

ILLINOIS COMMUNITY COLLEGE SYSTEM

HISPANIC

EMPLOYMENT PLAN REPORT



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INTRODUCTION

The enclosed materials contain fiscal year 2016 (July 1, 2015 through June 30, 2016) 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 and bilingual persons at supervisory, technical, professional and managerial levels. An assessment of bilingual needs is also requested.

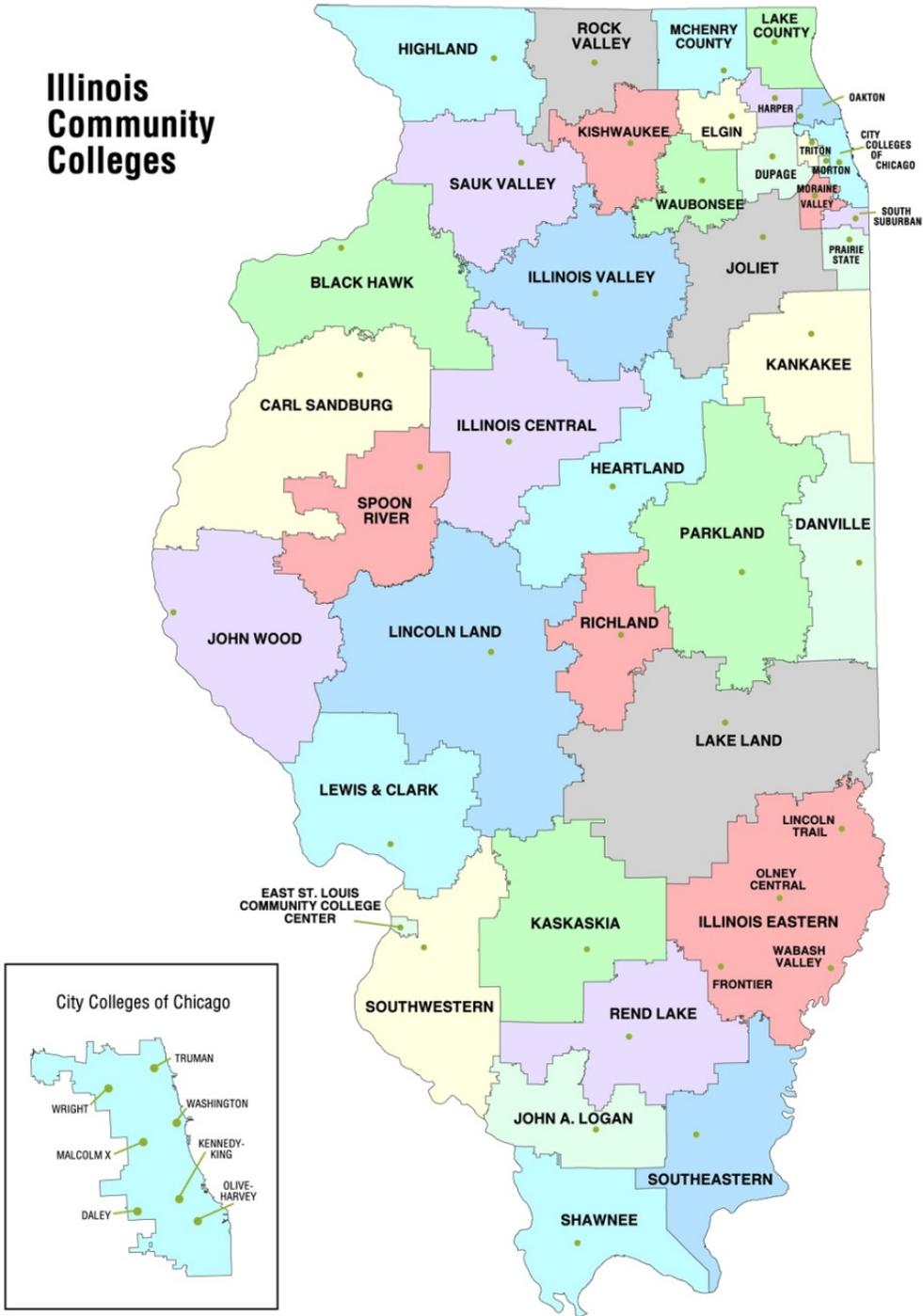
Fiscal year 2016 is the seventh year that community colleges and public universities have been given the opportunity to respond to this important legislation. Many state agencies have been reporting their activities and initiatives under the act since 2005. The initial legislation dates back to 1993.

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 2 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 and identify the need for bilingual employees. The report compliments activities and initiatives that are described in the annual *Illinois Community College System Underrepresented Groups Report* which addresses legislative reporting requirements in the Board of Higher Education Act (Sec. 8. and Sec. 9.16. <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1080&ChapterID=18>). Underrepresented groups reporting aims to increase participation and achievement among students who are academically or financially at risk, including minorities, women, and individuals with disabilities, as well as first-generation students and low-income students. Recent editions of the *Underrepresented Groups Reports* are also available on the ICCB website https://www.iccb.org/data/?page_id=33. Other complementary initiatives are the *African American Employment Plan Survey* (SB 3531/P.A. 96-1341 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1341&GA=96>) and the *Asian American Employment Plan Survey* (HB4510/P.A. 97-0856 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=097-0856&GA=97>). These reports provide an annual assessment of activities and progress implementing strategies to hire and promote African American and Asian American persons by local community college officials.

The *Hispanic Employment Plan and Bilingual Needs Report* begins with demographic information about the state of Illinois, and annual community college credit program enrollments, completions, and staffing. Then individual college responses to standardized surveys addressing components of the legislation are provided. These surveys were adapted from forms developed by the State of Illinois' Department of Central Management Services. 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 and A2) submissions. 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 2015.

State of Illinois' Racial/Ethnic Distribution – State census data and population estimates show that Illinois' population was nearly 12.86 million in 2015 compared to 12.83 million in 2010 and 12.42 million in 2000. (<http://www.census.gov/census2000/states/il.html>, <http://www.census.gov/2010census> Select Illinois, and 2016 Index of Need, Table 1 https://www.iccb.org/iccb/wp-content/pdfs/reports/IndexOfNeedTables_2016.pdf) These Illinois census data and population estimates indicate that the state's population grew 3.5 percent between 2000 and 2015. Illinois' 2015 census estimate shows that Whites/Caucasians remained the largest racial/ethnic group. However, minority populations were responsible for Illinois' overall population growth from 2000 to 2015, as the percent of Caucasians decreased from 73.5 percent to 70.5 percent of the population. (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf> and 2016 Index of Need, Table 1 https://www.iccb.org/iccb/wp-content/pdfs/reports/IndexOfNeedTables_2016.pdf)

The racial/ethnic data collection methodology changed for the 2000 census and continued in the 2015 census data. The 2015 census data showed that 1.9 percent of all Illinoisans identified themselves as two or more races. These individuals are included in the "Some Other Race***" column in Table 1 below. The question on Hispanic ethnicity was asked independently from an individual's race beginning in 2000 and is reflected in the data in the table. These duplicated Hispanic population counts show substantial growth, from 1,530,262 in 2000 to 2,175,116 in 2015 (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf> and 2016 Index of Need, Table 1 https://www.iccb.org/iccb/wp-content/pdfs/reports/IndexOfNeedTables_2016.pdf).

Illinois' largest minority group in 2000 was African American and in 2015 was Hispanic. Compared to 2000, African American counts in 2015 decreased from 15.1 percent to 14.7 percent, whereas Asian American counts increased from 3.4 percent to 5.6 percent, Native American from 0.2 percent to 0.6 percent, and Hispanic counts from 12.3 percent to 16.9 percent.

| Table 1 | | | | | | |
|--|-----------------------------|-----------------------------|----------------------------|----------------------------|------------------------------|-------------------------------------|
| State of Illinois Racial/Ethnic Distribution (Census) | | | | | | |
| | White/ Caucasian | African American | Asian American* | Native American | Some Other Race** | Hispanic*** (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% |
| 2015 | 70.5% | 14.7% | 5.6% | 0.6% | 8.6% | 16.9% |

*Includes Pacific Islander

**Includes two or more races

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

SOURCE OF DATA: U. S. Census Bureau, 2000 & 2010 and 2016 Index of Need, Table 1.

Racial/Ethnic Distribution Community College System Credit Programs

Overall in fiscal year 2016, minority students accounted for 43.1 percent of the individuals enrolled in credit coursework at Illinois community colleges whose ethnicity was known. Race/ethnicity classifications were aligned with U.S. Department of Education collection and reporting standards. Fiscal year 2016 data show that minority representation was similar to the prior year (fiscal year 2015 = 41.4 percent). Fiscal year 2016 results are above the five-year average (41.0 percent). Students identifying themselves as Hispanic students – 120,494 in fiscal year 2016 – accounted for the largest number of minority enrollments this year. African American students – 81,478 in fiscal year 2016 – constitute the second largest minority group in the latest data. Asian American students – 26,357 in fiscal year 2016 – constitute the third largest minority group enrolled in the Illinois Community College System. The fiscal year 2016 proportionate representation by Hispanic students was higher by nearly two percentage points in comparison to the prior year (21.2 percent in fiscal year 2016 versus 19.6 percent in fiscal year 2015). While African American students accounted for the largest number of minority enrollments in fiscal year 2012 for the first time since fiscal year 1999, the fiscal year 2016 African American student proportional representation was lower in comparison to the prior year (14.4 percent in fiscal year 2016 versus 15.8 percent in fiscal year 2015). Over the longer term – over the past five years – a decrease in the Illinois Community College System’s minority enrollments was noted among students identifying themselves as Pacific Islander (-68.9 percent), Native American (-47.3 percent), African American (-30.5 percent), and Asian American (-14.7 percent), while an increase was noted among students identifying themselves as Non-Resident Alien (113.3 percent) and Hispanic (6.9 percent).

Students identifying themselves as Hispanic – 120,494 in fiscal year 2016 – accounted for the largest number of minority enrollments in the Illinois Community College System this year.

Student racial/ethnic representation varies across broad program areas (PCS). 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 over three-fourths (76.0 percent) of the individuals enrolled in community college Adult Education coursework. In fiscal year 2016, Hispanic students accounted for over forty percent of adult education enrollments and African American students for over one-fourths of those enrollments (43.4 percent and 27.6 percent, respectively). Additionally, minority students accounted for more than eight out of every ten (83.2 percent) individuals enrolled in community college ESL coursework during fiscal year 2016. Hispanic students accounted for nearly two-thirds (65.2 percent) of the community college ESL students, followed by Asian American students (11.6 percent) and African American students (5.0 percent).

| Table 2 | | | | | | | | |
|--|-------------------------|-----------------|-----------------------|--------------------------|------------------------|-------------------------|--------------------------|--------------------------|
| Fiscal Year 2016 Minority Students Enrolled in Adult Education (ABE/ASE) and English-as-a-Second Language (ESL) | | | | | | | | |
| Program | African American | Hispanic | Asian American | Nonresident Alien | Native American | Pacific Islander | Two or More Races | Minority Subtotal |
| ABE/ASE % | 27.6% | 43.4% | 3.6% | 0.2% | 0.3% | 0.1% | 0.7% | 76.0% |
| Number | 10,001 | 15,735 | 1,310 | 73 | 110 | 44 | 262 | 27,535 |
| ESL % | 5.0% | 65.2% | 11.6% | 1.0% | 0.1% | 0.1% | 0.2% | 83.2% |
| Number | 1,521 | 20,000 | 3,555 | 301 | 23 | 38 | 60 | 25,498 |

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 2016, minorities comprised about four out of every ten (41.1 percent) Baccalaureate/Transfer enrollees. An examination of each minority racial/ethnic group’s representation across the Baccalaureate/Transfer program area indicates that Hispanic students accounted for the largest minority group enrollments (19.1 percent), followed by African American students (13.4 percent), Asian American students (5.0

percent), students of Two or More Races (2.5 percent), Nonresident Alien students (0.6 percent), Native American students (0.3 percent), and Pacific Islander students (0.2 percent). Table 3 also shows that one-third of students enrolled in career and technical programs were members of a minority group (33.4 percent). Hispanic students had the highest representation among minorities in Career/Technical programs and accounted for 14.2 percent of the population. African American students had the second largest Career/Technical program enrollment (13.1 percent), followed by Asian American students (3.6 percent), students of Two or More Races (1.6 percent), Nonresident Alien students (0.4 percent), Native American students (0.3 percent), and Pacific Islander students (0.2 percent).

| Program | African American | Hispanic | Asian American | Nonresident Alien | Native American | Pacific Islander | Two or More Races | Minority Subtotal |
|-------------------------|-------------------------|-----------------|-----------------------|--------------------------|------------------------|-------------------------|--------------------------|--------------------------|
| Bacc./Transfer % | 13.4% | 19.1% | 5.0% | 0.6% | 0.3% | 0.2% | 2.5% | 41.1% |
| Number | 37,280 | 53,159 | 13,987 | 1,752 | 744 | 418 | 6,976 | 114,316 |
| Career/Tech. % | 13.1% | 14.2% | 3.6% | 0.4% | 0.3% | 0.2% | 1.6% | 33.4% |
| Number | 19,895 | 21,654 | 5,476 | 583 | 425 | 234 | 2,496 | 50,763 |

SOURCE OF DATA: Annual Enrollment and Completion (A1)

Table 5 shows that in fiscal year 2016, minority faculty and staff accounted for 17.7 percent of tenured faculty/officials and managers (a 0.5 percent increase from fiscal year 2015), 15.3 percent of non-tenured faculty (a 5.0 percent decrease from fiscal year 2015), 27.9 percent of professional staff/protective service workers (a 3.8 percent increase from fiscal year 2015), 29.7 percent of office and clerical/para-professionals (a 7.8 percent decrease from fiscal year 2015), and 41.8 percent of service maintenance employees (a 3.5 percent decrease from fiscal year 2015).

