver: The college allows employees and dependants to enroll tuition free in approved credit courses at the College." Tuition Reimbursement: The College reimburses eligible employees for courses, books, seminars, and workshops taken at accredited institutions of higher education.

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

The College of Lake County recognizes the need to employ bilingual skilled employees in positions that engage with the College's bilingual populations. Bilingual skills are highly valued within the institution.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

The College tracks information for studying and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by the College through exit interviews, turnover reports, and performance evaluations.

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

11	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

There are no dollars allocated specifically for recruitment of Hispanic faculty however, we do utilize advertising dollars to broaden our search.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Hiring committee training and oversight.

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

Continue to recruit utilizing appropriate venues. Continue research into additional publications and resources necessary to encourage applicants to apply.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: Y

Community Linkages: N

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

11. 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

12. 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 description of the initiative(s).
Employees with career ladder enhancement: Y

Every employee at Lake Land College has the same opportunity for career advancement.

Self-development training: Y

Every employee at Lake Land College has ample opportunity for self-development training.

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

Ensuring all employees serving on hiring committees are trained. The facilitator of each committee is responsible for ensuring training requirements have been met before proceeding.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Lewis and Clark Community College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? Y

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
1	1	0	4	0	0	0	6

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
146	416	0	203	101	0	17	883

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 877

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
1	5	0	1	2	0	0	9

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

No

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Comply with any laws specific to EEO compliance and implemented an online hiring process via People Admin that helps the College better identify minority candidates for consideration.

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

Use the data information via People Admin to better identify minority candidates for consideration.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: N

Other: N

11. 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?

NA

12. 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 description of the initiative(s).

Employees with career ladder enhancement: Y

Self-development training: N

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

All of our positions are posted on line via People Admin. This affords any and all employees to view and apply for any promotable opportunities.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

NA

NA

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Lincoln Land Community College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
5	2	0	8	1	0	1	17

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
197	484	0	363	100	0	45	1189

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1172

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	-2	0	0	-1	0	0	-3

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

3	Total faculty that experienced separation from the university
1	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

Lincoln Land Community College (LLCC) has an annual budget of \$2,550 for the recruitment of faculty and staff. A portion of those budget dollars are used for recruitment events that will provide exposure to diverse individuals who may be interested in employment at LLCC.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

LLCC does not have any specific training for HR staff and administrators regarding the legislative mandates of the Hispanic Employment Plan. Administrators are expected to comply with all College policies and procedures, as well as local, state and federal mandates.

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

LLCC will employ a wide variety of strategies to ensure that the applicant pools of all vacancies include diverse individuals including Hispanics and to employ a workforce that reflects the district it serves. LLCC participates in many local and regional recruitment events. Many events are selected based on the exposure to diverse applicants. The College advertises in many publications and on many websites geared toward diverse applicants including Diverse Issues in Higher Education, Hispanic Outlook, Insight Into Diversity, Diversifying Faculty in Illinois, HBCU Career Center, and Latinos in Higher Education. The College will continue to research and implement recruitment events and venues for advertising vacancies. The College also works with the local school district to expose 7th grade students to the educational and employment opportunities available at LLCC in hopes that will affect future enrollments and applicant pools. The College also has opportunities annually to expose district high school students to careers at LLCC. As it is difficult to attract diverse applicants to the Central Illinois area, exposure to local youth representing diverse backgrounds could impact future applicant pools as they may stay in the area as adults. By establishing the College as a possible future employer, we hope to impact future applicant pools.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: N

Other: N

11. 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

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

Self-development training: Y

All employees have access to ongoing professional development through a number of different avenues. Two days per academic year are set aside for the development of employees. The college is closed to students on those days so that everyone may focus solely on professional development. Employees also have access to departmental and institutional funds for professional development, as well as a tuition waiver for LLCC courses and an educational assistance program for non-LLCC courses.

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

N/A

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

John A. Logan College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? Y

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	5	8	0	0	0	0	13

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
133	213	2	139	92	0	55	634

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 621

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
198	7	10	31	84	0	39	369

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

5	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Affirmative Action data on each job posting, activated a campus and community diversity committee, Hiring committee (convenes each semester) Employed the services of outside agency to evaluate and assess campus minority needs

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

Conducted an in-district workforce utilization analysis to determine geographic concentration of minority population and target job posting in these areas...

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

- Internships: N
- Community Linkages: Y
- Mentorship of a new Hispanic Faculty: N
- Staff Employment Recruitment Plan: Y
- Other: N

11. 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?

presently undergoing institutional study

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

Self-development training: Y

Other: Y

Other: Y

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

Campus wide quarterly hiring committee meetings and hiring committee orientation prior to "each" hire on campus...meetings held by the office of human resources/affirmative action

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

in progress

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Mc Henry County College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
3	15	1	11	1	0	3	34

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
121	345	0	243	28	0	30	767

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 733

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-9	-7	0	-7	-8	0	-2	-33

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

2	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

No - A budget allocation was not designated specifically for Hispanic recruitment. A percentage of both the Affirmative Action and Human Resources Recruitment budget was utilized to support and further Hispanic Employment initiative efforts.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

All communication and information regarding the Hispanic Employment Plan (HEP) directed to the Institution is forwarded to Human Resource staff responsible for compliance.

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

1) Expand the use of recruitment sources targeting the Hispanic population. 2) Place a preference on hiring a bilingual candidate when appropriate.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

- Internships: N
- Community Linkages: Y
- Mentorship of a new Hispanic Faculty: N
- Staff Employment Recruitment Plan: Y
- Other: N

11. 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?

Next five years, Multicultural Programs wishes to enhance program initiatives through Major recommendations as stated in the Department's Program Review: (A) Development of a strategic direction/plan for the recruitment and retention of underserved students which would include students that are not academically prepared, have minimal knowledge of the college process, first in their family to attend college, English language learners, economically disadvantaged, and minority student populations: 1) Creating pre-college experiences related to success in college; 2) Bilingual Parent Education Program; 3) Enhancement to the existing CCP program. (B) Attention to the need for increasing resources, specifically staffing, to be able to guarantee the retention, persistence, and graduation of underserved student populations: 1) Lead by a Full-time Director of Multicultural Affairs; 2) Full time Multicultural Outreach and Recruitment Specialist. (C) Development of a diversity, equity, and inclusion strategic plan to improve access, retention, graduation, professional development, advancement, and campus climate for all, with a particular focus on underserved groups: Strategic priorities would include education and training, professional development opportunities, college wide initiatives, community building, stakeholder collaborations, involvement, and communication. (D) Identified need for well implemented retention activities, programs, and initiatives: 1) Male Student Initiative; 2) Ongoing Bilingual Parent workshops; 3) Enhancement to the existing F.O.C.U.S. program; 4) A student mentoring program and a college visit component.

