

# ILLINOIS COMMUNITY COLLEGE SYSTEM

## HISPANIC

### EMPLOYMENT PLAN REPORT



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**Table of Contents**

Introduction .....1

Map of Illinois Community Colleges .....2

Demographic Information.....3

Hispanic Employment Plan Survey Results .....8

Bilingual Needs and Bilingual Pay Survey Results.....158

Utilization Rate for Hispanic Employees in Illinois Public Community Colleges.....256

Summary of Hispanic Employees in Illinois Public Community Colleges.....257

Summary of Total Employees in Illinois Public Community Colleges.....258

Bibliography .....259

## INTRODUCTION

The enclosed materials contain fiscal year 2017 (July 1, 2016 through June 30, 2017) 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.

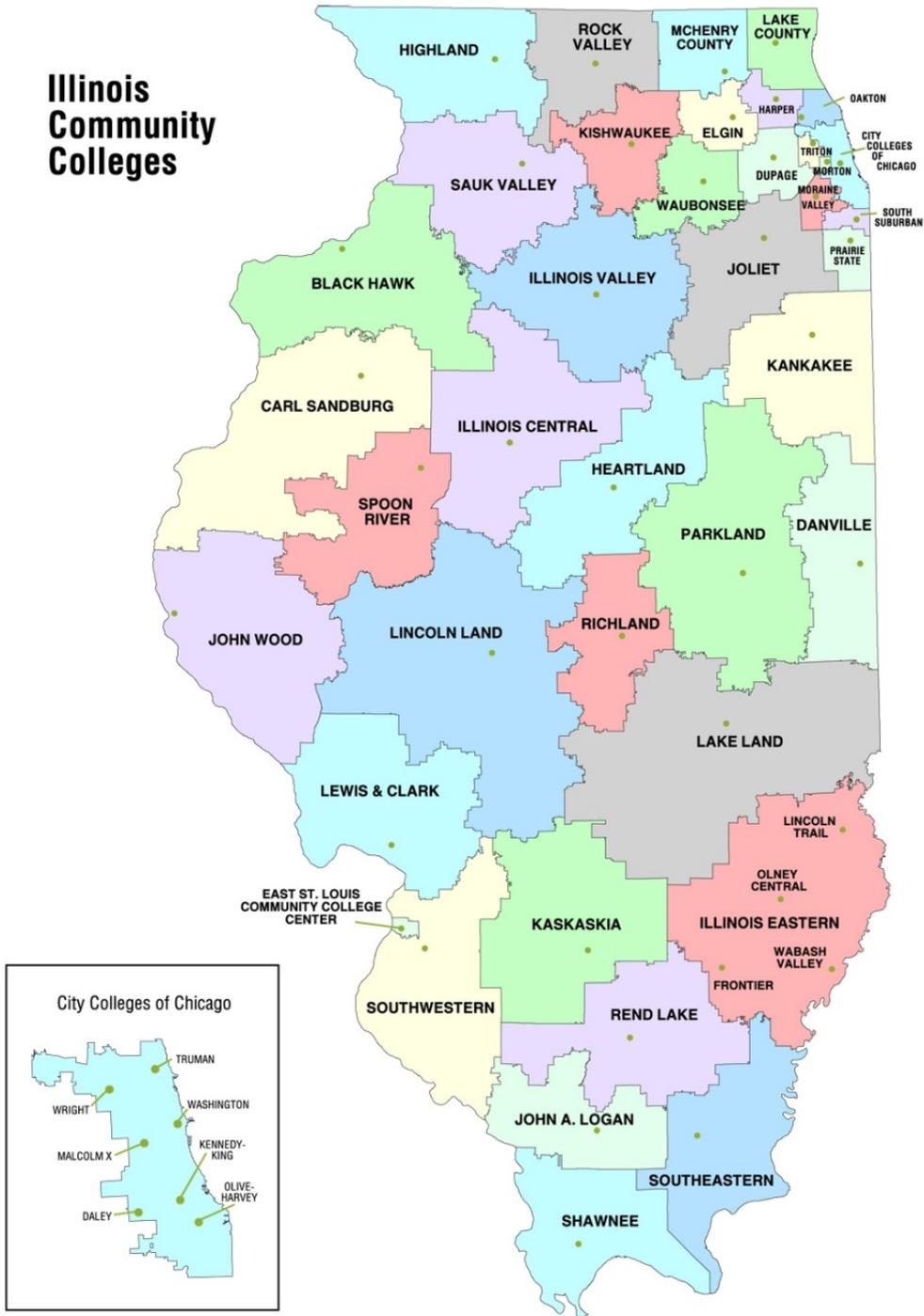
Fiscal year 2017 is the eighth year that community colleges and public universities have been given the opportunity to respond to this important legislation. Many state agencies have been reporting their activities and initiatives under the act since 2005. The initial legislation dates back to 1993.