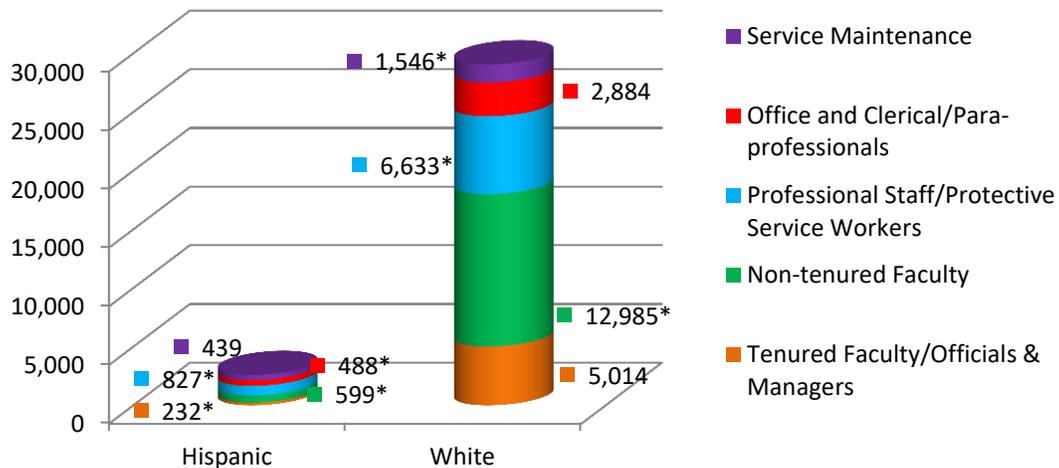
| | Tenured Faculty/ Officials & Managers | Non- tenured Faculty | Professional Staff/ Protective Service Workers | Office and Clerical/ Para-professionals | Service Maintenance |
|-----------------------------|--|-----------------------------|---|--|----------------------------|
| African American % | 9.9% | 7.6% | 15.5% | 15.1% | 24.8% |
| Number | 624* | 1,298* | 1,511* | 641* | 710* |
| Hispanic % | 3.7% | 3.5% | 8.5% | 11.5% | 15.3% |
| Number | 232* | 599* | 827* | 488* | 439 |
| Asian American % | 3.8% | 3.8% | 3.5% | 2.7% | 1.0% |
| Number | 237 | 656* | 341* | 114 | 30 |
| Native American % | 0.3% | 0.2% | 0.3% | 0.3% | 0.5% |
| Number | 16* | 34* | 27 | 12 | 14 |
| Non-Resident Alien % | 0.0% | 0.1% | 0.0% | 0.0% | 0.0% |
| Number | 0 | 15 | 2 | 0 | 0 |
| Pacific Islander % | 0.1% | 0.1% | 0.2% | 0.1% | 0.1% |
| Number | 5 | 14 | 18 | 5 | 3 |
| Minority Subtotal % | 17.7% | 15.3% | 27.9% | 29.7% | 41.8% |
| Number | 1,114* | 2,616* | 2,726* | 1,260* | 1,196* |

*includes revised college figures

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

In fiscal year 2016, Hispanic faculty and staff accounted for 3.7 percent of tenured faculty/officials and managers, 3.5 percent of non-tenured faculty, 8.5 percent of professional staff/protective service workers, 11.5 percent of office and clerical/para-professionals, and 15.3 percent of service maintenance employees. Figure 1 shows the Hispanic employee counts in comparison to the White employee counts at Illinois Community Colleges in fiscal year 2016.

Figure 1
Comparison of Hispanic Employees to White Employees at Illinois Community Colleges
Fiscal Year 2016



*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.

An important component of the Hispanic Employment Plan Report is identifying the Community College District Utilization Rate for Hispanic employees. It was calculated as each college’s percentage of overall Hispanic district population (16 years and older) minus the percentage of Hispanic faculty and staff (Tenured Faculty/Executive/Administrative; Non-Tenured Faculty/Adjunct Faculty; Professional Staff/Protective Service Workers; Office & Clerical/Para-professionals; and Service Maintenance employment classification) at each community college. A negative utilization rate demonstrates underrepresentation of Hispanics in the workforce. Please see Table 5, Table 6, and Table 7 for detailed information.

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 387/P.A. 96-1286 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1286&GA=96>). College responses appear in alphabetical order by college name. Information was collected on Hispanic/Latino employees, funded positions, and Hispanic employment initiatives at Illinois community colleges.

HISPANIC EMPLOYMENT PLAN SURVEY RESULTS

Black Hawk 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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

| | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|----------------|----------------------------|-----------------------------------|---|--|
| Total # | 6 | 2 | 0 | 0 |

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

| | Total # |
|---|---------|
| Total faculty that experienced separation from the college | 7 |
| Total Hispanic faculty that experienced separation from the college | 1 |

What percentage of your community college employees are union? More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Our college maintains an affirmative action plan that sets forth specific goals focusing on the recruitment of underutilized minority groups, the Hispanic population is included.

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

Recruit in Hispanic focused sources, such as Hola Magazine. Join the local Hispanic Chamber of Commerce.

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

None / Not applicable

Employees with career ladder enhancement No

Self-development training No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

All new hires are approved by the Director of HR as the AA/EEO Officer to ensure fair and equal opportunity/consideration in the hiring process.

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 hired a bilingual recruiter.

Does your institution currently have a Hispanic Resource Center (HRC)? No

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

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

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.

I do not have this information.

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

Provide the FY16 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

Carl Sandburg College does not have a specific budgetary line item for Hispanic/ Latino Employment Initiatives. All hiring situations are administered following our hiring process. Fairness and equity to all applicants is our standard.

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (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. The Diversity Statement states that "Carl Sandburg College is a community of lifelong learners that welcomes, values, and respects diversity. The College fosters a climate of mutual respect that celebrates diversity by embracing our similarities as well as our differences. We demonstrate this commitment by serving students, faculty, staff, and community members with fairness and equality." 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. As such, Carl Sandburg College is compliant with all legal requirements for postings, policies, reporting, and officerships.

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

Carl Sandburg College advertises to recruit applications for new and vacant positions. Reviews of all employment processes for compliance and improvement opportunities are routinely conducted. Continued use of employment software and advertisement of job opportunities on Diversejobs.net promote connection with a more diverse population of potential candidates. A diversity policy enhancement and specific training in planning of initiatives continues.

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

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

Employees with career ladder enhancement Yes

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

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

Self-development training Yes

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

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

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

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

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

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

Reviews of all employment processes for compliance and improvement opportunities are routinely conducted.

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

Carl Sandburg College strives to accurately assess the needs of the minority communities in the college service area in order to develop programs of support that adequately address the needs of these communities. As such, the College has developed, posted, and filled the position of Coordinator of

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

No

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

Yes

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

Full-Time

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

City Colleges of Chicago – Harold Washington 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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? Yes

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

| | Total # |
|---|---------|
| Total faculty that experienced separation from the college | 4 |
| Total Hispanic faculty that experienced separation from the college | 2 |

What percentage of your community college employees are union? More than 50%

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

Provide the FY16 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

\$3845 shared by all City Colleges. We use Hispanic/Latino Professional Assn. and Latinos in Higher Education for posting and community outreach. We strive to create a diverse candidate pool through networking using a variety of recruitment resources.

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

• Harold Washington College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Harold Washington College is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Harold Washington College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories

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

Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of Hispanic Job Boards (Latinos in Higher Education, Hispanic Latino Professional Association, Hispanic Alliance for Career Enhancement)

- District Wide membership to Hispanic and Latino Higher Education and Professional organizations
- o Includes participation in local Hispanic job fairs and Leadership conferences
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

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

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

Employees with career ladder enhancement Yes

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

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

Self-development training Yes

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

- Many departments provide professional development.
- All FT employees are able to take classes offered at any of City College's locations.
- Tuition reimbursement is available to many FT employees if they wish to further their education.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

- We are an equal opportunity employer and our recruitment efforts are clear and consistent to ensure a diverse candidate pool for each opening. We strictly enforce our EEO policy, prohibiting discrimination of all legally protected categories.

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

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

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

No

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

Yes

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

Quarter-Time

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

City Colleges of Chicago – Harry S. Truman 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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? Yes

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? More than 50%

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

Provide the FY16 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

\$3845 shared by all City Colleges. We use Hispanic/Latino Professional Assn. and Latinos in Higher Education for posting and community outreach. We strive to create a diverse candidate pool through networking using a variety of recruitment resources.

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

- Truman College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Truman College is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Truman College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories

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

Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of Hispanic Job Boards (Latinos in Higher Education, Hispanic Latino Professional Association, Hispanic Alliance for Career Enhancement)

- District Wide membership to Hispanic and Latino Higher Education and Professional organizations
- o Includes participation in local Hispanic job fairs and Leadership conferences
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

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

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

Employees with career ladder enhancement Yes

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

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

Self-development training Yes

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

- Many departments provide professional development.
- All FT employees are able to take classes offered at any of City College's locations.
- Tuition reimbursement is available to many FT employees if they wish to further their education.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

- We are an equal opportunity employer and our recruitment efforts are clear and consistent to ensure a diverse candidate pool for each opening. We strictly enforce our EEO policy, prohibiting discrimination of all legally protected categories.

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

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

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

No

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

Yes

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

Quarter-Time

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

City Colleges of Chicago – Kennedy-King 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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? More than 50%

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

Provide the FY16 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

\$3845 shared by all City Colleges. We use Hispanic/Latino Professional Assn. and Latinos in Higher Education for posting and community outreach. We strive to create a diverse candidate pool through networking using a variety of recruitment resources.

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

- Kennedy-King College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Kennedy-King College is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Kennedy-King College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories

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

Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of Hispanic Job Boards (Latinos in Higher Education, Hispanic Latino Professional Association, Hispanic Alliance for Career Enhancement)

- District Wide membership to Hispanic and Latino Higher Education and Professional organizations
- o Includes participation in local Hispanic job fairs and Leadership conferences
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

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

- Internships
- Mentorship of a new Hispanic Faculty
- Staff Employment Recruitment Plan

Employees with career ladder enhancement Yes

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

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

Self-development training Yes

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

- Many departments provide professional development.
- All FT employees are able to take classes offered at any of City College's locations.
- Tuition reimbursement is available to many FT employees if they wish to further their education.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

- We are an equal opportunity employer and our recruitment efforts are clear and consistent to ensure a diverse candidate pool for each opening. We strictly enforce our EEO policy, prohibiting discrimination of all legally protected categories.

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

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

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

No

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

Yes

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

Never

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

City Colleges of Chicago – Malcolm X 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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? Yes

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

| | Total # |
|---|---------|
| Total faculty that experienced separation from the college | 7 |
| Total Hispanic faculty that experienced separation from the college | 1 |

What percentage of your community college employees are union? More than 50%

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

Provide the FY16 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

\$3845 shared by all City Colleges. We use Hispanic/Latino Professional Assn. and Latinos in Higher Education for posting and community outreach. We strive to create a diverse candidate pool through networking using a variety of recruitment resources.

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

• Malcom X College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Malcom X College is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Malcom X College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of Hispanic Job Boards (Latinos in Higher Education, Hispanic Latino Professional Association, Hispanic Alliance for Career Enhancement)

- District Wide membership to Hispanic and Latino Higher Education and Professional organizations
- o Includes participation in local Hispanic job fairs and Leadership conferences
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

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

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

Employees with career ladder enhancement Yes

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

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

Self-development training Yes

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

- Many departments provide professional development.
- All FT employees are able to take classes offered at any of City College's locations.
- Tuition reimbursement is available to many FT employees if they wish to further their education.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

- We are an equal opportunity employer and our recruitment efforts are clear and consistent to ensure a diverse candidate pool for each opening. We strictly enforce our EEO policy, prohibiting discrimination of all legally protected categories.

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

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

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

No

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

Yes

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

Quarter-Time

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

City Colleges of Chicago – Olive-Harvey 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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? More than 50%

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

Provide the FY16 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

\$3845 shared by all City Colleges. We use Hispanic/Latino Professional Assn. and Latinos in Higher Education for posting and community outreach. We strive to create a diverse candidate pool through networking using a variety of recruitment resources.

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

- Olive-Harvey College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Olive-Harvey is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Olive-Harvey strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories

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

Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of Hispanic Job Boards (Latinos in Higher Education, Hispanic Latino Professional Association, Hispanic Alliance for Career Enhancement)

- District Wide membership to Hispanic and Latino Higher Education and Professional organizations
- o Includes participation in local Hispanic job fairs and Leadership conferences
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

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

- Internships
- Mentorship of a new Hispanic Faculty
- Staff Employment Recruitment Plan

Employees with career ladder enhancement Yes

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

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

Self-development training Yes

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

- Many departments provide professional development.
- All FT employees are able to take classes offered at any of City College's locations.
- Tuition reimbursement is available to many FT employees if they wish to further their education.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

- We are an equal opportunity employer and our recruitment efforts are clear and consistent to ensure a diverse candidate pool for each opening. We strictly enforce our EEO policy, prohibiting discrimination of all legally protected categories.

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

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

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

No

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

Yes

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

Never

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

City Colleges of Chicago – Richard J. Daley 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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants?

Yes

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

Yes

Provide the FY16 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

\$3845 shared by all City Colleges. We use Hispanic/Latino Professional Assn. and Latinos in Higher Education for posting and community outreach. We strive to create a diverse candidate pool through networking using a variety of recruitment resources.

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

• Daley College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Daley College is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Daley College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of Hispanic Job Boards (Latinos in Higher Education, Hispanic Latino Professional Association, Hispanic Alliance for Career Enhancement)

- District Wide membership to Hispanic and Latino Higher Education and Professional organizations
- o Includes participation in local Hispanic job fairs and Leadership conferences
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

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

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

Employees with career ladder enhancement Yes

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

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

Self-development training Yes

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

- Many departments provide professional development.
- All FT employees are able to take classes offered at any of City College's locations.
- Tuition reimbursement is available to many FT employees if they wish to further their education.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

- We are an equal opportunity employer and our recruitment efforts are clear and consistent to ensure a diverse candidate pool for each opening. We strictly enforce our EEO policy, prohibiting discrimination of all legally protected categories.

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

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

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

No

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

Yes

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

Quarter-Time

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

City Colleges of Chicago – Wilbur Wright 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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? Yes

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? More than 50%

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

Provide the FY16 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

\$3845 shared by all City Colleges. We use Hispanic/Latino Professional Assn. and Latinos in Higher Education for posting and community outreach. We strive to create a diverse candidate pool through networking using a variety of recruitment resources.

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

• Wright College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Truman College is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Wright College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories

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

Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of Hispanic Job Boards (Latinos in Higher Education, Hispanic Latino Professional Association, Hispanic Alliance for Career Enhancement)

- District Wide membership to Hispanic and Latino Higher Education and Professional organizations
- o Includes participation in local Hispanic job fairs and Leadership conferences
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

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

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

Employees with career ladder enhancement Yes

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

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

Self-development training Yes

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

- Many departments provide professional development.
- All FT employees are able to take classes offered at any of City College's locations.
- Tuition reimbursement is available to many FT employees if they wish to further their education.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

- We are an equal opportunity employer and our recruitment efforts are clear and consistent to ensure a diverse candidate pool for each opening. We strictly enforce our EEO policy, prohibiting discrimination of all legally protected categories.

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

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

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

No

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

Yes

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

Quarter-Time

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

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

| | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|----------------|----------------------------|-----------------------------------|---|--|
| Total # | 24 | 1 | 0 | 0 |

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The College of DuPage requires Diversity Training for all search committee members, supervisor and managers. Additionally, the College's Board of Trustees requires the Human Resources department monitor the diversity of the candidate pool on any external search and at the interview stage. Based on the results of each external search, we do additional advertising specifically focused on the minority communities if necessary

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

The College of DuPage participates in Diversity Job Fairs and targets diversity job seekers through several methods. One method is attending the LatPro career fair hosted by National Hispanic Professional Association. Another method is increasing posting at diversity oriented specialty websites for example, minorityfinancejobs.com and HispanicsInHigherEd.com. In addition, we post every position on diversityjobs.com which reaches multiple diversity oriented web sites.