12. 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 description of the initiative(s).
Employees with career ladder enhancement: N

Self-development training: Y

Self-development training is provided by the Professional Development Dept. to all employees.

Other: Y

Hispanic employees may elect to participate in the College's Mentoring Program. The objective of the program to assist employees with recognizing and pursuing professional development experience through a mentoring relationship.

Other: Y

Professional Development benefits to include a Tuition Fee Waiver to employees for MCC credit courses and Tuition Reimbursement for books, misc. fees and course work taken at other institutions is available for employees.

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

Not applicable

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

None - FY 2011, Stated for FY 2012

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Moraine Valley Community College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	19	0	12	0	0	0	31

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
23	934	0	312	0	0	0	1269

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1238

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-16	-14	0	-12	0	0	0	-42

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

Moraine Valley Community College does participate in specific recruitment strategies in an effort to attract talent from the Hispanic American employment population. We have utilized higheredjobs.com, specifically the affirmative action email blasts. We also advertise on latinoshighered.com and National Society of Hispanics with MBAs. "Higheredjobs.com recruitment advertisement cost (2011) = \$2,065"Latinoshighered.com recruitment advertisement cost (2011) = \$1,075.00

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The College conducts annual faculty search committee training prior to the start of the recruitment process. Search committees are composed of diverse members. There is continuous human resources involvement during the recruitment and hiring process to ensure compliance.

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

Increasing recruiting efforts within Hispanic communities.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

- Internships: Y
- Community Linkages: Y
- Mentorship of a new Hispanic Faculty: Y
- Staff Employment Recruitment Plan: Y
- Other: Y

"Internship partnership with National Latino Education Institute in Chicago "Mentors provided for new faculty and staff "Training and development courses are offered through the Center for Teaching and Learning where faculty and staff may self-enroll. "Required diversity training session for all new hires

- 11. 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 supports Spanish speaking students and public by offering various programs and services. The College hosts the National Hispanic College Fair annually. The College has hosted this event for 3 years averaging over 1,300 perspective students and community members attending. Moraine Valley has established a Latino Community Outreach Committee. This committee is focused on developing and sustaining pathways for success for Latino students within Moraine Valley Community College. Our College's website has Google translate which assists in translation of web information into Spanish.

- 12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

Employees outside the tenure process are required to apply and interview for advanced employment opportunities at the College. Internal employees undergo the same process as external candidates for positions. If an internal employee is selected after the recruitment s and hiring process, they are reclassified.

Self-development training: N

N/A

Other: N

N/A

Other: N

N/A

- 13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

Ongoing training and the human resources department review of all hires and promotions.

- 14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

2	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

No

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Our hiring practices follow EEO guidelines.

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

Continued state support of operating budget. Morton College is an Hispanic-serving Institution with widespread bilingual staff. More than half of employees can communicate in English and Spanish.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

11. 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?

Job descriptions/applications have a desired bilingual qualification.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

Self-development training: Y

Tuition free classes at Morton College. Tuition reimbursement for classes at another college/university.

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

Formal recruitment and hiring processes are in place.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

Annual fact sheet with employee figures disaggregated by race/ethnicity, which includes EEO survey of employees.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Oakton Community College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
4	17	0	12	11	0	14	58

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
161	687	0	182	151	0	74	1255

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1197

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-7	-7	0	-3	-2	0	10	-9

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

4	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

Recruitment activities are placed into general budget lines. When a position is open and is scheduled to be recruited and filled, a general strategy is identified to recruit potential applicants to provide a broad, deep, and diverse pool including Hispanic representation without specifically recruiting for one demographic group.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The College's Affirmative Action Plan sets goal and activities to for employment of underrepresented groups including Hispanics. An annual meeting is convened by the Associate Vice President for Human Resources with the entire College administration to explain the intent of the Affirmative Action Plan and to reiterate Oakton's commitment to equal opportunity and affirmative action. Goals for recruitment and hiring are discussed and roles are determined to assist the College in meeting its responsibilities for equal employment opportunities and Oakton's commitment to be an affirmative action employer. This commitment is also communicated to each search committee by the Associate Vice President for Human Resources at the initial meeting of the search committee, as are the recruitment goals for the College and for the particular position. The commitment is reinforced by the supervising administrator at the initial search committee meeting in the directions and charges given to the search committee. Activities subsequently undertaken by the search committee and the supervising administrator are monitored for compliance by the Associate Vice President for Human Resources.

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

The College has formed a Diversity Council who will create opportunities for interested staff, faculty and administrators to become "Diversity Practitioners." Programs will be designed to explore aspects of integrating diversity into daily practices on campus. One such practice is employment and interviewing. As to recruitment and outreach efforts, we will ensure at least one Person of Color (POC) and one Diversity Practitioner serves on each search committee. Continue advertisements in media targeted to non-Caucasians such as Hispanic Outlook in

Higher Education and LaRaza, and posting on websites like hace-usa.org and hacu-net.org. Baccalaureate faculty openings will continue to be posted with IBHE's Diversifying Faculty in Illinois website. Employees have been encouraged to reach out to qualified Hispanic and Spanish/English -bilingual individuals and encourage them to apply to Oakton openings." Conduct broad, wide, and deep searches for applicants of Hispanic backgrounds."

Clearly explain the intent of the Affirmative Action Plan and reiterate the commitment to equal employment opportunity and affirmative action with all college administrators." Clearly communicate commitments to affirmative action and employment goals to each search committee." Have supervising administrators set clear directions and charges to each search committee." Monitor the activities and progress of search committees and supervising administrators." Provide affinity groups for faculty and administrators."

Designate an administrative position with responsibility for access, diversity and inclusion.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

11. 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?