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 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](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 submissions (A1 and A2). 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 2016.

**State of Illinois' Racial/Ethnic Distribution** – State census data show that Illinois' population was 12.80 million in 2016 compared to 12.83 million in 2010, and 12.42 million in 2000 (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf>, <http://www.census.gov/2010 census/> Select Illinois, and 2017 Index of Need, Table 1 [https://www.iccb.org/iccb/wp-content/pdfs/reports/IndexOfNeedTables\\_2017.pdf](https://www.iccb.org/iccb/wp-content/pdfs/reports/IndexOfNeedTables_2017.pdf)).

These detailed Illinois census data indicate that the state's population grew 3.1 percent between 2000 and 2016. The state population, however, decreased 0.2 percent between 2010 and 2016. Illinois' 2016 census estimate shows that White/Caucasian remained the largest racial/ethnic group. However, minority populations were responsible for Illinois' overall population growth from 2000 to 2016, as the percent of Caucasians decreased from 73.5 percent to 71.0 percent of the population (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf> and 2017 Index of Need, Table 1 [https://www.iccb.org/iccb/wp-content/pdfs/reports/IndexOfNeedTables\\_2017.pdf](https://www.iccb.org/iccb/wp-content/pdfs/reports/IndexOfNeedTables_2017.pdf)).

The racial/ethnic data collection methodology changed for the 2000 census and continued in the 2016 census data. The 2016 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 2,170,150 in 2016 (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf> and 2017 Index of Need, Table 1 [https://www.iccb.org/iccb/wp-content/pdfs/reports/IndexOfNeedTables\\_2017.pdf](https://www.iccb.org/iccb/wp-content/pdfs/reports/IndexOfNeedTables_2017.pdf)).

Illinois' largest minority group in 2000 was African American and in 2016 was Hispanic. Compared to 2000, African American counts in 2016 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 17.0 percent.

<b>Table 1</b>						
<b>State of Illinois Racial/Ethnic Distribution (Census)</b>						
	<b>White/ Caucasian</b>	<b>African American</b>	<b>Asian American*</b>	<b>Native American</b>	<b>Some Other Race**</b>	<b>Hispanic*** (Duplicated)</b>
<b>2000</b>	73.5%	15.1%	3.4%	0.2%	7.7%	12.3%
<b>2010</b>	71.5%	14.5%	4.6%	0.3%	9.0%	15.8%
<b>2016</b>	71.0%	14.7%	5.6%	0.6%	8.2%	17.0%

\*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 2017 Index of Need, Table 1.