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

Community Linkages
Staff Employment Recruitment Plan

Employees with career ladder enhancement No

Self-development training No

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

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

Employee development funds are made available for employee to develop professional skills

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

The College of DuPage Affirmative Action Officer receives a detailed monthly report that outlines new hires and promotions at the College. This report indicated the ethnicity of the individuals impacted by these changes.

Please 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.

- Offer student and parent workshops in both English and Spanish (to include financial aid and “how to pay for college” workshops).*
 - Offer select brochures in both English and Spanish.*
 - Offer one-on-one appointments to those who need additional support.*
 - Retain bilingual staff in many student services areas to assist Spanish speaking students and community members (Campus Central, Admissions & Outreach, Student Financial Assistance, Student Records, Student Registration, Veterans Services, Counseling & Advising).*
 - Plan and coordinate cultural events targeting the Latino population including Latino Student Visit Day; parent workshops; the Dare to Dream Conference for Latino 8th grade and freshman girls; and a student leadership series.
 - Present to local high school counselors on community and issues in education such as undocumented students.*
 - Manage social media presence and interaction on Facebook, Twitter, SnapChat and Instagram.
 - Developed undocumented student resource webpage on College of DuPage website (information provided in English and Spanish).
- *Strategies repeated from last year that have been implemented and are in use.

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

Yes

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

Yes

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

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

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

Yes

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

Full-Time

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 of DuPage creates an annual Affirmative Action plan that is used to highlight areas of focus in the recruitment and hiring of minorities in various employee groups. <http://cod.edu/about/humanresources/pdf/affirmative.pdf>

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

| | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|----------------|----------------------------|-----------------------------------|---|--|
| Total # | 15 | 0 | 1 | 0 |

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? More than 50%

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

Provide the FY16 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

The College of Lake County has a total annual budget for all employees. The College's Diversity Council budget for FY16 was \$40,000. The HR recruitment budget for FY16 was \$180,000 and 25-30% of that was spent on diverse hiring initiatives.

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The College has policies and procedures to ensure that the institution is an equal opportunity employer. Recruiters in Human Resource to take a more hands on approach with prescreening applications and tracking the applicant pool at each stage of the screening process to ensure that a diverse pool of applicants is considered. This process ensures that the pool is truly diverse and allows an opportunity for all those with required skill sets to have an opportunity for advancement within our staffing system. Use of employment tests are regularly reviewed for validity and reliability.

Recruiting staff attend local and regional conferences, seminars, webinars, etc. to ensure compliance with legislative mandates effecting recruitment, employment, and promotion of highly qualified Hispanics.

To ensure that all administrative employees responsible for hiring, interviewing, recruitment, and EEO officially comply with all legislative mandates of the Hispanic Employment Plan, we train several employees throughout the College to serve as EEO representatives on search committees. EEO representatives participate in initial screenings of applicants in accordance with the college diversity statement and provide advice and counsel for the search process. Human Resources also ensure that the applicant pools are diverse for all positions within the College. If the pools are not diverse as defined by the area of the Provost and Human Resources, the search will be reopened.

The College trains hiring managers on uniform guidelines on employee selection, hidden bias and overall legal hiring processes.

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

We consistently use publications, job fairs, and job boards that appeal to a diverse audience of candidates. The College also targets diversity websites to post career opportunities. We will continue to look for more diverse sites to advertise our vacant positions; increase usage of Hispanic focus job boards and Affirmative Action /EEO list serves. We will continue our efforts to directly market to the Hispanic population both nationally and locally to help increase our Hispanic employment recruitment efforts. Review and update the College's applicant tracking website to continue to create a more welcoming environment and to encourage individuals from Hispanic groups to apply. Continued hands on involvement with monitoring for diverse pools, and more hands on involvement with adjunct recruitment.

The Diversity Council at the College of Lake County provides direction to evaluate and promote institutional priorities related to diversity in the college community. Advisory recommendations, of the commission, will support the implementation, achievement, and maintenance of the diversity objectives set forth in the College's Strategic Plan. This commission will work to assure that the CLC community practices institutional integrity in all aspects of diversity in our community, both on campus and off.

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

Internships
Community Linkages
Mentorship of a new Hispanic Faculty
Staff Employment Recruitment Plan

Employees with career ladder enhancement Yes

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

The College provides opportunities for professional development through our Teaching, Learning, and Educational Training Center, Career Development, Tuition Waiver and the implementation of a Professional/Leadership Immersion Program in FY18.

Self-development training Yes

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

Staff Development Week Training, online training through Global Compliance Network, Teaching, Learning, and Educational Training Center, career development programs, and reimbursement for professional conferences/seminars and certifications.

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

Yes

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

Professional Partnership and Employee Advocates Program serves as a resource for employees. The College provides tuition assistance for college coursework, conferences/seminars for employee professional development towards promotional opportunities.

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

The College's policies, procedures and required hiring process training program take into consideration an outreach and effort that deliberately focuses on increasing and maintaining the diversity support within the organization.

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 actively reaching out to all potential students in our county and assisting them with enrolling into the program that best fits their needs. We continue to implement comprehension strategies for increasing and retaining Hispanic Students. We partner with local high schools and community partners. Our new Welcome and One Stop Center consolidates all major student services functions making it easier for students to get registration and financial assistance.

The Coaching for Academic Success department, launched in FY15, is part of the organizational structure. This program conducts proactive outreach to ensure students are prepared to progress through their academic coursework. The program assists students in clarifying and achieving realistic goals for success in college. The program utilizes various forms of communication to connect with specified groups of students, as well as staff and faculty. Major goals include assisting students in removing barriers to completion, serving as a resource expert for students to connect them to the appropriate service or department, and collaborating with faculty and student development personnel to identify strategies for assisting students. The Coaching for Academic Success department saw growth in the program's support of students in developmental education math and English courses.

The College has a Multicultural Student Center. The mission of the Multicultural Student Center is to provide programs and services to encourage educational, personal, social and cultural growth among the College of Lake County's diverse student population.

The Multicultural Student Center currently supports seven Multicultural Student Clubs (Latino Alliance, African American Heritage, Black Student Union, Asian Student Alliance, International Club, Pride Alliance, Muslim Student Association) and two student organizations (Men of Vision and Sister 2 Sister)

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

Yes

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

Yes

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

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

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

Yes

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

Full-Time

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 started with the Employee Diversity survey in 2013, which lead to the College administering an in-house Employee Climate survey for the first time in 2016 as part of its efforts toward continuous quality improvement.

Danville Area 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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

All open positions are advertised publicly. We advertise with diversity venues just as diversityJobs.com and diversityexec. Search committees are comprised of a diverse group of employees. The Director of Human Resources oversees all actions of the search committees to maintain equitable and inclusive practices.

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

Continue to recruit publicly and provide additional advertising in Hispanic residential areas. Continue working with our Hispanic and Diversity Teams within campus.

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

Mentorship of a new Hispanic Faculty

Employees with career ladder enhancement No

Self-development training Yes

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

The College encourages all employees to sustain life long learning and employee development.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

All open positions are advertised publicly. Search committees are compromised of a diverse group of employees. The Director of Human Resources oversees all actions of the search committees to maintain equitable and inclusive practices.

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.

Spanish speaking employees are accessible on campus for translation needs.

Does your institution currently have a Hispanic Resource Center (HRC)? No

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

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

Never

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 success of all students is reviewed through our Achieving the Dream program and data driven reporting to measure the success of all groups of students, specifically when student demographics are measured.

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? Yes

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

| | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|----------------|----------------------------|-----------------------------------|---|--|
| Total # | 237 | 444 | 16 | 33 |

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? More than 50%

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

Provide the FY16 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

A significant portion of the college's advertising budget is used to advertise with mediums that reach diverse populations

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

ECC's commitment to diversity, equity, and inclusion is ingrained in the college's strategic plan as well as the college's EEO/AA policies and procedures. ECC is also one of a few Illinois community colleges that participate in the national Achieving the Dream initiative. ECC has developed a college wide Student Success Infrastructure model that connects all aspects of the college to student success. The committee/task force members 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. 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. Applicants respond to questions related to multiculturalism during the application and interview process. Anyone participating in the hiring process is required to complete cultural competency training. The college also offers a series of in-service professional development opportunities related to diversity, inclusion, and equity.

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

Enhance recruitment activities utilized to refer 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 non-English 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 multiple languages.

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

None / Not applicable

Employees with career ladder enhancement No

Self-development training Yes

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

- Continuous professional development classes offered to employees
- Professional Development funds offered to employees to use towards any forms of professional development such as classes, training, conferences and more
- Tuition Reimbursement

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

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

ECC is currently developing strategies to create a Multi-Cultural Center. Through the success of this effort, ECC will continue to employ the strategies for diversifying the staff to reflect the population it serves.

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

We are able to ensure compliance through HR and leadership oversight, training and awareness, various administrative procedures, practices, and policies as well as governing documents.

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.

ECC is currently developing strategies to create a Multi-Cultural Center. Through the success of this effort, ECC will continue to employ the strategies for diversifying the staff to reflect the population it serves.

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

No

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

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

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

No

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.

ECC Strategic Plan, ICCB Reports Overview, Performance Report, Underrepresented Report, Data and Characteristics Reports, Program Review & Accountability Reports

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

| | Total # |
|---|---------|
| Total faculty that experienced separation from the college | 14 |
| Total Hispanic faculty that experienced separation from the college | 1 |

What percentage of your community college employees are union? Less than 50%

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

Provide the FY16 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

\$1,200 of FY 16 budget specifically for recruiting Hispanic faculty, managers, and administrators. \$10,869 of FY16 budget targeted for recruiting multiple diverse populations, including Hispanic.

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (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. Collection and analysis of candidate diversity statistics for each search. These statistics are reviewed by the Search Chair, Dean, Provost or VP, Special Assistant to the President for Diversity and Inclusion and Chief Human Resources Officer. Regular reviews of all hiring practices to ensure compliance with Federal and State laws.

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

Monitor the College's multi-year plan targeting the recruitment and hiring of Hispanic Faculty and Staff. Continue to 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), SHRM Diversity and Inclusion Conference, and the IMDiversity.com conference. Coordinate recruiting activities and meetings at traditionally Hispanic serving institutions. Continue to develop and mandate training classes for all faculty search committee members to educate interviewers on diversity issues, legal compliance and cultural competency in the hiring process. Continually review and update the College Web-site to continue to create a more welcoming environment and to encourage individuals from under-represented groups to apply. Expand the current "Diversity Faculty Fellowship" to include nationwide recruitment and multiple disciplines for potential succession planning.

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

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

Employees with career ladder enhancement No

Self-development training Yes

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

Provided with professional development dollars of up to \$1,150 to enhance skill sets and eligibility for promotion. On-line courses and workshops are available for faculty to develop skills for supporting Hispanic students.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

Policies and procedures to ensure that the College is an equal opportunity employer; review of recruiting practices to ensure adequate pipelines for attracting well-qualified Hispanic candidates and to ensure compliance with Federal and State laws.

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.

As part of its four-year (2015-2019) Strategic Plan, the College has identified "Inclusion" as one of three strategic directions for the College.

Diversity Committee is part of the College's Corporate Governance structure.

College employs a Special Assistant to the President for Diversity and Inclusion who is responsible for analyzing, recommending and collaborating with other College constituencies to expand and improve diversity and inclusion initiatives.

Encouraging the development and organization of on-campus Employee Resource Groups (ERG) who assist the college in creating an environment and culture that is welcoming and supportive of all employees but particularly those individuals who are members of historically underrepresented populations. ERGs are supported by the Office of Diversity & Inclusion at Harper College as a means of improving the recruitment and retention of employees from underrepresented populations through partnering as a way to build community and to improve recruitment and retention of diverse talent.

A mentoring program called the Diverse Relationships Engaged in Affirming Multiculturalism: (DREAM) Affinity Group has been established to mentor diverse second year faculty.

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.

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

No

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

Yes

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

Full-Time

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

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? Less than 50%

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

Provide the FY16 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

The College provides a budget allocation for recruitment advertising. Due to the relatively minimal number of full-time positions for which the College recruited, \$500 was spent on social media advertising that included diversity-focused outlets.

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The College has always had comprehensive hiring guidelines that inform processes related to hiring, interviewing, recruitment, and EEO. Employees involved in these processes are required to complete an online training.

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

The College will strive to ensure that information about employment opportunities is reaching Hispanic and Spanish speaking populations. As appropriate, this may include sending job announcements to representatives of local diversity organizations and networks, including an Hispanic outreach program facilitated by a local community center; advertising on diversity-oriented online job boards, such as the Hispanic Outlook site; and utilizing diversity/inclusion email distribution lists.

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

Community Linkages

Employees with career ladder enhancement No

Self-development training Yes

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

Professional development offerings and opportunities include seminars, workshops, trainings, webinars/conferences; professional publications professional association memberships; sabbaticals; tuition support; etc.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

N/A

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

The College's International Students' Association organizes events and provides information to promote understanding of different cultures and bring together people from diverse backgrounds.

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

No

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

Yes

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

Quarter-Time

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

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

HR staff is trained on comprehensive search and hiring guidelines within state and federal mandates and Highland's Affirmative Action Plan.

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

Our advertising budget was cut by 25% for FY16, and as a result we have had to significantly reduce the areas where we post our vacant positions, including minority publications. However, we recently received some recommendations for web sites and publications targeted toward minority populations that we haven't used previously and have found to be reasonably priced. We will be utilizing these venues in the future in hopes of garnering increased minority applicants. In addition, our full-time Spanish/English instructor will be retiring at the end of the Spring 2017 semester. In our job posting, we indicated a preference for native Spanish-speaking applicants and advertised in the Hispanic Outlook and Latinos in Higher Ed.

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

None / Not applicable

Employees with career ladder enhancement No

Self-development training Yes

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

Workshops, online training, and one-on-one coaching.

Tuition waivers for Highland classes are provided to part-time and full-time employees.

Education assistance is provided for our full-time employees to pursue advanced classes/degrees.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

A representative of the EE/AA Committee is assigned to each search committee to participate in the review, interview and selection of position candidates. HR provides training to each search committee prior to the commencement of a search.

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 ability to speak English is more prevalent in the Highland District than statewide. In Highland's district, the population speaking only English is 94.8% in comparison with the statewide proportion of 78.3%. An estimated 3.5% of the HCC district population speaks Spanish. Of those who speak Spanish, only 1.4%, or 1,899 people, speak English less than very well as opposed to 6.1% statewide. Due to the small number of Spanish speaking students and public in our district we have not implemented additional strategies to address the needs of Spanish speaking individuals. In FY'16 Highland continued to offer ESL courses through our Adult Education Program. We have successfully addressed the Spanish speaking needs through resources on campus such as instructors teaching Spanish for the College and volunteers.