Oakton continues to recruit students in the district's high schools. We host a La Via summit for high school juniors and seniors and a Latino Summit for high school freshman and sophomores to discuss college preparation and career exploration. Oakton outreach and recruitment representatives attend various college fairs and college nights at area high schools. Latinos in Skokie is another college planning day offered to prospective students and their families. We have sessions assisting families complete the student application and FAFSA applications. Many of the campus brochures are written in Spanish. Also, outreach and recruitment representatives attend the National Association for College Admissions and Counseling conferences to make contact with and assist students attending those conferences.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

Self-development training: Y

There are no promotional initiatives undertaken which are earmarked solely for Hispanic employees. Oakton offers credit courses at no charge to employees and non-credit courses, staff development workshops, and other training as needs are determined to broaden and deepen the skills of our workforce.

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

The College's commitment to affirmative action and equal employment opportunity is stressed to each search committee. The supervising administrator's charge and direction to each search committee reinforces the College's commitment. College wide recruitment and employment goals are given to the search committee. Activities subsequently undertaken by the search committees and supervising administrators are monitored by the Associate Vice President for Human Resources.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

Oakton does not specifically separate the number of hires by demographic group other than by male and female, and Caucasian and non Caucasian. As reported in the 2011-12 Affirmative Action Plan, the number of employees from demographic groups other than Caucasian have increased over the previous five years (year ending 6/30/2007 to 6/30/2011)." Executives, Administrators, and Managers: non-Caucasian participation increased from 12.9% to 20.0%." Full Time Faculty: non-Caucasian participation increased from 13.0% to 14.0%." Classified Staff: non-Caucasian participation increased from 25.3% to 27.6%." Professional: non-Caucasian participation increased from 15.9% to 20.7%" Technical and Paraprofessional: non-Caucasian participation increased from 29.4% to 38.5

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Parkland College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
2	9	0	18	0	0	1	30

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
208	512	0	498	75	0	56	1349

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1319

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-4	-3	0	-1	-5	0	-3	-16

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

4	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

No

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Parkland College has a rigorous internal EEO policy that, while not specifically tailored to address the referenced legislative mandates, effectively does so. Parkland College makes concerted efforts to recruit and hire traditionally under-represented groups including Hispanics. Parkland includes as part of its recruitment philosophy a goal to reflect the demographic groups it serves in its employees.

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

Advertising employment opportunities in Hispanic and Spanish publications and resources.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

11. 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?

None

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

Self-development training: N

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

See 8 above. Additionally, we train several employees throughout the College to serve as EEO representatives on search committees. EEO representatives work with hiring managers on making sure advertising, recruitment, applicant screening, interviewing and the entire selection process is compliant with EEO laws.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

No studies have been completed.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Prairie State College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
1	18	0	14	10	0	4	47

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
91	395	0	166	113	0	34	799

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 752

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-10	-7	0	-3	-3	0	0	-23

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

No.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

All search committees are required to read and affirm the College's efforts through affirmative action to attract a pool of candidates that is diverse in terms of ethnicity. The College informs hiring committees of the employment areas in which Hispanics are under-represented or non-represented at the College.

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

Prairie State College advertises employment opportunities in publications that target minorities employed or seeking employment in higher education. In the past year, the College advertised openings in: 1. Diverse Issues in Higher Education, 2. Hispanic Outlook in Higher Education, and 3. Illinois African American and Latino Higher Education Alliance 4. IALHEA Job Opportunity Bulletin (Illinois African American and Latino Higher Education Alliance). Prairie State College participates in events associated with the Diversifying Faculty in Illinois Higher Education (DFI) program. Vice Presidents from the College attended conferences in the recent past. The College recruited at state-wide events to encourage participation in applying for scholarships from DFI that supported the advancement of minorities in M.A. and Ph.D. programs at state institutions.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

11. 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?

Prairie State has been an active member in several state-wide initiatives to raise awareness and create forums to address concerns for issues confronting Latinos in higher education. Prairie State College attends conferences organized by the Illinois Latino Council on Higher Education (ILACHI) and the Illinois Latino Legislative Caucus. The College provides opportunities for faculty, staff, and students to participate at events and conferences hosted by these groups to foster awareness of issues impacting Latinos in higher education in Illinois. Prairie State executives and staff also serve on the Latino Advisory Committee. The College hosted a state-wide quarterly meeting of the Committee and, in March 2010, executives from the College attended the first-ever Latino Education Summit in Illinois. Subsequently, Prairie State College organized its own district-wide Latino Summit in June 2010.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: Y

For full-time faculty positions, the College follows policies and procedures to encourage academic departments to recruit from our qualified minority adjunct faculty employees.

Self-development training: N

Other: Y

Our faculty and staff participate in the Student Latino Leadership Institute designed to bring Latino students and administrators together for a dialog about administrative roles and policies to support Latinos in higher education at Prairie State College.

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

Prairie State College routinely updates and distributes three reports to ensure that administrators and appropriate staff understand Affirmative Action and Equal Opportunity Policies and the annual status of underrepresented groups at the College. The first, The Affirmative Action/Equal Opportunity Policies & Status Report, provides an overview of relevant laws and board policies, delineates the responsibilities for implementation of AA and EO policies at the College, and reviews workforce conditions to determine in which job categories Hispanics are underrepresented. The second, The Underrepresented Groups Report, defines the College's goals and objectives for recruiting new administrators, faculty, and staff. The report describes employment turnover and the results of the College's efforts to increase the representation of underrepresented faculty, staff, and administrators to reflect the diversity of our students. The third is our annual EEO1 report which identifies all full-time employees by position and ethnicity. The three reports enable the President and Vice Presidents to monitor hiring and promotions in all job categories at Prairie State College.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

None.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Rend Lake College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
1	1	0	0	0	0	1	3

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
69	207	0	161	29	0	53	519

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 516

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	-1	0	-2	-2	0	0	-5

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

5	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

No With such a small percentage of the population Hispanic, it is not feasible to provide budget allocation except in the case of spending a proportionate amount of allocated advertising money.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

All hiring managers have been encouraged to consider all applications from Hispanic applicants; however, the college receives only a very small number of Hispanic applicants despite the efforts made to encourage them. By offering dual credit high school classes at high schools, tuition free, we hope to have a greater number of Hispanics with the necessary educational requirements to apply in the near future.