**Racial/Ethnic Distribution Community College System Credit Programs**

Overall in fiscal year 2017, minority students accounted for 44.1 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 2017 data show that minority representation was similar to the prior year (fiscal year 2016 = 43.1 percent). Fiscal year 2017 results are above the five-year average (41.9 percent). Students identifying themselves as Hispanic students – 118,454 in fiscal year 2017 – accounted for the largest number of minority enrollments this year. African American students – 72,143 in fiscal year 2017 – constitute the second largest minority group in the latest data. Asian American students – 25,816 in fiscal year 2017 – constitute the third largest minority group enrolled in the Illinois Community College System. The fiscal year 2017 proportionate representation by Hispanic students was higher by about one percentage point in comparison to the prior year (22.3 percent in fiscal year 2017 versus 21.2 percent in fiscal year 2016). 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 2017 African American student proportional representation was lower in comparison to the prior year (13.6 percent in fiscal year 2017 versus 14.4 percent in fiscal year 2016). 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 (-77.5 percent), Native American (-58.3 percent), African American (-35.3 percent), and Asian American (-15.5 percent), while an increase was noted among students identifying themselves as Nonresident Alien (186.6 percent) and Hispanic (1.6 percent).

Students identifying themselves as Hispanic – 118,454 in fiscal year 2017 – 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 about three-fourths (74.2 percent) of the individuals enrolled in community college Adult Education coursework. In fiscal year 2017, Hispanic students accounted for over forty percent of adult education enrollments and African American students for over one-fourth of those enrollments (42.1 percent and 26.3 percent, respectively). Additionally, minority students accounted for more than eight out of every ten (82.2 percent) individuals enrolled in community college ESL coursework during fiscal year 2017. Hispanic students accounted for nearly two-thirds (62.7 percent) of the community college ESL students, followed by Asian American students (11.9 percent) and African American students (5.5 percent).

<b>Table 2</b>								
<b>Fiscal Year 2017 Minority Students Enrolled in Adult Education (ABE/ASE) and English-as-a-Second Language (ESL)</b>								
<b>Program</b>	<b>African American</b>	<b>Hispanic</b>	<b>Asian American</b>	<b>Nonresident Alien</b>	<b>Native American</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Minority Subtotal</b>
<b>ABE/ASE %</b>	<b>26.3%</b>	<b>42.1%</b>	<b>4.2%</b>	<b>0.4%</b>	<b>0.3%</b>	<b>0.1%</b>	<b>0.7%</b>	<b>74.2%</b>
Number	8,041	12,890	1,295	128	78	34	226	22,692
<b>ESL %</b>	<b>5.5%</b>	<b>62.7%</b>	<b>11.9%</b>	<b>1.7%</b>	<b>0.0%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>82.2%</b>
Number	1,650	18,644	3,539	492	13	40	65	24,443

**SOURCE OF DATA: Annual Enrollment and Completion (A1)**

Table 3 provides the distribution of minority students enrolled in Baccalaureate/Transfer and Career and Technical Education (CTE) programs. During fiscal year 2017, minorities comprised about four out of every ten (42.6 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 (20.5 percent), followed by African American students (12.8 percent), Asian American students (5.2 percent), students of Two or More Races (2.9 percent), Nonresident Alien students (0.9 percent), Native American students (0.2 percent), and Pacific Islander students (0.1 percent). Table 3 also shows that about one-third of students enrolled in Career and Technical Education programs were members of a minority group (34.4 percent). Hispanic students also had the highest representation among minorities in Career and Technical Education programs and accounted for 15.7 percent of the population. African American students had the second largest Career and Technical Education program enrollment (12.3 percent), followed by Asian American students (3.7 percent), students of Two or More Races (1.8 percent), Nonresident Alien students (0.5 percent), Native American students (0.3 percent), and Pacific Islander students (0.1 percent).