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

No

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

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

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

No

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

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

| | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|----------------|----------------------------|-----------------------------------|---|--|
| Total # | 14 | 12 | 0 | 0 |

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

We have a strong Affirmative Action Plan giving the institution guidance on employment and retention goals. Both offices work together to ensure the institutions sourcing, interviewing, and selection is based on non-bias factors. Meetings are held frequently and the departments have a shared goal.

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

- (A) Introducing Faculty Fellows program
- (B) Diversification of HLC qualified minority candidates in recruitment pools
- (C) Providing training of hiring committees to ensure non-bias selection

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

Internships
Community Linkages
Mentorship of a new Hispanic Faculty

Employees with career ladder enhancement Yes

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

All employees are eligible for promotion through our open job posting system. Employees have annual career discussions with supervisors.

Self-development training Yes

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

ICC offers various online and classroom development opportunities that would prepare staff for promotion.

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

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

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

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

Through the quality review and monitoring practices within Human Resources.

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

The following goals are part of the College's FY'17 strategic initiatives:

(A) Early College in both CTE and General Education Programming

(B) Increase the number of Early College opportunities for students in under served dual credit schools

(C) Increase the number of strong start agreements across the school districts served by ICC

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

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

No

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

No

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's Diversity Inclusion Committee monitors and maintains survey results in conjunction with our Vice President of Diversity. 2015-2016 survey results will be ready after the survey submission.

Illinois Eastern Community Colleges – District Office

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

All staff responsible for hiring are trained on legal rules for employment and interview and recommend for employment the best candidate from the pool in which they have to choose from.

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

Continue to look for Spanish speaking/Hispanic individuals.

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

None / Not applicable

Employees with career ladder enhancement No

Self-development training No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

Hiring committees are given a packet to review prior to reviewing applicant files and review with a member of the HR department.

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 hire ESL instructors as needed.

Does your institution currently have a Hispanic Resource Center (HRC)? No

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

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

Illinois Eastern Community Colleges – Frontier 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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

Provide the FY16 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

no

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

All staff responsible for hiring are trained on legal rules for employment and interview and recommend for employment the best candidate from the pool in which they have to choose from.

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

Continue to look for Spanish speaking/Hispanic individuals.

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

None / Not applicable

Employees with career ladder enhancement No

Self-development training No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

Hiring committees are given a packet to review prior to reviewing applicant files and review with a member of the HR department.

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 hire ESL instructors as needed.

Does your institution currently have a Hispanic Resource Center (HRC)? No

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

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

Illinois Eastern Community Colleges – Lincoln Trail 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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

All staff responsible for hiring are trained on legal rules for employment and interview and recommend for employment the best candidate from the pool in which they have to choose from.

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

Continue to look for Spanish speaking/Hispanic individuals.

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

None / Not applicable

Employees with career ladder enhancement No

Self-development training No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

Hiring committees are given a packet to review prior to reviewing applicant files and review with a member of the HR department.

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 hire ESL instructors are needed.

Does your institution currently have a Hispanic Resource Center (HRC)? No

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

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

Illinois Eastern Community Colleges – Olney 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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

| | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|----------------|----------------------------|-----------------------------------|---|--|
| Total # | 0 | 53 | 0 | 0 |

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

All staff are responsible for hiring are trained on legal rules for employment and interview and recommend for employment the best candidate from the pool in which they have to choose from.

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

Continue to look for Spanish speaking/Hispanic individuals.

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

None / Not applicable

Employees with career ladder enhancement No

Self-development training No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

Hiring committees are given a packet to review prior to reviewing applicant files and review with a member of the HR department.

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 hire ESL instructors as needed

Does your institution currently have a Hispanic Resource Center (HRC)? No

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

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

Illinois Eastern Community Colleges – Wabash 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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

All staff responsible for hiring are trained on legal rules for employment and interview and recommend employment the best candidate from the pool in which they have to choose from.

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

Continue to look for Spanish speaking/Hispanic individuals

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

None / Not applicable

Employees with career ladder enhancement No

Self-development training No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

Hiring committees are given a packet to review prior to reviewing applicant files and review with a member of the HR department.

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 hire ESL instructors as needed

Does your institution currently have a Hispanic Resource Center (HRC)? No

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

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

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (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.

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

IVCC's Board of Trustees has adopted an 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. We advertise all open positions on our Career Services site and through the local unemployment office. 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 and higheredjobs.com. We also "reach" further down the scoring sheet, when possible, to include minorities in our interview pool.

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

Mentorship of a new Hispanic Faculty

Employees with career ladder enhancement No

Self-development training Yes

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

tuition waivers
 continuing education classes
 job shadow program
 e-Learning
 faculty development days
 CETLA workshops

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

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. This ensures the review is for job related skills.

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

A link on our website for Spanish materials, billboards in Spanish to promote IVCC and encourage enrollment, admission and records materials provided in Spanish, utilizing our bilingual staff to assist in working with students and/or the public. Access to public transportation through NCAT/BPART, GED/ESL orientations, and IVCC outreach/media events through enrollment task force initiatives for Spanish speaking students/parents. Each year we conduct a "Hispanic Student Visit Day" where we invite the local high school to attend IVCC for an Open House event. We also have recently increased our radio advertising on Hispanic radio stations. We have held an education form for migrant workers and their families to educate the population on the value of higher education. Recently we have established a Hispanic Leadership Team to help with Spanish/Bilingual student orientations, tours, and information sessions. The Hispanic Leadership Team is made up of current Hispanic IVCC students interested in helping with outreach/media events specifically for Spanish/bilingual speaking students and their parents.

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

No

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

Yes

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

Quarter-Time

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

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

| | Total # |
|---|---------|
| Total faculty that experienced separation from the college | 35 |
| Total Hispanic faculty that experienced separation from the college | 0 |

What percentage of your community college employees are union? More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Frequent Hiring Com Meetings/Diversity Com Meetings/Stand Alone EEOC meetings with College Legal Council and mandatory Orientation prior to each hire. Nationally recognized Affirmative Action Plan by the EEOC.

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

Continue to review and update district workforce utilization analysis and target recruitment to satisfy identified underutilized job categories.

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

None / Not applicable

Employees with career ladder enhancement Yes

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

Tuition Waivers
Professional Development Opportunities
Release Time
Compensation for Education Attained

Self-development training Yes

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

Release Time
Tuition Waivers

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

Frequent Hiring Com Meetings/Diversity Com Meetings/Stand Alone EEOC meetings with College Legal Council and mandatory Orientation prior to each hire.

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 employs a full-time diversity officer that arranges monthly workshops that address campus needs. A campus and community wide diversity community meets quarterly to identify institutional needs.

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

No

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

Yes

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

Quarter-Time

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 is located on-line via JALC.EDU

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (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 by the interview committee, the HR representatives require specific reasons as to what the reasons were to ensure all reasons are qualifications-related.
- An HR representative is present during the selection process to ensure compliance with EEO standards.
- Additionally, all employees who are part of the interview committee or selection process are provided with information and training regarding a selection based on qualifications and not personal appearance, beliefs, race or ethnicity.

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

A plan will be developed when there is an increased need for bilingual staff.

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

None / Not applicable

Employees with career ladder enhancement No

Self-development training Yes

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

All regular employees are eligible to participate in any inservices, workshops and training held for employees, and are eligible to participate in tuition waivers for JWCC classes.

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

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

All employees are encouraged to apply for any open positions, although some positions may be unlikely due to qualifications of education and experience.

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

- * HR oversees all hiring and promotion interview and selection processes.
- * HR ensures EEO standards are followed.

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

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

*A plan will be developed when there is an increase.

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

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

No

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

No

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.

There have been no studies or surveys specific to Spanish speaking staff. There have been general surveys of all staff and there are student evaluations for all faculty.

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

| | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|----------------|----------------------------|-----------------------------------|---|--|
| Total # | 195 | 0 | 7 | 0 |

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

the college has prepared a written inclusion/diversity plan which is available and shared with hiring managers and HR personnel. Human resources (HR) staff train search committee members and college employees on employment law and institutional employment policies concerning equal employment opportunity. HR staff train employees on acceptable and legal hiring practices including interviewing, testing and diversity and inclusion.

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

HR staff, as well as administrators and other hiring personnel receive “search committee” training prior to serving in a hiring (or recommendation) capacity. In this training, the college’s commitment statements towards affirmative action, EEO, diversity and inclusion are discussed. As a hiring manager is preparing for a search, they consult with the HR departments Recruitment, EEO & Diversity Manager who will assist in establishing the recruitment and/or advertising plan. The college has implemented very consistent evaluation tools such as a screening matrix and train the hiring personnel how to appropriately use the tools. If there are instances where the integrity of the search is compromised in any manner the search may be extended, candidate may be re-examined or the search may be canceled. Utilize additional advertising sources targeting national university education programs, affinity groups and industry networking affiliates. Participate in diversity hiring and career fairs. Develop junior faculty mentor programs to provide assistance and support to new full-time and part-time faculty. Create and support a “grow your own” professional development program to address the needs of new faculty. Partner with peer colleges and universities to create a national internship program for new faculty.

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

None / Not applicable

Employees with career ladder enhancement No

Self-development training No

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

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

The college has prepared a written inclusion/diversity plan which is available and shared with hiring managers and HR personnel.

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 Office of Multicultural Student Affairs (OMSA) provides outreach, academic guidance, cultural resources, and leadership opportunities to enhance the educational experience and facilitate the academic and personal growth of underrepresented students. OMSA seeks to increase enrollment and ensure optimal academic success, retention and graduation of underrepresented groups. OMSA is committed to creating an on-campus climate that is inclusive and welcoming to all students.

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

Yes

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

Yes

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

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

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

Yes

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

Quarter-Time

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 available

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (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.

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

KCC will maintain ties with the local Hispanic community which has strengthened since welcoming a Hispanic college president in 2009. These activities will include: 1. Alliances with local politicians and community and religious leaders; 2. Hosting events such as art shows and Hispanic History events; 3. Offering ESL classes throughout the community; and 4. having a KCC Administrator serve as chair to the Hispanic Community Committee.

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

Community Linkages
Mentorship of a new Hispanic Faculty
Staff Employment Recruitment Plan

Employees with career ladder enhancement No

Self-development training No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

A structured hiring and promotion process overseen by KCC's Department of Human Resources.

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

Continue to maintain strong ties with the local Hispanic community to recruit qualified candidates for KCC positions.

Does your institution currently have a Hispanic Resource Center (HRC)? No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? No

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

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

| | Total # |
|---|---------|
| Total faculty that experienced separation from the college | 19 |
| Total Hispanic faculty that experienced separation from the college | 0 |

What percentage of your community college employees are union? Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Hiring for regular full-time and part-time positions is done by diverse search committees with training by the HR office. Professional growth and development training covers diversity issues

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

Research advertising sources that will target Hispanic professionals interested in higher education careers. The college is currently providing conversational Spanish classes to both college staff and professionals in the community

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

None / Not applicable

Employees with career ladder enhancement No

Self-development training No

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

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

Professional development opportunities are provided for all employees.

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

Hiring is done through the HR department with use of diverse search committees.

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.

Increasing access for all students and public is an ongoing effort.

Does your institution currently have a Hispanic Resource Center (HRC)? No

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

N/A

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.

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

| | Total # |
|---|---------|
| Total faculty that experienced separation from the college | 9 |
| Total Hispanic faculty that experienced separation from the college | 1 |

What percentage of your community college employees are union? More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The college is developing a Recruitment Plan which will incorporate minority representation on search committees as well as focus on marketing and recruiting in additional mediums that can attract more applicants of underrepresentation.

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

Provide for representation of under represented groups on search committees as well as focus recruitment efforts on additional mediums that can attract more applicants for under represented groups.

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

Community Linkages
Staff Employment Recruitment Plan

Employees with career ladder enhancement No

Self-development training Yes

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

The College provides employees with training to enhance their skill set in an effort to prepare them to take on a larger role within their department and the organization.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

The College is developing a Leadership Development Program and Supervisor Training sessions.

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.

- *Part-time ESL Specialist
- *2 Pathways for ELL
- *Developing a Horticulture Certification in Spanish
- *Have 2 positions in Enrollment Services that are bilingual
- *Offer ESL and ELL
- *Offer a Civics program for Hispanic parents
- *Offer high school equivalency in Spanish
- *Offer high school equivalency classes in Spanish

Does your institution currently have a Hispanic Resource Center (HRC)? No

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

Yes

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

Quarter-Time

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

Lake Land 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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

Provide the FY16 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

Included in the overall recruitment budget

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Required hiring committee/EEO Training

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

Broad recruitment efforts using on-line and diverse recruitment venues

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

None / Not applicable

Employees with career ladder enhancement No

Self-development training Yes

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

Opportunities made available to all staff for self development either in-house or utilizing outside sources.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

The hiring committee members are required to be trained prior to serving. Human Resources EEO officers are required member of each committee.

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

The College has on staff a Spanish instructor that assists with translation as needed

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

No

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

No

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.

Applications and new hire packets contain EEO forms that are reviewed annually.

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

| | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|----------------|----------------------------|-----------------------------------|---|--|
| Total # | 10 | 12 | 0 | 0 |

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The College has employed the services of PeopleAdmin, a computer generated software program designed for Higher Education, that encourages self-identification of all applicants regarding their race. Additionally, the College has an HR Recruitment Specialist whose primary focus is to seek efficiencies in the employment process, including but not limited to seeking to enhance diversity. The Specialist reviews the minority representation of applicant pools and carefully reviews the credentials of all the Hispanic/Latino applicants who meet the minimum requirements of the position for which they applied. All such applicants are specifically defined and set apart as minority applicants for the viewing all hiring committee members prior to the interview process. Qualified and reviewed minority applicants are all referred to hiring committee members by the Recruitment Specialist.

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

A small increase would appear to include second generation Hispanic/Latino students, faculty and staff whose English language skills are similar to those of all other enrollees, faculty and staff. As a result, although the College welcomes what appears to be an increasing percentage of Hispanic/Latino people among our campus population, the College has not needed to establish programs of service. Inclusion is a very high value among campus faculty, staff and students as evidenced by the results of the recent survey on diversity and inclusion which indicates that over 94% of respondents describe the L&C campus as very inclusive.

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

The College continues to focus on elevating the Hispanic/Latino representation in these employment categories. Employees are requested to refer Hispanic/Latino applicants to our online employment website. Additionally, they are directed to notify us of these referral applicants. Our HR department then ensures that these applicants credentials are given careful consideration.

Employees with career ladder enhancement No

Self-development training No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

The HR Recruitment Specialist is responsible for publishing all open postings to the College website. She then partners with the hiring committee and the hiring chair to ensure all applicants are given fair and equal consideration.

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.

- New Minority Family Orientation – January 21, 2017, Lewis and Clark held the first Minority Family Orientation over 60 students and their families attended the event. Five staff and faculty talked about support services for minority students, academic programs and the impact on earning power, financial aid and scholarships, what high school students can do to get ready for college.
- Office of Diversity and Inclusion – the director provides counseling support, referral to community services and on campus services, and recruits and assists in the enrollment of minority students.
- Annual Minority Affairs Dinner – community leaders learn about the College's programs and services for minority students and engage with campus service providers.