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

The lack of Hispanic population in this area makes it difficult to recruit additional qualified applicants. The college will continue to advertise in all area employment outlets in an attempt to reach more Hispanics and Spanish speaking bilinguals.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

- Internships: N
- Community Linkages: N
- Mentorship of a new Hispanic Faculty: N
- Staff Employment Recruitment Plan: Y
- Other: N

11. 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 currently offer dual credit classes at area high schools tuition free and we also offer English as a second language classes.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

Not Applicable

Self-development training: Y

* Employees are encouraged to seek out training opportunities that provide both self-development and career development. The college also promotes mentoring opportunities within related fields.

Other: N

Not Applicable

Other: N

Not Applicable

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

Hiring Managers have been instructed to carefully consider all applications from Hispanic/Bilingual applicants to make every effort to provide both employment and promotional opportunities where possible. The biggest challenge that the college faces is the lack of Hispanic population in the area.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

Not Applicable. Due to the lack of Hispanic populations and therefore, employees, there would not be enough data available to initiate a meaningful survey, nor would it be cost effective.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Richland Community College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
3	0	0	0	0	0	0	3

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
123	187	0	64	62	0	7	443

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 440

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	2	0	2	2	0	2	8

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

1	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

Budget resources are allocated for recruitment of Hispanic faculty for associated employment initiatives. Budget resources are not specifically separated from the total Advertising and Recruitment budgets.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Search Committees are formed at the College to assist with the recruiting efforts and to review and select employment candidates. All Search Committee members participate in the College's Diversity in Hiring training when serving on a College Search Committee. All Search Committee members participate in a procedural review prior to the start of any individual search, which includes reinforcement of the College's commitment to diversity, and the Committee's role in supporting this objective.

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

Employment opportunities are posted internally. Using the College website, job opportunities are made available to College employees; including minority, protected class, and members of potentially under-represented groups. The opportunity for Career Options communications and discussions for all employees is also built into the College's Performance Evaluation processes. Career development opportunities made available to employees include Foundation Funds available to support career development, an attractive tuition reimbursement benefit, and ongoing professional development and training offerings. External recruitment efforts routinely include solicitations to Decatur Black Chamber of Commerce and the NAACP Decatur Branch. Depending on the employment opportunity other outreach efforts might include the Higher Ed.com Affirmative Action diversity supplement, Minority Nurse.com, MinorityNetwork.com, Hispanic Outlook in Higher Education, and Latinos in Higher Education. To optimize the selection process the designated Search Committee will typically include a minority representative to assist with recruiting ideas and help maintain fair consideration standards. Job announcement communications

include our statements regarding the College's commitment to diversity, an affirmative invitation directed to members of potentially under-represented groups, and a non-discrimination statement.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: Y

Community information and resources are made available. Extensive orientation and on boarding processes are in place for all new employees.

11. 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. 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 numbers. Vice Presidents and respective Deans over each division review these demographic numbers on an ongoing basis and work with staff to ensure student support.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: Y

The opportunity for Career Options communications and discussions for all employees is built into the College's Performance Evaluation processes.

Self-development training: Y

Career development opportunities made available to employees include an attractive tuition reimbursement benefit.

Other: Y

Career development opportunities made available to employees include Foundation Funds available to support individual career development.

Other: Y

Career development opportunities made available to employees include a wide array of personal and professional training and development opportunities conducted at the College and encouraged through off site trainings and conferences.

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

The employment process at the College includes the tracking of applicants, interviewees, job offers, and acceptances by minority and gender status. All regular full time hire recommendations are reviewed by the appropriate Vice President, Human Resources Director, and College President.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

Employee population summaries by race are reviewed at least annually. Employment transaction summaries (hires, promotions demotions, terminations) are reviewed annually.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Rock Valley College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
5	5	0	5	5	0	1	21

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
178	327	0	145	155	0	23	828

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 807

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
10	11	11	10	10	11	11	74

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

7	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

No

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The Human Resource Department requires a diverse search committee and a diverse pool of applicants for each vacancy. The HR recruiter forwards all qualified diverse applicants to the search committee for review. A member of the HR staff meets with the search committee to review guidelines and RVC's strategic initiative to increase the diversity of staff.

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

We will continue to advertise positions nationally (i.e. diversejobs.net) but we will also strategically target local organizations; specifically within the Hispanic population to help with recruitment efforts. We will continue to monitor current recruitment efforts for effectiveness; making adjustments and or adding additional resources as needed.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

- Internships: N
- Community Linkages: N
- Mentorship of a new Hispanic Faculty: Y
- Staff Employment Recruitment Plan: N
- Other: N

11. 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?

NA

12. 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 description of the initiative(s).
Employees with career ladder enhancement: N

NA

Self-development training: Y

Twice a year during our Professional Development days employees are offered training opportunities in addition to internal/departmental training opportunities.

Other: N

NA

Other: N

NA

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

By following policies and procedure that are outline for our employees through the CBA, manuals and hiring process.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

NA

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Carl Sandburg College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	3	0	4	2	0	2	11

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
62	216	0	180	36	0	41	535

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 524

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
4	4	4	3	4	4	4	27

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

1	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

There is not a specific budgetary line item for Hispanic Employment Initiatives. All hiring situations are administered following our hiring process. Fairness and equity to all applicants is the goal.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The objective of increased employment diversity at Carl Sandburg College is strategic not compliance-oriented. As such one of the stated beliefs of the College is that the educational experience is enriched through diversity in its people curricula and environment. To that end one of the main focal points of the College is a caring environment. Our objectives are to (1) Shape an environment that recognizes the need for diversity (2) Create opportunities for all within the College community to interact with understanding tolerance and respect for others and (3) Promote sensitivity to individual needs and aspirations of those throughout the College community. We work to meet these objectives through continuous review and improvement of our policies processes and practices.

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

Advertise job opportunities on www.highereducationjobs.com and www.hotjobs.com, in order to connect with a more diverse population of potential candidates. Use Affirmative Action Emails to help recruit a diverse applicant pool.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: N

Other: N

11. 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?

Fiscal year 2011 hired a Coordinator of Transfer Service and Minority Outreach position. Position responsibilities include developing contacts and relationships with the minority community.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: Y

Carl Sandburg College Policy #2.10: Equal Employment Opportunity, is maintained in order to assure that the College provides equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, national origin, ancestry, age, disability, citizenship, marital status, veteran status, sexual orientation, or status in a group protected by applicable federal state or local laws. The policy applies to all terms and conditions of employment including but not limited to hiring, placement, and promotion. This is publicly posted on the College website and bulletin boards. Electronic documents are maintained in the College Policy Procedure and Regulation section of DocuShare on the College website. This policy is revised based on applicable law.