<b>Table 3</b>								
<b>Fiscal Year 2017 Minority Students Enrolled in Baccalaureate/Transfer and Career and Technical Education Programs</b>								
<b>Program</b>	<b>African American</b>	<b>Hispanic</b>	<b>Asian American</b>	<b>Nonresident Alien</b>	<b>Native American</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Minority Subtotal</b>
<b>Bacc./ Transfer %</b>	<b>12.8%</b>	<b>20.5%</b>	<b>5.2%</b>	<b>0.9%</b>	<b>0.2%</b>	<b>0.1%</b>	<b>2.9%</b>	<b>42.6%</b>
<b>Number</b>	34,394	55,122	14,038	2,312	614	274	7,675	114,429
<b>CTE %</b>	<b>12.3%</b>	<b>15.7%</b>	<b>3.7%</b>	<b>0.5%</b>	<b>0.3%</b>	<b>0.1%</b>	<b>1.8%</b>	<b>34.4%</b>
<b>Number</b>	17,152	21,946	5,132	766	393	130	2,538	48,057

**SOURCE OF DATA: Annual Enrollment and Completion (A1)**

The following section of the report supplies information about the racial/ethnic characteristics of students who graduated in fiscal year 2017. It provides a point-in-time or cross-cutting count of the number of degrees and certificates awarded to minority students within the Illinois Community College System during fiscal year 2017.

During fiscal year 2017, nearly twice as many minority graduates completed Career and Technical Education degrees and certificates than Baccalaureate/ Transfer degrees.

Across all minority groups in 2017, Career and Technical Education program graduates far outnumbered Baccalaureate/Transfer program graduates. Table 4 shows that during fiscal year 2017, nearly twice as many minority graduates completed Career and Technical Education degrees and certificates (N = 13,983) than Baccalaureate/Transfer degrees (N = 8,212). Minority students accounted for 34.0 percent of all Career and Technical Education graduates, compared to 38.8 percent of Baccalaureate/Transfer

graduates. Hispanic students accounted for the largest minority group completions in Career and Technical Education programs (15.6 percent), followed by African American students (12.0 percent), Asian American students (3.6 percent), students of Two or More Races (1.9 percent), Nonresident Alien students (0.6 percent), Native American students (0.3 percent), and Pacific Islander students (0.1 percent). The fiscal year 2017 proportional representation of the Hispanic Career and Technical Education program graduates (15.6 percent) was higher by 1.2 percentage points from fiscal year 2016 (14.4 percent). Hispanic students also accounted for the largest group of Baccalaureate/Transfer minority graduates (20.7 percent), followed by African American students (10.3 percent), Asian American students (4.2 percent), students of Two or More Races (2.3 percent), Nonresident Alien students (0.9 percent), Native American students (0.2 percent), and Pacific Islander students (0.1 percent). The fiscal year 2017 proportional representation of the Hispanic Baccalaureate/Transfer graduates (20.7 percent) was higher by 1.9 percentage points from the prior year (18.8 percent).

<b>Table 4</b>								
<b>Fiscal Year 2017 Minority Student Completions in Baccalaureate/Transfer and Career and Technical Education Programs</b>								
<b>Program</b>	<b>African American</b>	<b>Hispanic</b>	<b>Asian American</b>	<b>Nonresident Alien</b>	<b>Native American</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Minority Subtotal</b>
<b>Bacc./Transfer %</b>	<b>10.3%</b>	<b>20.7%</b>	<b>4.2%</b>	<b>0.9%</b>	<b>0.2%</b>	<b>0.1%</b>	<b>2.3%</b>	<b>38.8%</b>
Number	2,187	4,384	885	189	44	27	496	8,212
<b>CTE %</b>	<b>12.0%</b>	<b>15.6%</b>	<b>3.6%</b>	<b>0.6%</b>	<b>0.3%</b>	<b>0.1%</b>	<b>1.9%</b>	<b>34.0%</b>
Number	4,922	6,411	1,488	250	103	42	767	13,983

SOURCE OF DATA: Annual Enrollment and Completion (A1 & A2)

Table 5 shows that in fiscal year 2017, minority faculty and staff accounted for 18.2 percent of tenured faculty/officials and managers (a 0.7 percent decrease from fiscal year 2016), 15.5 percent of non-tenured faculty (a 4.7 percent decrease from fiscal year 2016), 28.1 percent of professional staff/protective service workers (a 5.1 percent decrease from fiscal year 2016), 30.7 percent of office and clerical/para-professionals (a 1.0 percent decrease from fiscal year 2016), and 42.0 percent of service maintenance employees (a 2.4 percent decrease from fiscal year 2016).