Does your institution currently have a Hispanic Resource Center (HRC)? No

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

No

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 HR report on employees by race & ethnicity as compared to Dist demographics.
- Diversity Plan–In 2005 the College conducted an extensive diversity survey of all faculty, staff, & students. Repeated 10 years later with noted improvements

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Human Resources staff do not participate in a training program regarding the legislative mandates for the Hispanic Employment Plan; however, all staff are expected to comply with all college policies, procedures and guidelines in addition to local, state and federal mandates. LLCC does have comprehensive Faculty & Staff Vacancy Processes & Guidelines and all employees involved in screening, interviewing and hiring are required to undergo training periodically.

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

Every year, LLCC seeks recruitment opportunities that will allow the college to reach potential Hispanic candidates. These opportunities may be face-to-face, in print or online. LLCC continues to post open positions on websites specifically targeted to minorities.

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

None / Not applicable

Employees with career ladder enhancement No

Self-development training Yes

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

Tuition and fees for LLCC credit courses waived upon successful completion of the course.
Up to \$1,500 annually to attend another college/university, workshop, conference or seminar.
Two days a year the college holds a Professional Development Day.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

LLCC does not conduct specific training for staff regarding the requirements. However, employees are expected to comply with all college policies, procedures and guidelines in addition to local, state and federal mandates.

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

The college offers ESL classes and seeks out qualified instructors to teach those classes.
LLCC plans a collaboration between Adult Education and Arts and Humanities staff and faculty to assist ESL students with the transition to college coursework.
LLCC Beardstown is offering a section of CAS 109, Computer Application Topics, specific to ESL students.
ESL and Adult Education fliers are printed in Spanish, French and English.

Does your institution currently have a Hispanic Resource Center (HRC)? No

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

No

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.

HR has not previously and currently has no plans to track/monitor the number of Spanish-speaking bilingual and bicultural staff.

McHenry 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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? Yes

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

Provide the FY16 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

Part of Unit Budget

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

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

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

1) Continue initiatives of the College's Affirmative Action, EEO & Diversity Program focused on increasing staff diversity. Continue community outreach to connect with the Hispanic population into attract and increase applicant pools. 2) Utilize recruitment resources (e.g. websites, publications, etc.) with a targeted Hispanic audience. 3) Continue regular analysis of data collected on efforts reported and furnished by the Director of Recruitment and Staffing. 4) Research and implement industry best practices/methods to increase staffing needs. 5) Encourage faculty, administrators and/or employees to promote position vacancies. Build partnerships and collaborate with organizations with linkages to the Hispanic community.

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

Internships
Community Linkages
Staff Employment Recruitment Plan

Employees with career ladder enhancement No

Self-development training Yes

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

Employee Benefits - Tuition Fee Waivers for MCC credit courses and Tuition Reimbursement . A wide variety of Professional Development Workshops on campus are offered. Pay incentive/Bonus offered for completion of coursework/training.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

Human Resources Administrator(s) responsible for compliance conduct routine status checks and are directly involved with hiring related activities.

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.

Assessment of customer and/or student population needs utilizing various methods: Dept./Division program review, monitoring enrollment and employment data, analyzing county demographics, and consulting with stakeholders, conducting internal and external community surveys. Utilizing data and survey results to develop and or enhance programs and services.

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

No

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

Yes

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

Quarter-Time

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.

Student Affairs Program Review FY 2016 - Multicultural Outreach <https://mymcc.mchenry.edu/organizations/org-pgrvw>

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? More than 50%

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

Provide the FY16 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

The college does allocate a budget specifically for the recruitment of Hispanic employees at all job categories. Recruitment, career fairs, advertisement, etc. budget FY16 \$8,000. The college is also a member of HACU and pays for the membership.

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (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.

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

Increased recruitment activities and outreach in Latino communities.

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

Internships
Community Linkages
Mentorship of a new Hispanic Faculty
Staff Employment Recruitment Plan

Employees with career ladder enhancement No

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

N/A

Self-development training Yes

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

Training and development courses are offered through the Center for Teaching & Learning where faculty and staff may self-enroll to enhance development. The college has an annual Learning College day dedicated specifically to development.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

N/A

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

HR reviews all hires and re-classifications. The College conducts annual faculty search committee training at the start of recruitment. Search committees are composed of diverse members. There is continuous HR involvement during the process.

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

Moraine Valley Community College has established a Latino Outreach Committee with the mission to develop goals/objectives to enhance outreach, enrollment and services to prospective Latino students, parents and community members. The college's website includes the capability to translate information into a variety of languages to assist in the attraction of students and the public to the institution. The college also has a compiled language bank available of faculty and staff members who are able to assist the public in various languages if and when needed. New student orientations are periodically offered in Spanish to assist with potential incoming students and parental needs.

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

No

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

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

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

N/A

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.

While the college does not have a specific recruiter who speaks Spanish, the college does have employees in other areas in which recruitment is part of their responsibility. These employees do frequent recruitment events.

Morton 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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? Yes

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? More than 50%

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

Provide the FY16 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

We are a member of HACU and we use their resources to recruit Hispanic Faculty

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

We have a guide for hiring that we follow

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

We plan to increase our diversity and inclusion efforts beginning in FY18

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

None / Not applicable

| | |
|--|----|
| Employees with career ladder enhancement | No |
|--|----|

| | |
|---------------------------|-----|
| Self-development training | Yes |
|---------------------------|-----|

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

The employees have professional development dollars earmarked in their CBA

| | |
|--|----|
| Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? | No |
|--|----|

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

We have a guide for hiring that we follow. It is disseminated to all employees

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 hired an enrollment specialist and the job requirement was that the person be bi-lingual. We also added and hired a PR director that is bi-lingual

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

No

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

Yes

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

Full-Time

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

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

| | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|----------------|----------------------------|-----------------------------------|---|--|
| Total # | 7 | 14 | 0 | 0 |

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? More than 50%

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

Provide the FY16 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

\$10,325 in FY16 on advertisement in Chicago Diversity and Diverse Media; and \$45,091 on ESROCK Partners Advertising, including, but not limited to, Diverse Issues in Higher Education, Insight Into Diversity, and Hispanic Outlook in Higher Education.

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The College is not subject to the legislative mandate of the Plan. However, the College's Affirmative Action Plan sets goals and activities for employment of underrepresented groups including Hispanics.

Steps undertaken, as described in Oakton's current Affirmative Action Plan, would entail:

- Maintain a deliberate and continuous effort in complying with the College's Equal Opportunity/Affirmative Action Program.
- Provide training and professional development activities to encourage the review/establishment of policies and processes to support the creation of a positive culture for recruiting and retaining Hispanic administrators, faculty and staff.
- The College will continue to conduct national and regional searches as a means to fill all administrative and full-time faculty openings.
- The College will advertise in media targeted to Hispanics. Media will include print publications and internet postings on employment sites focused on Hispanic Americans.
- All positions will be listed with the Illinois Job Service
- Continue receiving the Directory of Graduates from the Illinois Board of Higher Education as part of the Diversifying Higher Education Faculty in Illinois initiative. Continue sending notice of openings to qualified applicants for openings that we have at that time.
- Human Resources professionals will attend affirmative action related seminars and workshops on a regular basis.
- Human Resources has developed and presented a workshop for search committee members on diversity sensitivity and effective interviewing issues. Attendees are certified as able to serve on search committees.
- Designated HR staff will continue to meet with all search committees prior to applicant review to ensure compliance with all Equal Employment Opportunity laws and address Affirmative Action issues.
- Applicant flow and selection data will continue to be reviewed and areas of concern will be discussed with the appropriate Vice President.

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

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.
- Monitor the activities and progress of search committees and supervising administrators.
- Maintain a welcoming environment so that individuals from demographic groups other than Caucasian desire employment with the College.

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

Mentorship of a new Hispanic Faculty

Employees with career ladder enhancement No

Self-development training Yes

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

Nominal Funds are available to employees, by request, for professional development, training, conferences, etc. In addition, we provide internal training/development opportunities, from Excel workshops to Cultural competency training and beyond.

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

No

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. College wide recruitment and employment goals are given to the search committee. Administrators stress commitment to staff.

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

!ANDALE!

An Association for Nurturing the Development and Advancement of Latinos in Education.

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

No

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

Yes

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

Quarter-Time

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's Affirmative Action Program provides:

- Reaffirmation of policy and commitment
- Analysis of present Workforce
- Setting specific, measurable and reasonable hiring goals
- Implementing a plan and monitor progress

Link unavailable currently

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

| | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|----------------|----------------------------|-----------------------------------|---|--|
| Total # | 8 | 8 | 0 | 0 |

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Human Resources conducts an annual group training and testing with all EEOs as well as quarterly follow-ups to answer any questions that they may have. Search Committee training sessions are conducted at the start of the search process, so that the individuals on the search committee are aware of their roles within the search process.

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

Providing recruitment and hiring documents in English and Spanish. Utilizing advertising outlets that specifically cater to the Latino Community. Partner with our current Latino employees and utilized their professional networks to advertise.

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

Community Linkages
Mentorship of a new Hispanic Faculty

Employees with career ladder enhancement No

Self-development training Yes

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

Computer Skills training
Language and Writing
Career Planning
Continued Professional Education
Ergonomics
Employee Wellness

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

Training of EEOs, HR staff, and Hiring Managers. Creation of the Job Search and Hiring Manual which includes the hiring process for all employees.

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.

Developing and providing recruitment/enrollment/employment materials in English and Spanish.

Does your institution currently have a Hispanic Resource Center (HRC)? No

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

No

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 not conducted any studies or surveys

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Open positions are listed on job boards specifically targeted to Hispanic candidates; proposed interview lists are reviewed by the Affirmative Action Officer; all staff are annually trained on the importance of hiring a diverse field of employees.

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

We can attend more job fairs aimed at Hispanic candidates.

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

Staff Employment Recruitment Plan

Employees with career ladder enhancement No

Self-development training No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

All action are reviewed by the Affirmative Action Officer.

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 doubled the amount of credit advisors serving Spanish speaking students and added a non-credit advisor who is Spanish speaking.

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

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

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

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

Half-Time

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.

Study of student demographics indicate an increase in Hispanic/Latin students.

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

| | Total # |
|---|---------|
| Total faculty that experienced separation from the college | 18 |
| Total Hispanic faculty that experienced separation from the college | 0 |

What percentage of your community college employees are union? Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

All hiring managers have been encouraged to consider all applications that are qualified; however, despite our efforts to reach out to the Hispanic candidates in our advertising, the college only receives a minimal amount of applications from Hispanic candidates.

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

The lack of Hispanic population in the area makes it difficult to recruit additional qualified applicants. The college plans to continue to advertise in socially diverse ways to reach as many qualified Hispanic applicants as we can get.

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

Staff Employment Recruitment Plan

Employees with career ladder enhancement No

Self-development training Yes

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

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

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

All managers have been instructed to carefully consider all minority applications that are received. All new employees are made aware that all employees are to receive the same educational opportunities and that discrimination will not be tolerated.

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

By offering dual credit classes at area high schools tuition free, we hope to have a greater number of Hispanics with the necessary educational requirements apply in the future. We also offer English as a second language classes. We just lack Hispanic population in the area.

Does your institution currently have a Hispanic Resource Center (HRC)? No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? No

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 a lack of Hispanic population and therefore a lack of Hispanic employees there is not enough available data available to afford a meaningful study.

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? Less than 50%

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

Provide the FY16 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

Budget resources are allocated for recruitment of Hispanic faculty, administrators, and other job positions for associated employment initiatives. Budget resources are not specifically separated from the total Advertising and Recruitment budgets.

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (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 before 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 Colleges commitment to diversity, and the committee's role in supporting this objective.

Employment candidates for temporary full-time or temporary part-time positions are reviewed and selected by the immediate supervisor for the position. All supervisors also participate in the College's Diversity in Hiring training.

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

Employment opportunities are posted internally. Using the College website, job opportunities are made available to College employees and students; 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 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, and illinoisdiversity.com.

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.

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

Community Linkages
Mentorship of a new Hispanic Faculty
Staff Employment Recruitment Plan

Employees with career ladder enhancement Yes

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

The opportunity for Career Options communications and discussions for all employees is also built into the College's Performance Evaluation processes.

Self-development training Yes

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

Career development opportunities made available to employees include Foundation Funds available to support career development, an attractive tuition reimbursement benefit, and ongoing professional development and training offerings.

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

No

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

We track applicants, interviewees, job offers, and acceptances by minority and gender status. All regular full-time and part-time hire recommendations are reviewed by the appropriate Vice President, Human Resources Director, and College President.

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.

Advisors are among the first College employees that prospective students encounter, and as such they are critical components of a student's success. Advisors are available to assist students with registration for classes and making academic decisions and identifying any bilingual communication needs.

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

No

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

No

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. Employee transaction information (hires, promotions, demotions, terminations) are reviewed annually.

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Some of the steps our college has taken to help employ Hispanics are: the recruiter meets with all search committee members to explain the hiring selection process along with the Colleges diversity initiative plan. We strive to have a diverse search committee and a pool of diverse applicants for each vacant position. This is accomplished by the HR recruiter who provides a list to the search committee chair of qualified, self-identified Hispanic applicants for review. The search committee is responsible for submitting a matrix and a job applicant summary which reflects how the committee decides on who they would interview and ultimately hire.

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

We will continue to look for new venues that target Hispanics to advertise our vacancies. Work with current staff to get ideas and help with our recruitment efforts. Attend conferences and workshops on diversity recruitment.

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

Mentorship of a new Hispanic Faculty

Employees with career ladder enhancement No

Self-development training Yes

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

Employees are offered professional development opportunities in addition to interdepartmental training opportunities. The college offers tuition reimbursement and free tuition for employees wishing to take classes outside and at our institution.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

The employment specialist meets with all search committee members to explain the hiring selection process along with the college diversity initiative plan. Training on diversity is completed before serving on a search committee.

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

Inform students of the many opportunities RVC has to offer.
Engage these students and parents in numerous ways both on and off campus.
Inspire them to believe in a college education making dreams a reality, and where.
Enroll them because RVC is a great place.

Does your institution currently have a Hispanic Resource Center (HRC)? No

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

No

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

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

| | Total # |
|---|---------|
| Total faculty that experienced separation from the college | 29 |
| Total Hispanic faculty that experienced separation from the college | 0 |

What percentage of your community college employees are union? Less than 50%

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

Provide the FY16 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

The recruitment of Hispanic staff is budget is included in our overall recruitment budget (FY15-\$20,000 and FY16-\$18,000).

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The human resources staff receive training on the legislative mandates for the Hispanic Employment Plan for Higher Education.

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

We will educate the hiring supervisors and administration on the need for Hispanic teaching/administrative staff and Spanish speaking bilinguals at our institution.