Self-development training: Y

Carl Sandburg College Policy #2.10: Equal Employment Opportunity, is maintained in order to assure that the College provides equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, national origin, ancestry, age, disability, citizenship, marital status, veteran status, sexual orientation, or status in a group protected by applicable federal state or local laws. The policy applies to all terms and conditions of employment including training.

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

We meet these requirements through continuous review and improvement of our policies, processes and practices.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Sauk Valley Community College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
1	6	0	6	1	0	2	16

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
52	147	0	72	38	0	26	335

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 319

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
3	5	0	0	2	0	0	10

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

4	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

SVCC has a general recruitment initiative budget for advertisement of all open positions. This also includes advertisement for diverse groups including Hispanic faculty and staff. Our recruitment initiative/advertisement expenses for FY11 was \$20,466.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Human Resources staff has received training on legislative mandates to ensure compliance on affirmative action, EEO, and the Hispanic Employment Plan for Higher Education.

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

Advertise open positions to specific Hispanic organizations and use on-line sites to increase the number of Hispanic candidates. Encourage Hispanic referrals from faculty, administration, and search committee members. Continue to require search committee members to receive affirmative action and diversity training to encourage Hispanic and overall minority hiring.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: Y

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: N

Other: N

11. 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 employ a full-time Multi-Cultural Coordinator who is available for translation and assistance in helping students and employees through the admission and employment processes.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

Self-development training: Y

SVCC offers the following to staff and faculty to assist in self-development training: - Tuition Reimbursement- Tuition Waivers- Faculty & Staff Development Funds- Spanish Classes- SVCC Learning Assistance Center provides tutoring- SVCC Learning Resource Center will order resource materials from inter-library loan system.

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

All screening committees, supervisors, and administrators receive training on affirmative action, EEO, and Hiring and Promotion Monitor requirements.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

-Number of Hispanics employees increased by 2 people from FY10 to FY11.-The recruitment/advertisement budget was increased in FY12 to \$25,000 to allow the College to target advertising to minority and Hispanic applicants.

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

Fiscal responsibility is shared across departmental lines.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The college revised its affirmative action plan and new goals were developed in an attempt to set forth positive steps to increase employment opportunities for minority within specific job categories at the college. The college's policy states that vacancy notices will be sent to identified educational institutions with high minority populations.

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

The college seeks to hire qualified personnel and provide equal access to all segments of the populations. As per college policy, vacancy announcements are forwarded to placement services of institutions with high minority enrollments. The college also makes contact with minority departments at local universities for known graduates that may qualify for SCC positions.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

- Internships: N
- Community Linkages: N
- Mentorship of a new Hispanic Faculty: Y
- Staff Employment Recruitment Plan: Y
- Other: N

11. 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 Hispanic population is less than 1% of the total student population and is seasonal. The Affirmative Action Officer works with student leadership groups and guides them to go out into the community to talk with diverse student populations.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: Y

All employees, including minority employees have been given release time to participate in key leadership building programs.

Self-development training: Y

Either through grant or institutional funding, employees are allowed to attend professional development activities. Release time or flex time has been provided to employees for attending graduate level classes for additional degree achievement.

Other: N

Other: Y

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

The Affirmative Action/EEO officer and the Human Resource Officer serve on all screening committees and work closely together to monitor the college's efforts to increase minority employments. The Affirmative Action Officer gathers information from applicants and tabulates and studies the information received back.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

South Suburban College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	0	0	0	0	1	0	1

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
100	451	21	232	0	8	0	812

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 811

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
13	13	13	8	10	1	3	61

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

7	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

South Suburban College has a general recruitment budget for advertising all open positions.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

South Suburban College provides hiring guidelines to the search committees involved in interviewing, recruiting, and selecting the final candidates. Candidates are then reviewed with the Vice President of the hiring area. We are reviewing the legislative mandates to determine whether any changes to the guidelines are necessary.

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

As certain key positions become available, it is discussed if a bilingual need is there. Based on student needs, at this time, the College adequately serves our Hispanic population.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

- Internships: N
- Community Linkages: Y
- Mentorship of a new Hispanic Faculty: Y
- Staff Employment Recruitment Plan: N
- Other: N

11. 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 has Google Translate on the College's website. The College also offers ESL classes, including GED for ESL. These classes have been held at various locations and times to meet the needs of our Spanish speaking students. SSC employs bilingual employees throughout the College to help when needed, and have also hired temporary interpreters/translators at peak times.

12. 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 description of the initiative(s).
Employees with career ladder enhancement: N

Self-development training: Y

A variety of professional development opportunities are available to all employees through our staff and faculty development committees. They offer various on-campus workshops, seminars and all-day events. SSC also offers tuition waivers and tuition reimbursements.

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

This is a new regulation for community colleges and for South Suburban College. We look forward to answering this question in more depth in the future.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

Currently, South Suburban College monitors the ethnicity and race of employees indicating if they are Hispanic. We do not track all Spanish speaking bilingual employees.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Southeastern Illinois College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	0	0	2	1	0	0	3

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
62	102	17	65	38	0	16	300

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 297

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
35	17	33	0	20	0	12	117

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

18	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

Despite experiencing reductions and late payments in state appropriations, Southeastern Illinois College recruitment practices are committed to advertise applicable positions in national publications to ensure that all ethnic groups have the same exposure to career opportunities. Allocations for 2010-11 recruitment were budgeted at \$28,000 for all recruitment activities. A portion of the recruitment budget was allocated to recruiting in Hispanic Outlook. Also, all full-time positions are advertised in the Southern Illinoisan which services the southernmost portion of the State's closest university to capture a higher percentage of the Hispanic population within our region. We also advertised in Missouri, Kentucky and Indiana university career placement centers within a 100 mile radius of Southeastern Illinois College who also have a higher percentage of Hispanic population.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Southeastern Illinois College is committed to providing equal opportunity through its employment practices and educational programs and through the many services it provides to the community. The Board of Trustees of Community College District No. 533 will make all personnel decisions without regard to race, color, religion, sex, age, national origin, citizenship status, ancestry, marital status, parental status, pregnancy, family status, military discharge status, sexual orientation, gender identity, disability or handicap unrelated to an individual's ability to perform the essential functions of the job, association with a person with a disability or handicap, military status, source of income, housing status or any other category protected by law. Additionally, administrators monitor the search/recruitment process by ensuring that the policy for hiring is followed.