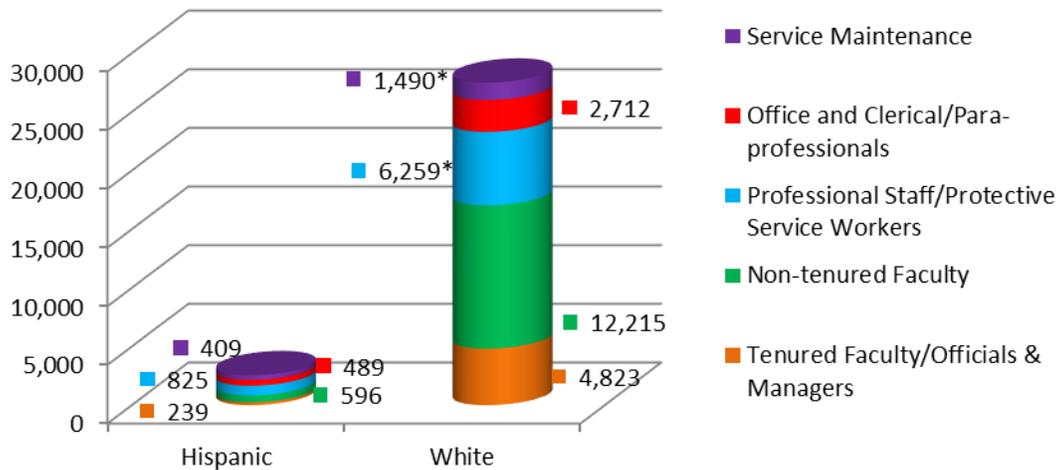
<b>Table 5</b>					
<b>Fiscal Year 2017 Minority Faculty and Staff at Illinois Community Colleges</b>					
	<b>Tenured Faculty/ Officials &amp; Managers</b>	<b>Non-tenured Faculty</b>	<b>Professional Staff/ Protective Service Workers</b>	<b>Office and Clerical/ Para-professionals</b>	<b>Service Maintenance</b>
<b>African American %</b>	<b>10.0%</b>	<b>7.4%</b>	<b>15.0%</b>	<b>15.5%</b>	<b>25.4%</b>
Number	605	1,189	1,383	630	707
<b>Hispanic %</b>	<b>3.9%</b>	<b>3.7%</b>	<b>8.9%</b>	<b>12.0%</b>	<b>14.7%</b>
Number	239	596	825	489	409
<b>Asian American %</b>	<b>3.9%</b>	<b>3.9%</b>	<b>3.5%</b>	<b>2.8%</b>	<b>1.2%</b>
Number	240	633	327*	114	32
<b>Native American %</b>	<b>0.3%</b>	<b>0.3%</b>	<b>0.3%</b>	<b>0.2%</b>	<b>0.5%</b>
Number	16	44	28	10	14
<b>Nonresident Alien %</b>	<b>0.0%</b>	<b>0.1%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
Number	2	13	4	0	0
<b>Pacific Islander %</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>0.1%</b>	<b>0.2%</b>
Number	4	17	21	4	5
<b>Minority Subtotal %</b>	<b>18.2%</b>	<b>15.5%</b>	<b>28.1%</b>	<b>30.7%</b>	<b>42.0%</b>
Number	1,106	2,492	2,588*	1,247	1,167

\*includes revised college figures

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

In fiscal year 2017, Hispanic faculty and staff accounted for 3.9 percent of tenured faculty/officials and managers, 3.7 percent of non-tenured faculty, 8.9 percent of professional staff/protective service workers, 12.0 percent of office and clerical/para-professionals, and 14.7 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 2017.