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

Internships
Community Linkages
Mentorship of a new Hispanic Faculty
Staff Employment Recruitment Plan

Employees with career ladder enhancement Yes

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

Tuition Reimbursement
SVCC Tuition Waivers
On the Job Training
Internships
Career Counseling

Self-development training Yes

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

SVCC Tuition Reimbursement
Community Classes
Reimbursement for Seminars
Staff Development Committee

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

The human resource director meets with all hiring supervisors and screening committees to ensure compliance with the Hiring and Promotion Monitor Requirements.

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 our recruitment strategy it is a goal to hire more bilingual individuals to serve our Spanish speaking students and public.

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

No

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

Yes

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

Quarter-Time

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

Shawnee 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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

As Affirmative Action Officer, the HR Director is responsible for monitoring the recruitment, screening and hiring processes to ensure compliance with all equal opportunity laws and regulations in the interviewing and hiring process.

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

The college administrators should work with district Migrant Councils to identify qualified Hispanic Instructors. HR will look for other opportunities to share SCC job openings.

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

Internships
Community Linkages
Mentorship of a new Hispanic Faculty
Staff Employment Recruitment Plan

Employees with career ladder enhancement Yes

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

Staff members are encouraged to continue education and are allowed to flex their schedule at times to attend classes at a local university.

Self-development training Yes

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

The college encourages time away from work to attend training and other professional development activities pertinent to their current job or that may help them achieve promotion to another job.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

The HR Director and EEO officer monitors all employment in accordance with college policy and serves on all employment screening committees for full-time positions.

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.

Continuing to partner with district Migrant Councils, agencies and high schools with Hispanic populations. SCC offers adult basic education, GED, Citizenship class and credit recovery courses that are of interest to these students. A volunteer literacy tutor program is also in place to reach out and help ethnic minorities who need it.

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

No

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

| | YES | NO |
|--|-----|-------------------------------------|
| Is the center Director/Coordinator Hispanic? | - | <input checked="" type="checkbox"/> |
| Does the center Director/Coordinator speak fluent Spanish? | - | - |
| Does the center Director/Coordinator assist in the recruitment of Hispanic students? | - | - |

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

No

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

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

South Suburban College is an equal opportunity employer with a diverse workforce. South Suburban College provides hiring guidelines to the search committees involved in recruiting, interviewing, and recommending the final candidates. The search committees are composed of diverse members. Final candidates are then reviewed with the Vice President of the hiring area. South Suburban College strictly enforces its EEO Policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

To increase our applicant pool, SSC has regular and consistent pay increases based on a negotiated contract. As certain key positions become available, it is discussed if there is a bilingual need. Based on student needs, at this time, the College adequately serves our Hispanic population.

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

Community Linkages
Mentorship of a new Hispanic Faculty

Employees with career ladder enhancement No

Self-development training Yes

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

A variety of professional development opportunities are available to employees through staff/faculty development committees. They offer on-campus workshops, seminars, and all day events. SSC also offers tuition waivers and tuition reimbursement.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

SSC is an equal opportunity employer with a diverse workforce. SSC strictly enforces its EEO Policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

South Suburban College is constantly striving to better serve our increasing Hispanic and Latino community. This past year, a Latino Outreach program was formed through our Counseling department. This involved creating focus groups and translating various materials and information on the SSC website into Spanish. A Latino Student Liaison (LSL) program was also formed to offer translation services for telephone calls and in person meetings. These individuals offer assistance to the following departments: Testing, Career Development and Counseling. In addition to translation services, they also escort students and their parents from office to office to ensure they understand the processes, services and various programs offered at South Suburban College. The LSL members also regularly collaborate with the Admissions staff on campus to assist in the recruitment and retention initiatives for our Hispanic community. Lastly, South Suburban College continues to offer ESL classes, including GED for ESL. These classes have been scheduled at various locations and times to meet the needs of our Spanish speaking students. With these new initiatives, South Suburban College is proud to report our enrollment of Latino students has increased.

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

No

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

Yes

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

Half-Time

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.

This past year, SSC formed various Latino Outreach programs/focused groups. With these initiatives, SSC has already seen an increase in Latino students. We are currently monitoring their success and look forward to reporting this information.

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

| | Total # |
|---|---------|
| Total faculty that experienced separation from the college | 8 |
| Total Hispanic faculty that experienced separation from the college | 0 |

What percentage of your community college employees are union? Less than 50%

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

Provide the FY16 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

A recruitment budget of \$28,000 was allocated for FY16 for all recruitment activities.

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

9. 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?

As part of Southeastern's hiring process, a hiring manual has been developed to provide guidance for search committees regarding hiring, interviewing, recruitment, and EEO guidelines.

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.

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

To continue the recruitment process that Southeastern Illinois College has implemented: recruitment in Outlook/Hispanic publications; recruitment efforts within our largest southern Illinois city with a higher percentage of Hispanic population as well as having a major university with career centers, and continue to provide university career centers within the tri-state area information regarding vacant positions

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

Community Linkages
Mentorship of a new Hispanic Faculty
Staff Employment Recruitment Plan

Employees with career ladder enhancement No

Self-development training Yes

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

The PDP committee makes available funding for self-development initiatives. Professional Development Workshops are also held throughout the academic year and are available to any employee who wishes to utilize the resource.

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

No

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

Hiring committees work with deans and division chairs to ensure everyone is in compliance.

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

We do not anticipate a large amount of Hispanic student influx due to the fact that our community college district has less than 1% Hispanic population.

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

No

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

N/A

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 focused our hiring and recruitment efforts with Hispanic advertising and resources. We will continue this practice to try to reach a diverse recruitment pool.

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

| | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|----------------|----------------------------|-----------------------------------|---|--|
| Total # | 163 | 798 | 2 | 5 |

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

| | Total # |
|---|---------|
| Total faculty that experienced separation from the college | 61 |
| Total Hispanic faculty that experienced separation from the college | 0 |

What percentage of your community college employees are union? More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

SWIC requires at least one person in each hiring committee to complete a workshop on recruitment, interviewing and hiring. This workshop includes a discussion about how to avoid bias and focus on hiring the best person for the job. Our recruitment efforts include sharing vacancy announcements with the Latino Roundtable and utilizing the Affirmative Action package provided by HigherEdJobs.com. Additionally, we utilize CareerBuilder.com to reach a broad applicant pool.

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

N/A

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

Community Linkages
Staff Employment Recruitment Plan

Employees with career ladder enhancement No

Self-development training Yes

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

All employees are offered professional development through training opportunities and tuition assistance.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

SWIC requires at least one person in each hiring committee to complete a workshop on recruitment, interviewing and hiring. This workshop includes a discussion about how to avoid bias and focus on hiring the best person for the job.

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.

Although we offer English as a Second Language education through our Adult Basic Education, there have been no specific needs identified for faculty/staff. We offer English as a Second Language classes in communities with high Latino Populations. We have a representative from the college who serves on the Latino Roundtable and works on their projects.

Does your institution currently have a Hispanic Resource Center (HRC)? No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? No

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.

H.R. runs an analysis of each applicant pool recruited for full-time positions to ensure that we have reached minority candidates. The search is not closed until we have ensured a successful search effort.

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? No

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? Less than 50%

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

Provide the FY16 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

\$500 for advertising.

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Increased advertising in EEO journals and online. All hiring supervisors are required to comply with the college's hiring procedures and EEO policies. The college utilizes an online recruiting system to collect employment applications.

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

Increased advertising in EEO journals and online.

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

None / Not applicable

Employees with career ladder enhancement No

Self-development training No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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 Director of Human Resources, Budget Officer, and the President.

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

Does your institution currently have a Hispanic Resource Center (HRC)? No

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

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

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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? Yes

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Each fiscal year, all Human Resources personnel responsible for the recruitment of employees and the training of chairpersons for search committees reviews the State of Illinois Hispanic Employment Plan for Higher Education. This review allows for the reminder of strategies that can be used to assist in diversifying the applicant pool for job postings.

In addition, strategies used each year include the hiring of Hispanic personnel within Human Resources, attending of job fairs, weekly review of applicant pools to ensure diversity, advertising on Hispanic focused job boards, the use of Affirmative Action listserves, increasing diversity in marketing materials, and Hispanic employees serving on search committees.

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

Recommendations for increasing the number of Hispanic teaching and administrative staff include training on diversity, the importance of diversity in the workplace, increased advertising efforts directed at the Hispanic population, and an increased role of Human Resources in the search committee process.

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

Mentorship of a new Hispanic Faculty
Staff Employment Recruitment Plan

Employees with career ladder enhancement No

Self-development training Yes

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

1. Internal employee interview requirement
2. Free professional development training opportunities at the organization for all staff
3. Tuition waiver opportunities for all employees to take courses
4. Tuition reimbursement to further education

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

All Human Resources personnel, chairpersons, and hiring managers are informed of the required initiative and increased efforts to be made to hire a diverse workforce.

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.

Triton College continues to make strategic efforts to serve our Hispanic population by taking the following actions:

1. Having our website and marketing materials be translated in Spanish
2. Radio and television advertising on Hispanic stations
3. Increased efforts in hiring bilingual employees
4. Recruitment outreach efforts at primarily Hispanic businesses and community events
5. Increased efforts at education the parents of Hispanic students on the importance of education

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

No

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

Yes

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

Quarter-Time

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

Waubonsee 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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants? Yes

As of June 30, 2016, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2016, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union? Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? No

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

On an annual basis Waubonsee Community College presents an Affirmative Action Plan in an effort to demonstrate a commitment to diversity, inclusion and equal opportunity. Waubonsee also conducts training for search committees and diversity and inclusion training.

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

We consistently use publications, job fairs and job boards that appeal to a diverse audience of candidates.

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

Internships
Community Linkages
Mentorship of a new Hispanic Faculty

Employees with career ladder enhancement No

Self-development training Yes

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

Leadership Academy
Tuition Reimbursement
Certificate and Skills based training

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution? No

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

On an annual basis Waubonsee Community College presents an Affirmative Action Plan in an effort to demonstrate achievement in hiring and promoting of Hispanic staff.

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 are working to develop resources for our Hispanic students by evaluating current curriculum and assessment tools as well as the strengths and challenges for existing programs and courses.

Does your institution currently have a Hispanic Resource Center (HRC)? No

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

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

Quarter-Time

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 2015 Waubonsee had minority placement goals in Managerial and Other Professionals staff. Both goals were met in 2016 and all other job groups are in compliance with the utilization of minorities.

BILINGUAL NEEDS AND BILINGUAL PAY SURVEY RESULTS

Bilingual Needs and Bilingual Pay Survey

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 College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? No

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

Bilingual Needs and Bilingual Pay Survey

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.

Carl Sandburg College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? No

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

Bilingual Needs and Bilingual Pay Survey

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 – Harold Washington College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? Yes

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 50

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

| | % |
|-----------------------------------|----|
| 15 minutes or less? | 90 |
| 16 minutes to 60 minutes? | 10 |
| 61 minutes to half of a work day? | |
| more than half of a work day? | |

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) Monthly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

Bilingual Needs and Bilingual Pay Survey

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 – Harry S. Truman College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? Yes

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 50

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

| | % |
|-----------------------------------|----|
| 15 minutes or less? | 90 |
| 16 minutes to 60 minutes? | 10 |
| 61 minutes to half of a work day? | |
| more than half of a work day? | |

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) Monthly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

Bilingual Needs and Bilingual Pay Survey

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 – Kennedy-King College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? Yes

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 10

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

| | % |
|-----------------------------------|-----|
| 15 minutes or less? | 100 |
| 16 minutes to 60 minutes? | |
| 61 minutes to half of a work day? | |
| more than half of a work day? | |

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) Monthly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

Bilingual Needs and Bilingual Pay Survey

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 – Malcolm X College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? Yes

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 25

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

| | % |
|-----------------------------------|----|
| 15 minutes or less? | 90 |
| 16 minutes to 60 minutes? | 10 |
| 61 minutes to half of a work day? | |
| more than half of a work day? | |

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) Monthly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

Bilingual Needs and Bilingual Pay Survey

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

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? Yes

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 10

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

| | % |
|-----------------------------------|-----|
| 15 minutes or less? | 100 |
| 16 minutes to 60 minutes? | |
| 61 minutes to half of a work day? | |
| more than half of a work day? | |

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) Monthly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

Bilingual Needs and Bilingual Pay Survey

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 – Richard J. Daley College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? Yes

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 50

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

| | % |
|-----------------------------------|----|
| 15 minutes or less? | 75 |
| 16 minutes to 60 minutes? | 25 |
| 61 minutes to half of a work day? | |
| more than half of a work day? | |

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) Monthly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

Bilingual Needs and Bilingual Pay Survey

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 – Wilbur Wright College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? Yes

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 50

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

| | % |
|-----------------------------------|----|
| 15 minutes or less? | 75 |
| 16 minutes to 60 minutes? | 25 |
| 61 minutes to half of a work day? | |
| more than half of a work day? | |

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) Monthly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

Bilingual Needs and Bilingual Pay Survey

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.

College of DuPage

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget. Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

| | % |
|------------------------|----|
| every day? | 70 |
| at least once a week? | 22 |
| at least once a month? | 6 |
| at least once a year? | 2 |

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? Yes

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 7188

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

| | % |
|-----------------------------------|----|
| 15 minutes or less? | 75 |
| 16 minutes to 60 minutes? | 15 |
| 61 minutes to half of a work day? | 8 |
| more than half of a work day? | 2 |

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 20

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 2

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 25

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

n/a

Bilingual Needs and Bilingual Pay Survey

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.

College of Lake County

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget. Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

| | % |
|------------------------|----|
| every day? | 67 |
| at least once a week? | 22 |
| at least once a month? | 11 |
| at least once a year? | 0 |

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? Yes

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 6000

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

| | % |
|-----------------------------------|----|
| 15 minutes or less? | 75 |
| 16 minutes to 60 minutes? | 25 |
| 61 minutes to half of a work day? | 0 |
| more than half of a work day? | 0 |

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 22

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 9

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 7

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. CLC is an emerging Hispanic Serving Institution (HSI). Faculty and Staff work together developing programs to serve this community, including assessing the need for the College to increase the Hispanic/Latino employee population. We look at College positions as they become available, and evaluate them for the necessity of bilingual skills. Title V/Multicultural Student Center provides input, as well as the Diversity Council. IEPR provides research data on needs and works with Latino Alliance and high school counselors to identify potential needs. Targeted marketing programs will be developed.

Bilingual Needs and Bilingual Pay Survey

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.

Danville Area Community College

| | |
|--|------------------------|
| Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? | Yes |
| If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget. | Part of Unit Budget(s) |
| Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? | No |
| Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? | 0 |
| What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. | 0 |
| Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? | No |
| Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) | N/A |
| How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? | 0 |
| Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? | No |
| How many institution employees receive a bilingual pay supplement? | 0 |

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

n/a

Bilingual Needs and Bilingual Pay Survey

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

| | |
|--|-------|
| Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? | No |
| Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? | No |
| Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? | 0 |
| What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. | 0 |
| Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? | No |
| Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) | Daily |
| How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? | 15 |
| Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? | No |
| How many institution employees receive a bilingual pay supplement? | 0 |
| How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? | 4 |
| How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? | 4 |

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 amount of public interaction an employee would encounter in the performance of normal job duties

Bilingual Needs and Bilingual Pay Survey

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.