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

To continue the recruitment process that Southeastern Illinois College has established and implemented: recruitment in Hispanic publications; recruitment in our largest southern Illinois city who has a higher percentage of

Hispanic population, and continue to provide college and university career centers within the tri-state area information regarding vacant positions.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: Y

11. 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?

Outreach programs and community education offerings based upon request and need.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: Y

Opportunities for advancement are provided without discrimination to all employees. Also, it is board policy that should an employee wish to be promoted or transferred, such desire should be presented in writing to the appropriate Vice-President or Dean. Once the documentation is received by the appropriate Vice-President or Dean, the request is then shared with the President for a determination to be made based on the qualifications of the employee and the needs of the institution. This policy covers all employees.

Self-development training: Y

Not applicable at this time.

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

Southeastern has committees that review all recruitment activities from advertising through hiring. The administrator who chairs the particular search committee educates all members on Southeastern's Equal Opportunity policy.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Southwestern Illinois College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
2	3	0	6	0	0	1	12

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
159	930	0	612	54	0	120	1875

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1863

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-2	-3	0	-2	-3	0	-2	-12

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

Recruitment efforts include HigherEdJobs' Affirmative Action packs which target minority populations and cost approximately \$2500 per year. We also send our vacancy announcements to The Latino Round Table, free of charge.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

College officials conduct periodic workshops on EEO for hiring managers/interview teams and prepare demographic reports on our EEO status.

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

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

- Internships: N
- Community Linkages: N
- Mentorship of a new Hispanic Faculty: N
- Staff Employment Recruitment Plan: N
- Other: N

11. 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 have English as a Second Language classes in communities with high Latino populations and have an administrator who serves on the Latino Round Table and works on their projects.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

Self-development training: N

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

During the hiring process, we provide hiring managers with a count of minority applicants and we extend the search when the number is insufficient.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Spoon River College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	1	0	0	0	0	0	1

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
52	108	0	50	36	0	6	252

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 251

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-2	-1	0	-2	-2	0	-2	-9

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

4	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

N/A

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

All hiring supervisors are required to comply with the college's hiring procedures and EEO policies. The college has recently implemented an online recruitment system which includes broader advertisement capabilities. In addition, EEO information is collected on a voluntary basis through the system which will provide greater reporting capabilities with regard to diversity of applicants.

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

N/A

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

- Internships: N
- Community Linkages: N
- Mentorship of a new Hispanic Faculty: N
- Staff Employment Recruitment Plan: N
- Other: N

11. 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

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

N/A

Self-development training: N

N/A

Other: N

N/A

Other: N

N/A

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

Hiring procedures are regularly audited for legal compliance and all hires follow an approval process which includes the Human Resources Director.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Triton College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? Y

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
12	33	0	8	55	0	49	157

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
162	682	0	81	420	0	102	1447

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1290

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
14	14	0	7	0	0	0	35

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

No budget allocations have been set aside for these purposes.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The HR staff annually updates the College's Affirmative Action Plan and follows policies/procedures within said plan.

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

The college recognizes the importance and need of diversity within the workforce, therefore, the college will continue to train hiring managers to enforce the Affirmative Action Plan.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: Y

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

11. 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 is proactively recruiting a diverse workforce that is reflective of the Hispanic community we serve, as well as marketing in the Spanish language.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: Y

All employees are encouraged to apply for positions for which they meet the minimum qualifications.

Self-development training: Y

The Professional Development Center provides training on a variety of topics and is available to all employees.

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

By ensuring compliance with current College policies and procedures with regards to hiring and promotion.

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

2	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

General recruiting budget includes funds for minority recruiting.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Interview training Diversity training

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

We consistently try to use publications and job boards that appeal to a diverse audience of candidates.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: Y

Community Linkages: N

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: N

Other: N

11. 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 require bilingual (Spanish/English) skills for some positions.

12. 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 description of the initiative(s).

Employees with career ladder enhancement: N

Self-development training: Y

Classes are available to all employees that include personal and professional development.

Other: N

Other: N

13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

Interview Training Diversity Training

14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

Affirmative Action Plan--created by an outside consultant that states we are within proper guidelines.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

John Wood Community College

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 and the Bilingual Employment Plan.

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2011, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
1	1	0	0	0	0	0	2

2. As of June 30, 2011, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
86	224	0	46	68	0	12	436

3. As of June 30, 2011, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 434

4. As of June 30, 2011, provide the **underutilization** for **Hispanics** by category:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	-1	0	-1	-1	0	-1	-4

5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2011, provide the number of faculty that separated or left the university (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 11 budget allocation for each of these Initiatives:

“JWCC does not provide specific budget allocations for recruitment of Hispanic faculty, administrators, or any level job category.” A budget was not established for these Initiatives for FY11.

8. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

“A voluntary EEO form is mailed to each applicant. For those who return the form and indicate that he or she is in a protected class, and if not selected for interview or hire, the HR representatives require specific reasons as to what the reasons were to ensure all reasons are qualifications-related.” Additionally, all employees who are part of the selection process are provided with information and training regarding a selection based on qualifications and not personal appearance or beliefs.

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

A plan will be developed when there is an increased need for bilingual staff.

List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:

10. Does your institution implement employment incentives to attract Hispanic employees such as:

- Internships: N
- Community Linkages: N
- Mentorship of a new Hispanic Faculty: N
- Staff Employment Recruitment Plan: N
- Other: N

11. 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?
12. 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 description of the initiative(s).
Employees with career ladder enhancement: N
- Self-development training: N
- Other: Y
- "Associate faculty who are employed on a temporary basis are not on a tenure track." Associate faculty are encouraged to apply for full-time faculty positions when available. Full-time faculty are on a tenure track.
- Other: N
13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?
14. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

BILINGUAL NEEDS AND BILINGUAL PAY SURVEY RESULTS

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

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

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?

 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) Quarterly
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
 9. 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?