**Figure 1**  
**Comparison of Hispanic Employees to White Employees at Illinois Community Colleges**  
**Fiscal Year 2017**



\*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 and Clerical/Para-professionals; and Service Maintenance employment classifications) at each community college. A negative utilization rate demonstrates underrepresentation of Hispanics in the workforce. Please see Table 6, Table 7, and Table 8 for detailed information.

The following pages contain the responses from 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**

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

## Fiscal Year 2017

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.

### Black Hawk College

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

No

As of June 30, 2017, 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	3	0	0

As of June 30, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	8
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

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

No

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

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 populations is included. All new hires are reviewed by the Director of Human Resources, who is designated as the college AA/EEO Officer, to ensure disparate impact/treatment is not occurring.

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. This last year our college sponsored a speaker series through the Quad City Hispanic Chamber of Commerce to become more involved in the local Hispanic 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

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

Employees with career ladder enhancement No

Self-development training No

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

**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.

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

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

We have 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.

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

## Fiscal Year 2017

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.

### Carl Sandburg College

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

No

As of June 30, 2017, 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
<b>Total #</b>	5	0	0	0

As of June 30, 2017, 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 FY17 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

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

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

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-driven. The College believes that the educational experience is enriched through diversity in its people, curricula, and environment. The Diversity Statements affirms this, stating that "Carl Sandburg 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." 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. Fulfilling these objectives has led to the implementation of annual diversity training for all employees, required diversity training prior to interviews for Human Resources staff and interview committee members, and an on-campus diversity seminar.

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

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

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

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

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

Employees with career ladder enhancement  No

Self-development training  Yes

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

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

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

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

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

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

In accordance with the College's formal hiring process, Carl Sandburg College routinely reviews all employment processes for compliance and improvement opportunities.

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

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

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

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

No

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

No

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

N/A

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

## Fiscal Year 2017

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.

### City Colleges of Chicago – Harold Washington College

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

Yes

As of June 30, 2017, 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
<b>Total #</b>	5	2	2	0

As of June 30, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

Yes

Provide the FY17 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 of \$200. HWC has reinvested in the Latinos in Higher Ed networking site for ad postings & other community information. HWC strives to create a diverse candidate pool by posting & networking through a variety of different recruitment resources.

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

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 memberships 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

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

**Employees with career ladder enhancement** Yes

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

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

**Self-development training** Yes

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

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

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

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

HWC is an equal opportunity employer with a diverse workforce. Our recruitment & staffing efforts are clear & consistent to ensure a wide range of applicants are exposed to jobs posted at our 7 colleges.

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

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

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

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

No

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

Yes

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

Quarter-Time

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

N/A

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

## Fiscal Year 2017

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.

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

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

Yes

As of June 30, 2017, 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
<b>Total #</b>	3	0	1	0

As of June 30, 2017, 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 FY17 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 of \$200. TR Coll has reinvested in the Latinos in Higher Education networking site for ad postings & other community info. TR Coll strives to create a diverse candidate pool by posting & networking through a variety of recruitment resources.

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

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 memberships 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

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

Employees with career ladder enhancement Yes

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

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

Self-development training Yes

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

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

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?

Truman is an eq opp emp & recruit/staffing efforts are clear/consistent to attract wide range of applicants. EEO policy is enforced, prohibiting unlawful discrimination on the basis of race, national origin & all other legally protected categories.

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

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

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

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

No

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

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

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

## Fiscal Year 2017

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.

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

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

No

As of June 30, 2017, 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
<b>Total #</b>	8	1	0	0

As of June 30, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

Yes

Provide the FY17 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 of \$200. KK has reinvested in the Latinos in Higher Education networking site for ad postings & other community information. KK strives to create a diverse candidate pool by posting & networking through a variety of recruitment resources.

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

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 memberships 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

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

**Employees with career ladder enhancement** Yes

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

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

**Self-development training** Yes

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

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

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

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

KK is an eq opp emp & recruit/staffing efforts are clear/consistent to attract wide range of applicants. EEO policy is enforced, prohibiting unlawful discrimination on the basis of race, national origin & all other legally protected categories.