Harper College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget. Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

| | % |
|------------------------|----|
| every day? | 10 |
| at least once a week? | 15 |
| at least once a month? | 20 |
| at least once a year? | 55 |

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? Yes

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 50

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

| | % |
|-----------------------------------|-----|
| 15 minutes or less? | 49 |
| 16 minutes to 60 minutes? | 49 |
| 61 minutes to half of a work day? | 1.5 |
| more than half of a work day? | 0.5 |

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

50

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

Yes

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

5

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

1

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

No formal ratio utilized. However, bi-lingual Spanish speakers are sought after in position searches.

Bilingual Needs and Bilingual Pay Survey

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.

Heartland Community College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? Yes

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 132

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

| | % |
|-----------------------------------|----|
| 15 minutes or less? | 99 |
| 16 minutes to 60 minutes? | 1 |
| 61 minutes to half of a work day? | |
| more than half of a work day? | |

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 1

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 1

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 1

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 1

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

A general needs assessment is conducted taking into consideration supervisory recommendations.

Bilingual Needs and Bilingual Pay Survey

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.

Highland Community College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? Yes

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 13

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

| | % |
|-----------------------------------|-----|
| 15 minutes or less? | |
| 16 minutes to 60 minutes? | |
| 61 minutes to half of a work day? | 100 |
| more than half of a work day? | |

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 100

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 1

| | |
|--|----|
| Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? | No |
| How many institution employees receive a bilingual pay supplement? | 0 |
| How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? | 0 |
| How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? | 1 |

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The 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 Spanish bilingual services, we have not hired bilingual positions. Instead, we have successfully addressed the bilingual needs through resources on campus such as our Spanish faculty and volunteers. Due to reduced funds available through the state for Adult Education, we no longer have ESL instructors who are bilingual.

Bilingual Needs and Bilingual Pay Survey

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 Central College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? No

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

NA

Bilingual Needs and Bilingual Pay Survey

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

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? No

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

na

Bilingual Needs and Bilingual Pay Survey

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 – Frontier Community College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? No

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

na

Bilingual Needs and Bilingual Pay Survey

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 – Lincoln Trail College

| | |
|--|-----|
| Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? | No |
| Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? | No |
| Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? | 0 |
| What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. | 0 |
| Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? | No |
| Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) | N/A |
| How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? | 0 |
| Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? | No |
| How many institution employees receive a bilingual pay supplement? | 0 |
| How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? | 0 |
| How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? | 0 |

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

na

Bilingual Needs and Bilingual Pay Survey

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 – Olney Central College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? No

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

na

Bilingual Needs and Bilingual Pay Survey

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 – Wabash Valley College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? No

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

na

Bilingual Needs and Bilingual Pay Survey

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 Valley Community College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? Yes

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 40

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

| | % |
|-----------------------------------|-----|
| 15 minutes or less? | |
| 16 minutes to 60 minutes? | 100 |
| 61 minutes to half of a work day? | |
| more than half of a work day? | |

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 10

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) Quarterly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 5

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

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 and assist as needed.

Bilingual Needs and Bilingual Pay Survey

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

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? Yes

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? No

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 1

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 1

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Employed as needed, recommendations from the administrator over student success and student services ...

Bilingual Needs and Bilingual Pay Survey

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

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? No

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

* The need of bilingual staff is based on the requests for services.

* A plan for bilingual staff will be developed should requests occur.

Bilingual Needs and Bilingual Pay Survey

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.

Joliet Junior College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? Yes

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 29

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

| | % |
|-----------------------------------|-----|
| 15 minutes or less? | 100 |
| 16 minutes to 60 minutes? | |
| 61 minutes to half of a work day? | |
| more than half of a work day? | |

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? Yes

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) Monthly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 6

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 2

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 7

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?

Per recruitment plan

Bilingual Needs and Bilingual Pay Survey

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.

Kankakee Community College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

n/a

Bilingual Needs and Bilingual Pay Survey

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.

Kaskaskia College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? No

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

None.

Bilingual Needs and Bilingual Pay Survey

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.

Kishwaukee College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? Yes

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 100

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

| | % |
|-----------------------------------|----|
| 15 minutes or less? | 50 |
| 16 minutes to 60 minutes? | 35 |
| 61 minutes to half of a work day? | 15 |
| more than half of a work day? | |

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 25

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 2

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? No

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 2

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

We are consistently assessing the needs of our students to determine if adjustments need to be made to our staffing and programming.

Bilingual Needs and Bilingual Pay Survey

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.

Lake Land College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? No

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

We utilize the current Spanish instructor as an interpreter as needed.

Bilingual Needs and Bilingual Pay Survey

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.

Lewis and Clark Community College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? No

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Lewis and Clark relies on demand. To date the populations seeking services from the college do not seek or require bilingual services. District census data supports that.

Bilingual Needs and Bilingual Pay Survey

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.

Lincoln Land Community College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? No

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

NA

Bilingual Needs and Bilingual Pay Survey

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.

McHenry County College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget. Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

| | % |
|------------------------|----|
| every day? | 95 |
| at least once a week? | 4 |
| at least once a month? | 1 |
| at least once a year? | |

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? Yes

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 190

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

| | % |
|-----------------------------------|----|
| 15 minutes or less? | 50 |
| 16 minutes to 60 minutes? | 20 |
| 61 minutes to half of a work day? | 20 |
| more than half of a work day? | 10 |

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

15

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

9

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

2

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

22

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?

-Feedback gathered from the Spanish Interpreter Survey is reviewed to identify area improvements in order to best serve bilingual translation needs for Spanish speaking clients/customers.

-Department/Program Assessments are conducted annually to review area needs for quality service delivery to include staffing requirements.

Bilingual Needs and Bilingual Pay Survey

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.

Moraine Valley Community College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? No

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

As our college is open access and has open enrollment, it is unknown if or how many times interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients. In an effort to support parents, students, or the public in Spanish, bilingual staffing is preferred, not required, in various positions. Recruitment of these positions where bilingual is preferred, uses standard terminology encouraging 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. As a service of value add, periodic new student orientations are held in Spanish. These orientations fluctuate from time to time.

Bilingual Needs and Bilingual Pay Survey

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

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? Yes

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) Daily

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? No

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Morton College is a HSI with a student population that is 80% Hispanic. Most of the advising staff is bilingual.

Bilingual Needs and Bilingual Pay Survey

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.

Oakton Community College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? Yes

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 200

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

| | % |
|-----------------------------------|----|
| 15 minutes or less? | 50 |
| 16 minutes to 60 minutes? | 50 |
| 61 minutes to half of a work day? | |
| more than half of a work day? | |

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 100

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The delivery of instruction, our primary business, is conducted in English and requires our students to have, at a minimum, conversational English skill. Those offering instruction in an ESL course are bilingual. There is insufficient demand for services requiring ESL bilingual skills in any one position to require that an individual filling the position be bilingual. However, we have bilingual staff in the major student support departments (Financial Aid, Enrollment Services, Student Outreach and Advising). Consequently, there are no positions with bilingual pay supplements.

Bilingual Needs and Bilingual Pay Survey

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.

Parkland College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) Quarterly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Survey's, demographic information, community comment

Bilingual Needs and Bilingual Pay Survey

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.

Prairie State College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget. Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

| | % |
|------------------------|-----|
| every day? | 100 |
| at least once a week? | |
| at least once a month? | |
| at least once a year? | |

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 25

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) Quarterly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 4

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? No

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 4

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 confer with the existing Spanish speaking staff as to their workload and trends as they see them developing in the future.

Bilingual Needs and Bilingual Pay Survey

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.

Rend Lake College

| | |
|--|-----|
| Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? | No |
| Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? | No |
| Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? | 0 |
| What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. | 0 |
| Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? | No |
| Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) | N/A |
| How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? | 0 |
| Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? | No |
| How many institution employees receive a bilingual pay supplement? | 0 |
| How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? | 0 |
| How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? | 1 |

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

We have 1 employee that could serve as a translator; however, it is not something that we have ever had a need for.

Bilingual Needs and Bilingual Pay Survey

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.

Richland Community College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? No

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

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.

Advisors are among the first College employees that prospective students encounter, and as such they are critical components of a student's success. Advisors are available to assist students with registration for classes and making academic decisions and identifying any bilingual communication needs.

Bilingual Needs and Bilingual Pay Survey

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.

Rock Valley College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? Yes

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 300

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

| | % |
|-----------------------------------|----|
| 15 minutes or less? | 10 |
| 16 minutes to 60 minutes? | 90 |
| 61 minutes to half of a work day? | |
| more than half of a work day? | |

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 95

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 6

| | |
|--|----|
| Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? | No |
| How many institution employees receive a bilingual pay supplement? | 0 |
| How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? | 6 |
| How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? | 6 |

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

By tracking the number of classes and or credit hours.
 Student enrolling in the Spanish GED, ESL or Spanish classes.

Bilingual Needs and Bilingual Pay Survey

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.

Sauk Valley Community College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget. Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

| | % |
|------------------------|----|
| every day? | 10 |
| at least once a week? | 75 |
| at least once a month? | 15 |
| at least once a year? | 0 |

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? Yes

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 130

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

| | % |
|-----------------------------------|----|
| 15 minutes or less? | 50 |
| 16 minutes to 60 minutes? | 50 |
| 61 minutes to half of a work day? | |
| more than half of a work day? | |

| | |
|--|-------|
| What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. | 5 |
| Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? | No |
| Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) | Daily |
| How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? | 1 |
| Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? | Yes |
| How many institution employees receive a bilingual pay supplement? | 0 |
| How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? | 1 |
| How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? | 1 |
| What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients? | |

We evaluate the College population demographics by our district as well as the student enrollment by semester.

Bilingual Needs and Bilingual Pay Survey

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.

Shawnee Community College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? No

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

We have people that can interpret but the need is not there.

Bilingual Needs and Bilingual Pay Survey

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.

South Suburban College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? Yes

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 300

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

| | % |
|-----------------------------------|----|
| 15 minutes or less? | 35 |
| 16 minutes to 60 minutes? | 65 |
| 61 minutes to half of a work day? | |
| more than half of a work day? | |

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 50

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 7

| | |
|--|----|
| Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? | No |
| How many institution employees receive a bilingual pay supplement? | 0 |
| How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? | 4 |
| How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? | 10 |

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?

South Suburban College is constantly striving to better serve our increasing Hispanic and Latino community. This past year, a Latino Outreach program was formed through our Counseling department. This involved creating focus groups and translating various materials and information on the SSC website into Spanish. A Latino Student Liaison (LSL) program was also formed to offer translation services for telephone calls and in person meetings. These individuals offer assistance to the following departments: Testing, Career Development and Counseling. In addition to translation services, they also escort students and their parents from office to office to ensure they understand the processes, services and various programs offered at South Suburban College. The LSL members also regularly collaborate with the Admissions staff on campus to assist in the recruitment and retention initiatives for our Hispanic community.

Bilingual Needs and Bilingual Pay Survey

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.

Southeastern Illinois College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget. Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

| | % |
|------------------------|-----|
| every day? | 0 |
| at least once a week? | 0 |
| at least once a month? | 0 |
| at least once a year? | 100 |

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? No

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

the College District does not have a large percentage of Spanish/Hispanic constituents and as a result does not have Spanish students who require an interpreter.

Bilingual Needs and Bilingual Pay Survey

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.

Southwestern Illinois College

| | |
|--|-----|
| Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? | No |
| Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? | No |
| Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? | 0 |
| What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. | 0 |
| Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? | No |
| Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) | N/A |
| How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? | 0 |
| Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? | No |
| How many institution employees receive a bilingual pay supplement? | 0 |
| How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? | 0 |
| How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? | 0 |

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

Bilingual Needs and Bilingual Pay Survey

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.

Spoon River College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? No

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

Bilingual Needs and Bilingual Pay Survey

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.

Triton College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) Daily

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Each full-time position is reviewed individually on a case-by-case basis and part-time positions are determined by the hiring manager and supervising Administrator.

Bilingual Needs and Bilingual Pay Survey

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.

Waubonsee Community College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No

Was interpretation or translation of English into a source language necessary in FY16 to facilitate the accessibility of institutional services or information to non-English-speaking clients? No

Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY16 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY16? (choose one) Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 25

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

In conjunction with the department hiring manager, we look at the department being served and the services provided to determine whether or not a bilingual language skill should be required.

Illinois Community College Board

Table 5

UTILIZATION RATE FOR HISPANIC FACULTY & STAFF EMPLOYED IN ILLINOIS PUBLIC COMMUNITY COLLEGES
BY EMPLOYEE GROUP
FISCAL YEAR 2016