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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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 – Richard J. Daley College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 70

- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 100
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 10
 - 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.

d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N

4. 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 2011? (chose one) Monthly
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 5
9. 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)
Fiscal Year 2011**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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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 – Kennedy-King College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 75

b) In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 100
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 80
 - 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.

d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N

4. 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 2011? (chose one) Weekly
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 9
9. 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

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Fiscal Year 2011**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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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

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 10

- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 80
 - ii. 16 minutes to 60 minutes? 20
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 5
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) NA
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 1
 9. 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)
Fiscal Year 2011**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

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 – Olive-Harvey College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 10

- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 100
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 50
 - 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.

d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N

4. 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 2011? (chose one) Quarterly
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 1
9. 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

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Fiscal Year 2011**

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City Colleges of Chicago – Harry S Truman College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 10

b) In approximately what percentage of those cases was the time commitment?

 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 100
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 50
 - 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.

d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N

4. 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 2011? (chose one) Quarterly
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 1
9. 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

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Fiscal Year 2011**

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City Colleges of Chicago – Harold Washington College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 15
- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 100
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 10
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) NA
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 10
 9. 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)
Fiscal Year 2011**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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City Colleges of Chicago – Wilbur Wright College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 100

- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 25
 - ii. 16 minutes to 60 minutes? 75
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 5
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) Weekly
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
- i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 3
9. 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)
Fiscal Year 2011**

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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

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) Quarterly
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
 9. 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?

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Fiscal Year 2011**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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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.

College Of DuPage

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) NA
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
 9. 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 require detailed job descriptions for each position.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

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.

Elgin Community College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? partial budget
2. What percentage of those employees used bilingual skills?
 - v. every day? 0
 - vi. at least once a week? 0
 - vii. at least once a month? 0
 - viii. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?

 - v. 15 minutes or less? 0
 - vi. 16 minutes to 60 minutes? 0
 - vii. 61 minutes to half of a work day? 0
 - viii. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N

4. 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 2011? (chose one) Daily
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 5
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - iii. designated positions – primary duties include translation? 0
 - iv. other college employees who provide translation as needed? 0
9. 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?

ECC determines need based on the potential amount of public contact an employee would encounter in the performance of the job duties with customers requiring assistance.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

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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.

William Rainey Harper College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) NA
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 36
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 36
 - ii. other college employees who provide translation as needed? 0
 9. 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?

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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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

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? partial budget
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 100
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 120
- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 90
 - ii. 16 minutes to 60 minutes? 8
 - iii. 61 minutes to half of a work day? 2
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N**
4. 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 2011? (chose one) NA
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 1
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
 7. How many institution employees receive a bilingual pay supplement? 1
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 1
 - ii. other college employees who provide translation as needed? 0
 9. 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?

A general assessment of needs is conducted taking into consideration supervisory recommendations.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

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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.

Highland Community College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 13

b) In approximately what percentage of those cases was the time commitment?

 - i. 15 minutes or less? 46
 - ii. 16 minutes to 60 minutes? 8
 - iii. 61 minutes to half of a work day? 46
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) NA
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
 9. 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 or parent makes a request for language services. Since we have not seen a pervasive need for bilingual services, we have not hired bilingual positions. Instead, we have successfully addressed the bilingual needs through resources on campus and contractual services. Internally, we have been able to service the needs through English as a Second Language (ESL) program staff, Literacy staff, and other employees with known fluency in Spanish, such as instructors teaching Spanish for the College and volunteers. Last year, the Partners for Employment program received 98.5% of the requests for bilingual services, however, in FY11 they didn't have any requests. Their requests fluctuate from year-to-year based on the number of Spanish speaking individuals laid off from facilities. If the need arises in the future, they have the ability to utilize bilingual staff in partnering agencies or translators on a contract basis. Two Adult Education programs, ESL and Family Literacy, are specifically for ESL clients. They have a link to the bilingual community and serve a variety of first languages. Although not required, they attempt to fill the three positions with qualified instructors who are also bilingual. Currently, two staff members within the Family Literacy area are bilingual in English and Spanish which have nicely served the needs arising in the Adult Education Program as well as in other areas.

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Fiscal Year 2011**

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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 Central College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) NA
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
 9. 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)
Fiscal Year 2011**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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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 – Frontier Community College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?

 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
- i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
9. 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)
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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

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N

4. 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 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
9. 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

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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 – Olney Central College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) NA
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
 9. 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

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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 – Wabash Valley College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0
- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N

4. 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 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
9. 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

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Fiscal Year 2011**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

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

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N

4. 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 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
9. 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)
Fiscal Year 2011**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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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

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 3
- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 100
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) Quarterly
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 4
 9. 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 are a small institution and can effectively monitor our needs in this area. We are fortunate to have several employees throughout the college who are Hispanic or have bilingual communication skills. In conjunction with the department hiring manager we look at the population being served and the services to be provided to determine whether or not bilingual language skill should be required.

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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.

Joliet Junior College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? partial budget
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?

 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) NA
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
 9. 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 method at this time.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

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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.

Kankakee Community College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?

 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) NA
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
 9. 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?

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
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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.

Kaskaskia College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
- i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
9. 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

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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.

Kishwaukee College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? partial budget
2. What percentage of those employees used bilingual skills?
 - i. every day? 100
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 455
- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 22
 - iii. 61 minutes to half of a work day? 78
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 18
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) Daily
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 1
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
- i. designated positions – primary duties include translation? 1
 - ii. other college employees who provide translation as needed? 1
9. 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?

ESL and GED client numbers Community outreach

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College of Lake County

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 10000
- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 75
 - ii. 16 minutes to 60 minutes? 25
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 40
 - NOTE: For the purposes of this survey, in-depth assistance is defined as:
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 - A commitment of extensive time and resources.
 - The simultaneous or consecutive interpretation of complex concepts.

- d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N**
4. 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 2011? (chose one) Daily
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 20
 - ii. other college employees who provide translation as needed? 0
 9. 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 recognizes that our most rapidly growing student population is Hispanic/Latino this indicate the need for the College to increase the Hispanic/Latino employee population as well. We look at positions as they become available, and evaluate them for the necessity of bilingual skills. For example some departmental areas that have recognized this need include Adult Education, Counseling, Human Resources, Financial Aid, Enrollment Services, Admissions and Student Support Services.

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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

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? partial budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
- i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
9. 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

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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.

Lewis and Clark Community College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) NA
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
 9. 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?