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

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

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

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

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

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

## Fiscal Year 2017

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.

### City Colleges of Chicago – Malcolm X College

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

No

As of June 30, 2017, 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
<b>Total #</b>	9	8	1	1

As of June 30, 2017, 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	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 FY17 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 of \$200. Malcolm X has reinvested in the Latinos in Higher Ed networking site for ad postings & other community info. Malcolm X strives to create a diverse candidate pool by posting & networking through a variety of recruitment resources.

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

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

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

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

Mentorship of a new Hispanic Faculty  
Staff Employment Recruitment Plan

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

Employees with career ladder enhancement Yes

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

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

Self-development training Yes

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

Malcolm X provides self-development training in many departments

- All FT employees of Malcolm X are able to take classes offered at any of our colleges
- Tuition reimbursement 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?**

MalcolmX is an eq opp emp & recruit/staffing efforts are clear/consistent to attract wide range of applicants. EEO policy is enforced, prohibiting unlawful discrimination on the basis of race, national origin & all other legally protected categories.

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

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

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

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

No

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

Yes

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

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

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

## Fiscal Year 2017

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.

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

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

No

As of June 30, 2017, 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
<b>Total #</b>	3	0	0	0

As of June 30, 2017, 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 FY17 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 of \$200. OH has reinvested in the Latinos in Higher Ed networking site for ad postings & other community information. Olive-Harvey strives to create a diverse candidate pool by posting & networking through a variety of recruitment resources.

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

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 memberships 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):**

Staff Employment Recruitment Plan

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

**Employees with career ladder enhancement** Yes

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

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

**Self-development training** Yes

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

OH provides self-development training in many departments

- All FT employees of Olive-Harvey are able to take classes offered at any of our colleges
- Tuition reimbursement is available to many FT employees if they wish to further their education.

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

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

OH is an eq opp emp & recruit/staffing efforts are clear/consistent to attract wide range of applicants. EEO policy is enforced, prohibiting unlawful discrimination on the basis of race, national origin & all other legally protected categories.

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

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

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

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

No

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

Yes

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

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

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

## Fiscal Year 2017

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.

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

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

Yes

As of June 30, 2017, 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
<b>Total #</b>	9	0	0	0

As of June 30, 2017, 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?

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 FY17 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 of \$200. Daley has reinvested in the Latinos in Higher Ed networking site for ad postings & other community information. Daley strives to create a diverse candidate pool by posting and networking through a variety of recruitment resources.

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

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 memberships 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

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

**Employees with career ladder enhancement** Yes

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

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

**Self-development training** Yes

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

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

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

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

Daley is an eq opp emp & recruit/staffing efforts are clear/consistent to attract wide range of applicants. EEO policy is enforced, prohibiting unlawful discrimination on the basis of race, national origin & all other legally protected categories.

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

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

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

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

No

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

Yes

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

Quarter-Time

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

N/A

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

## Fiscal Year 2017

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.

### City Colleges of Chicago – Wilbur Wright College

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

Yes

As of June 30, 2017, 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
<b>Total #</b>	4	0	1	0

As of June 30, 2017, 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 FY17 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 of \$200. Wright has reinvested in the Latinos in Higher Ed networking site for ad postings and other community information. Wright strives to create a diverse candidate pool by posting and networking through a variety of recruitment resources.

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

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 memberships 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

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

Employees with career ladder enhancement Yes

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

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

Self-development training Yes

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

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

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

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

Wright is an eq opp emp & recruit/staffing efforts are clear/consistent to attract wide range of applicants. EEO policy is enforced, prohibiting unlawful discrimination on the basis of race, national origin & all other legally protected categories.

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

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

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

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

No

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

Yes

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

Quarter-Time

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

N/a

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

## Fiscal Year 2017

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### College of DuPage

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

No

As of June 30, 2017, 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
<b>Total #</b>	22	2	0	0

As of June 30, 2017, 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

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

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 website.