| District | College | Tenured Faculty/ Official & Managers | Non-Tenured Faculty | Professional Staff/ Protective Service Workers | Office & Clerical/ Para-professionals | Service Maintenance | Total |
|----------|------------------|---|------------------------|---|--|------------------------|--------------|
| 503 | Black Hawk | -5.3% | -5.4% | -2.0% | -1.8% | -4.5% | -4.2% |
| 508 | Chicago | (-14.1%) | (-17.7%) | (-9.2%) | (1.3%) | (-12.5%) | (-12.0%) |
| | Daley | NA | NA | NA | NA | NA | NA |
| | Kennedy-King | NA | NA | NA | NA | NA | NA |
| | Malcolm X | NA | NA | NA | NA | NA | NA |
| | Olive-Harvey | NA | NA | NA | NA | NA | NA |
| | Truman | NA | NA | NA | NA | NA | NA |
| | Washington | NA | NA | NA | NA | NA | NA |
| | Wilbur Wright | NA | NA | NA | NA | NA | NA |
| | District Office | NA | NA | NA | NA | NA | NA |
| 507 | Danville | -3.8% | -3.8% | 1.7% | 1.5% | -3.8% | -0.9% |
| 502 | DuPage | -10.7% | -9.6% | -7.3% | -5.1% | 13.1% | -7.5% |
| 509 | Elgin | -16.9% | -16.3% | -7.3% | -1.1% | 46.8% | -7.6% |
| 512 | Harper | -10.2% | -9.5% | -5.9% | -7.1% | 13.8% | -7.4% |
| 540 | Heartland | -2.8% | -2.7% | -3.1% | -4.1% | -4.1% | -3.0% |
| 519 | Highland* | -0.9% | -2.2% | 0.8% | 1.0% | -2.7% | -1.2% |
| 514 | Illinois Central | -2.0% | -1.4% | -0.6% | -0.3% | -0.5% | -1.0% |
| 529 | Illinois Eastern | (-1.9%) | (-1.6%) | (-1.4%) | (-0.5%) | (-1.9%) | (-1.6%) |
| | Frontier | NA | NA | NA | NA | NA | NA |
| | Lincoln Trail | NA | NA | NA | NA | NA | NA |
| | Olney Central | NA | NA | NA | NA | NA | NA |
| | Wabash Valley | NA | NA | NA | NA | NA | NA |
| | District Office | NA | NA | NA | NA | NA | NA |
| 513 | Illinois Valley* | -7.6% | -5.0% | -3.9% | -3.3% | -7.6% | -5.2% |
| 525 | Joliet | -10.2% | -9.9% | -6.0% | -4.9% | -5.8% | -8.1% |
| 520 | Kankakee | -5.3% | -7.1% | -6.8% | -0.2% | 2.4% | -5.2% |
| 501 | Kaskaskia | -1.2% | -1.3% | -2.2% | -0.4% | -2.2% | -1.4% |
| 523 | Kishwaukee | -10.5% | -7.7% | -6.5% | -8.4% | -7.6% | -8.0% |
| 532 | Lake County | -15.9% | -13.2% | -5.2% | 1.4% | -2.3% | -9.8% |
| 517 | Lake Land* | -1.4% | -0.1% | -0.8% | -0.4% | -1.4% | -0.6% |
| 536 | Lewis & Clark | -1.5% | 0.2% | 0.1% | 0.4% | -1.5% | -0.1% |
| 526 | Lincoln Land | -0.8% | -2.3% | 0.2% | -2.3% | -0.2% | -1.2% |
| 530 | Logan | -2.0% | -2.8% | -2.8% | -2.8% | -2.8% | -2.6% |
| 528 | McHenry | -9.5% | -7.6% | -8.6% | 0.8% | -10.9% | -7.5% |
| 524 | Moraine Valley | -14.2% | -13.2% | -10.0% | -6.9% | -5.7% | -11.6% |
| 527 | Morton | -59.0% | -59.9% | -37.2% | -21.9% | -24.6% | -46.5% |
| 535 | Oakton | -4.9% | -6.1% | 1.7% | 0.7% | 11.2% | -2.6% |
| 505 | Parkland | -3.1% | -2.7% | 0.7% | -4.6% | -4.6% | -1.8% |
| 515 | Prairie State | -9.5% | -7.5% | 1.0% | -3.0% | 2.0% | -4.8% |
| 521 | Rend Lake | -0.9% | -1.6% | -2.0% | -2.0% | -2.0% | -1.7% |
| 537 | Richland | 0.2% | -0.5% | -0.3% | 0.1% | -1.7% | -0.3% |
| 511 | Rock Valley | -8.8% | -10.2% | -7.1% | -8.8% | -6.7% | -9.0% |
| 518 | Sandburg* | -4.0% | -0.9% | 1.2% | -4.0% | -4.0% | -1.0% |
| 506 | Sauk Valley | -3.4% | -3.6% | 0.4% | 6.5% | 1.7% | -1.2% |
| 531 | Shawnee | -2.8% | -2.0% | -1.0% | -2.8% | -2.8% | -2.0% |
| 510 | South Suburban | -11.3% | -8.2% | -1.1% | -8.1% | -1.8% | -7.1% |
| 533 | Southeastern | -1.5% | 0.0% | 0.3% | -1.5% | -1.5% | -0.5% |
| 522 | Southwestern | -2.0% | -2.6% | -2.2% | -3.2% | -2.5% | -2.4% |
| 534 | Spoon River | -2.8% | -2.8% | -2.8% | 0.8% | -2.8% | -2.3% |
| 504 | Triton | -15.1% | -18.8% | -4.2% | -1.3% | 41.8% | -9.8% |
| 516 | Waubonsee | -21.8% | -19.7% | -4.5% | -8.8% | 19.1% | -12.4% |
| 539 | Wood | <u>-0.4%</u> | <u>-1.0%</u> | <u>-1.6%</u> | <u>-1.6%</u> | <u>-1.6%</u> | <u>-1.1%</u> |
| | TOTALS | -11.2% | -11.4% | -6.4% | -3.4% | 0.4% | -8.5% |

NA = Data Not Available

EEOC Administrative Staff/Technicians and Skilled Craft Workers categories are included in the Professional Staff/Protective Service Workers category.

*Includes revised college figures

SOURCE OF DATA: Annual Faculty, Staff, and Salary Data (C3) and Index of Need, Illinois Census, SIU-Edwardsville Department of Business\Economics

Illinois Community College Board

Table 6

SUMMARY OF HISPANIC FACULTY & STAFF EMPLOYED IN ILLINOIS PUBLIC COMMUNITY COLLEGES
BY EMPLOYEE GROUP
FISCAL YEAR 2016

| District | College | Tenured Faculty/ Official & Managers | Non-Tenured Faculty | Professional Staff/ Protective Service Workers | Office & Clerical/ Para-professionals | Service Maintenance | Total |
|----------|------------------|---|------------------------|---|--|------------------------|----------|
| 503 | Black Hawk | 5 | 8 | 9 | 6 | 2 | 30 |
| 508 | Chicago | (107) | (166) | (312) | (165) | (123) | (873) |
| | Daley | 20 | 41 | 60 | 32 | 47 | 200 |
| | Kennedy-King | 3 | 5 | 33 | 13 | 3 | 57 |
| | Malcolm X | 7 | 15 | 30 | 14 | 17 | 83 |
| | Olive-Harvey | 6 | 6 | 18 | 13 | 5 | 48 |
| | Truman | 15 | 35 | 45 | 26 | 19 | 140 |
| | Washington | 22 | 16 | 37 | 19 | 6 | 100 |
| | Wilbur Wright | 22 | 47 | 48 | 39 | 22 | 178 |
| | District Office | 12 | 1 | 41 | 9 | 4 | 67 |
| 507 | Danville | 0 | 0 | 10 | 2 | 0 | 12 |
| 502 | DuPage | 6 | 53 | 26 | 27 | 40 | 152 |
| 509 | Elgin | 16 | 33 | 35 | 30 | 67 | 181 |
| 512 | Harper | 10 | 29 | 28 | 13 | 23 | 103 |
| 540 | Heartland | 2 | 4 | 3 | 0 | 0 | 9 |
| 519 | Highland | 1 | 1 | 2 | 2 | 0 | 6 |
| 514 | Illinois Central | 2 | 8 | 12 | 4 | 3 | 29 |
| 529 | Illinois Eastern | (0) | (1) | (1) | (1) | (0) | (3) |
| | Frontier | 0 | 1 | 1 | 1 | 0 | 3 |
| | Lincoln Trail | 0 | 0 | 0 | 0 | 0 | 0 |
| | Olney Central | 0 | 0 | 0 | 0 | 0 | 0 |
| | Wabash Valley | 0 | 0 | 0 | 0 | 0 | 0 |
| | District Office | 0 | 0 | 0 | 0 | 0 | 0 |
| 513 | Illinois Valley* | 0 | 6 | 3 | 3 | 0 | 12 |
| 525 | Joliet | 9 | 30 | 30 | 18 | 13 | 100 |
| 520 | Kankakee | 4 | 2 | 1 | 6 | 3 | 16 |
| 501 | Kaskaskia | 1 | 3 | 0 | 1 | 0 | 5 |
| 523 | Kishwaukee | 0 | 5 | 5 | 1 | 1 | 12 |
| 532 | Lake County | 8 | 44 | 50 | 33 | 18 | 153 |
| 517 | Lake Land* | 0 | 4 | 2 | 1 | 0 | 7 |
| 536 | Lewis & Clark | 0 | 7 | 4 | 2 | 0 | 13 |
| 526 | Lincoln Land | 3 | 0 | 7 | 0 | 1 | 11 |
| 530 | Logan | 1 | 0 | 0 | 0 | 0 | 1 |
| 528 | McHenry | 2 | 11 | 5 | 8 | 0 | 26 |
| 524 | Moraine Valley | 1 | 11 | 8 | 15 | 7 | 42 |
| 527 | Morton | 9 | 25 | 8 | 56 | 23 | 121 |
| 535 | Oakton | 6 | 15 | 18 | 14 | 18 | 71 |
| 505 | Parkland | 3 | 9 | 22 | 0 | 0 | 34 |
| 515 | Prairie State | 1 | 13 | 24 | 10 | 3 | 51 |
| 521 | Rend Lake | 1 | 1 | 0 | 0 | 0 | 2 |
| 537 | Richland | 2 | 2 | 1 | 1 | 0 | 6 |
| 511 | Rock Valley | 4 | 2 | 5 | 3 | 1 | 15 |
| 518 | Sandburg* | 0 | 5 | 7 | 0 | 0 | 12 |
| 506 | Sauk Valley | 2 | 6 | 5 | 5 | 2 | 20 |
| 531 | Shawnee | 0 | 1 | 1 | 0 | 0 | 2 |
| 510 | South Suburban | 1 | 14 | 15 | 3 | 3 | 36 |
| 533 | Southeastern | 0 | 2 | 1 | 0 | 0 | 3 |
| 522 | Southwestern | 2 | 5 | 6 | 0 | 1 | 14 |
| 534 | Spoon River | 0 | 0 | 0 | 1 | 0 | 1 |
| 504 | Triton | 15 | 35 | 73 | 29 | 53 | 205 |
| 516 | Waubonsee | 7 | 37 | 88 | 28 | 34 | 194 |
| 539 | Wood | <u>1</u> | <u>1</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>2</u> |
| | TOTALS | 232 | 599 | 827 | 488 | 439 | 2,585 |

EEOC Administrative Staff/Technicians and Skilled Craft Workers categories are included in the Professional Staff/Protective Service Workers category.

*Includes revised college figures

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

Illinois Community College Board

Table 7

SUMMARY OF TOTAL FACULTY & STAFF EMPLOYED IN ILLINOIS PUBLIC COMMUNITY COLLEGES
BY EMPLOYEE GROUP
FISCAL YEAR 2016

| <u>District</u> | <u>College</u> | <u>Tenured Faculty/ Official & Managers</u> | <u>Non-Tenured Faculty</u> | <u>Professional Staff/ Protective Service Workers</u> | <u>Office & Clerical/ Para-professionals</u> | <u>Service Maintenance</u> | <u>Total</u> |
|-----------------|------------------|---|--------------------------------|---|--|--------------------------------|--------------|
| 503 | Black Hawk | 166 | 277 | 142 | 93 | 52 | 730 |
| 508 | Chicago | (860) | (1,874) | (1,791) | (591) | (875) | (5,991) |
| | Daley | 88 | 259 | 181 | 70 | 138 | 736 |
| | Kennedy-King | 80 | 207 | 231 | 83 | 183 | 784 |
| | Malcolm X | 119 | 228 | 234 | 67 | 121 | 769 |
| | Olive-Harvey | 74 | 138 | 145 | 65 | 107 | 529 |
| | Truman | 117 | 314 | 284 | 93 | 121 | 929 |
| | Washington | 134 | 351 | 225 | 86 | 79 | 875 |
| | Wilbur Wright | 131 | 374 | 204 | 90 | 93 | 892 |
| | District Office | 117 | 3 | 287 | 37 | 33 | 477 |
| 507 | Danville | 82 | 100 | 180 | 38 | 19 | 419 |
| 502 | DuPage | 272 | 1,606 | 468 | 345 | 154 | 2,845 |
| 509 | Elgin | 237 | 444 | 214 | 133 | 95 | 1,123 |
| 512 | Harper | 295 | 705 | 361 | 200 | 84 | 1,645 |
| 540 | Heartland | 152 | 278 | 302 | 45 | 10 | 787 |
| 519 | Highland* | 53 | 185 | 56 | 53 | 35 | 382 |
| 514 | Illinois Central | 234 | 533 | 529 | 157 | 125 | 1,578 |
| 529 | Illinois Eastern | (169) | (421) | (223) | (74) | (45) | (932) |
| | Frontier | 21 | 170 | 24 | 14 | 4 | 233 |
| | Lincoln Trail | 27 | 64 | 38 | 13 | 14 | 156 |
| | Olney Central | 53 | 80 | 55 | 19 | 12 | 219 |
| | Wabash Valley | 49 | 107 | 60 | 18 | 10 | 244 |
| | District Office | 19 | 0 | 46 | 10 | 5 | 80 |
| 513 | Illinois Valley | 90 | 229 | 81 | 70 | 17 | 487 |
| 525 | Joliet | 237 | 722 | 375 | 198 | 159 | 1,691 |
| 520 | Kankakee | 154 | 238 | 89 | 78 | 29 | 588 |
| 501 | Kaskaskia | 102 | 330 | 83 | 55 | 49 | 619 |
| 523 | Kishwaukee | 86 | 177 | 123 | 47 | 34 | 467 |
| 532 | Lake County | 262 | 765 | 363 | 162 | 108 | 1,660 |
| 517 | Lake Land* | 105 | 310 | 317 | 100 | 38 | 870 |
| 536 | Lewis & Clark | 172 | 406 | 244 | 105 | 15 | 942 |
| 526 | Lincoln Land | 197 | 435 | 283 | 65 | 47 | 1,027 |
| 530 | Logan | 128 | 190 | 114 | 83 | 53 | 568 |
| 528 | McHenry | 143 | 331 | 215 | 68 | 5 | 762 |
| 524 | Moraine Valley | 195 | 752 | 170 | 192 | 78 | 1,387 |
| 527 | Morton | 78 | 235 | 24 | 115 | 50 | 502 |
| 535 | Oakton | 165 | 610 | 175 | 152 | 91 | 1,193 |
| 505 | Parkland | 205 | 470 | 417 | 63 | 56 | 1,211 |
| 515 | Prairie State | 98 | 427 | 209 | 134 | 24 | 892 |
| 521 | Rend Lake | 88 | 234 | 125 | 27 | 93 | 567 |
| 537 | Richland | 105 | 169 | 72 | 56 | 6 | 408 |
| 511 | Rock Valley | 189 | 289 | 131 | 140 | 24 | 773 |
| 518 | Sandburg* | 60 | 160 | 134 | 24 | 20 | 398 |
| 506 | Sauk Valley | 45 | 142 | 61 | 35 | 21 | 304 |
| 531 | Shawnee | 51 | 118 | 55 | 21 | 3 | 248 |
| 510 | South Suburban | 120 | 357 | 137 | 76 | 29 | 719 |
| 533 | Southeastern | 56 | 129 | 55 | 30 | 14 | 284 |
| 522 | Southwestern | 163 | 798 | 548 | 53 | 130 | 1,692 |
| 534 | Spoon River | 52 | 105 | 40 | 28 | 5 | 230 |
| 504 | Triton | 177 | 727 | 377 | 130 | 81 | 1,492 |
| 516 | Waubonsee | 181 | 626 | 416 | 166 | 76 | 1,465 |
| 539 | Wood | <u>78</u> | <u>168</u> | <u>57</u> | <u>47</u> | <u>14</u> | <u>364</u> |
| | TOTALS | 6,302 | 17,072 | 9,756 | 4,249 | 2,863 | 40,242 |

EEOC Administrative Staff/Technicians and Skilled Craft Workers categories are included in the Professional Staff/Protective Service Workers category.

*Includes revised college figures

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

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