Our College is very small and although we would be happy to provide any of the above services, it has not been necessary.

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Fiscal Year 2011**

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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.

Lincoln Land Community College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) NA
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
 9. 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?

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

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

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? partial budget
2. What percentage of those employees used bilingual skills?
 - ix. every day? 2
 - x. at least once a week? 2
 - xi. at least once a month? 0
 - xii. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0
- b)** In approximately what percentage of those cases was the time commitment?
 - ix. 15 minutes or less? 0
 - x. 16 minutes to 60 minutes? 0
 - xi. 61 minutes to half of a work day? 0
 - xii. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? Y
4. 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 2011? (chose one) Monthly
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 2
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - v. designated positions – primary duties include translation? 3
 - vi. other college employees who provide translation as needed? 3
 9. 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?

tracking client/student needs

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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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.

Mc Henry County College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget
2. What percentage of those employees used bilingual skills?
 - i. every day? 100
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 10
- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 100
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) NA
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 2
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
 9. 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?

Assessment of customer and/or student population needs utilizing various methods: Dept/Division program review, monitoring enrollment data, analyzing county demographics, and consulting with stakeholders.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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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.

Moraine Valley Community College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? na
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?

 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
 - 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.
- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N

4. 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 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
9. 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 various programs and services it provides to students and the public. It is unknown as to the depth and or length of time bilingual skills are utilized. The use of bilingual skills could be necessary for communication or used for comfort. These skills could be utilized across the entire College community. In an effort to support parents, students, or the public in Spanish, bilingual staffing is preferred, not required, in some student services positions. Recruitment for these positions where bilingual is preferred, uses standard terminology encouraging those with bilingual skills to apply. The College does have bilingual staff 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.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

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

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? Y
4. 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 2011? (chose one) Daily
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
 9. 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?

Morton College is an Hispanic-serving Institution comprised of 77% Latino/Hispanic student population, many of them Spanish-speakers. The majority of advising staff is bilingual.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2011**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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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.

Oakton Community College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N**
4. 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 2011? (chose one) NA
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
 9. 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 English-second language 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.

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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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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

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N

4. 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 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
9. 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)
Fiscal Year 2011**

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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.

Prairie State College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? partial budget

2. What percentage of those employees used bilingual skills?
 - xiii. every day? 50
 - xiv. at least once a week? 20
 - xv. at least once a month? 20
 - xvi. at least once a year? 10

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?
 - xiii. 15 minutes or less? 40
 - xiv. 16 minutes to 60 minutes? 30
 - xv. 61 minutes to half of a work day? 20
 - xvi. more than half of a work day? 10

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 20
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chosed one) Monthly
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 16
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - vii. designated positions – primary duties include translation? 8
 - viii. other college employees who provide translation as needed? 8
 9. 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 tracks the need for bilingual positions of all types from demographic data collected by the U.S. Census Bureau and from the characteristics of our students. Overall, the American Community Survey indicates that just around 10% of our district speaks a language other than English at home. The College tracks the number of minority students enrolled in our programs. Overall, the American Community Survey indicates that the large majority of community members who speak a language other than English at home are Spanish-language speakers. In addition, Hispanic students have increased to approximately 10% of our student headcount in the most recent year. From these data, the college estimates that up to one-in-ten of its contacts with students may require Spanish language skills. The number of bilingual positions is then determined by the number of departments that serve as an initial point of contact with students and the community. For the past ten years, the College sought to hire at least one employee with Spanish-language skills across all areas. These core service areas include the Information Center, Financial Aid Office, Enrollment Services, Student Life, and Counseling, as well as support services such as the Fitness Center and Child Care.

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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.

Rend Lake College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? na
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?

 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
 - 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.
- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N

4. 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 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 1
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 1
9. 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 needed basis. There has not been a case where a student or employee or their family needed assistance; however, we do have an instructor that teaches Spanish and English as a second language, should the need arise.

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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.

Richland Community College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N**
4. 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 2011? (chose one) NA
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
 9. 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 numbers. Vice Presidents and respective Deans over each division review these demographic numbers on an ongoing basis and work with staff to ensure student support. Counselors are among the first College employees that prospective students encounter, and as such they are critical components of a student's success.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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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.

Rock Valley College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N

4. 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 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
9. 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)
Fiscal Year 2011**

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Carl Sandburg College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) NA
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
 9. 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

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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.

Sauk Valley Community College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? partial budget
2. What percentage of those employees used bilingual skills?
 - i. every day? 100
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 122
- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 40
 - ii. 16 minutes to 60 minutes? 55
 - iii. 61 minutes to half of a work day? 5
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 5
 - 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.

- d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N**
4. 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 2011? (chose one) Daily
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 2
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 1
 - ii. other college employees who provide translation as needed? 0
 9. 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 evaluate the College population demographics by our district as well as the student enrollment by semester.

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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.

Shawnee Community College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? na
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?

 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
 - 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.
- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N

4. 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 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
9. 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?

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South Suburban College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 20
 - iv. at least once a year? 80

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 50

b) In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 45
 - ii. 16 minutes to 60 minutes? 45
 - iii. 61 minutes to half of a work day? 10
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N**
4. 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 2011? (chose one) Quarterly
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 4
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 6
 9. 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?

Student enrollment numbers and the budget. South Suburban College continues to monitor any unmet needs related to bilingual services. Should the demand increase or change, SSC will address such needs.

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Southeastern Illinois College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? na
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?

 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
 - 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.
- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N

4. 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 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
9. 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

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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.

Southwestern Illinois College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - NOTE: For the purposes of this survey, in-depth assistance is defined as:
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 - A commitment of extensive time and resources.
 - The simultaneous or consecutive interpretation of complex concepts.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) NA
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
 9. 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?

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Spoon River College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) Quarterly
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
 9. 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?

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Triton College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) Weekly
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
 9. 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

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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.

Waubonsee Community College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. 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 2011? (chose one) Quarterly
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 20
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
 9. 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 conjunction with the department hiring manager, we look at the population being served and the services to be provided to determine whether or not a bilingual language skill should be required.

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Fiscal Year 2011**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

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 Wood Community College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? no budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

b) In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - 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.

- d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N**
4. 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 2011? (chose one) NA
 5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
 6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
 7. How many institution employees receive a bilingual pay supplement? 0
 8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
 9. 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.

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