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

Community Linkages  
Staff Employment Recruitment Plan

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

Employees with career ladder enhancement No

Self-development training No

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

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

Employee development funds are made available for employees 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.

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

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

- 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; events for Hispanic Heritage month that are cultural, academic and social in nature; 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.

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

## Fiscal Year 2017

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### College of Lake County

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

No

As of June 30, 2017, 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
<b>Total #</b>	5	0	1	0

As of June 30, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	13
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 FY17 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.)

CLC's recruiting budget is \$56,550, 25-30% of the budget was spent on diverse hiring initiatives. We also have a Diversity Council, as part of the College Governance structure, budget of \$50,000 specifically geared towards diversity and inclusion.

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

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 established Board Policies in place that address equal employment opportunities and non-discrimination. The College hiring process trains individuals who serve on hiring committees about conducting a fair and legal hiring process. The College trains hiring managers on uniform guidelines on employee selection, hidden bias and overall legal hiring processes. The College ensures that it advertises its employment website in diverse websites. Recruiting staff attend local and regional conferences, seminars, webinars, etc. to ensure compliance with legislative mandates effecting recruitment, employment, and promotion of highly qualified African Americans.

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.

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

Continue to ensure that employees who serve on hiring committees receive training regarding EEO considerations in the hiring process. The College has policies and procedures to ensure that the institution is an equal opportunity employer. Recruiters in Human Resource prescreens applications and track 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.

The College will continue to recruit and employ diverse employees that best represent the needs of our student population and utilize a wide variety of recruitment platforms to create a diverse candidate pool. Continue to assure that employees who serve on hiring committees receive training regarding diversity considerations in the hiring process.

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 Council will support the implementation, achievement, and maintenance of the diversity objectives set forth in the College's Strategic Plan. This Council will work to assure that the CLC community practices institutional integrity in all aspects of diversity and inclusion 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

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

**Employees with career ladder enhancement** Yes

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

The College provides opportunities for professional development through our TLEC Center, Career Development, Tuition Waiver, Staff Training & Development, career path identification, a Professional/Leadership Immersion Program.

**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".)**

In order to endorse and facilitate skills development, CLC provides an above market Career Development Program and tuition reimbursement to eligible employees for enrollment in career path directed coursework at educational institutions.

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

Yes

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

CLC implemented Professional Immersion Program. The program is designed to develop leadership competencies, create networking opportunities while involving employees in the college's governance initiatives and strategic priorities.

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

All recruitment policies take into consideration an outreach effort that deliberately focuses on increasing and maintaining the diversity support within the organization. HR monitors' candidate pools for diversity ensures EEO standards are followed.

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

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

CLC's Latino Outreach and Success Committee and other College offices work with the Lake County Hispanic community by providing outreach events and activities for parents and members of the Bilingual Parents Association Council (BPAC - middle school and high school). Some of the events we offer are: bilingual informational college sessions, tours to the College of Lake County, and annual conferences. We continually update our Spanish page on CLC's website by adding resource information and creating a section for the Latino Committee that includes a list of bilingual staff and instructors at the College. Programs like Familias en Educacion education Lake County families about CLC and the U.S. education system and financial aid/scholarship opportunities. Another strategy is to bring together focus groups of Latino Community leaders to the College to receive feedback and to obtain information about how we can better serve the Latino community. We have increased our presence on local bilingual radio and newspaper. In addition, the Latino Outreach and Success Committee and CLC's Public Relations Department created two videos in Spanish titled: Achieving Your Dreams with Financial Aid. Both videos feature current and past CLC students, and more videos are planned. The Center for International Education supports Spanish-speaking students who have been accepted in the program. The Latino Committee also created a Latino Pilot Program in fall of 2015 in which a cohort of first-time, full-time, degree/certificate-seeking students were compared to an IPEDS cohort and have consistently performed better than the IPEDS cohort. A similar program called Exito was created in 2016 for a smaller group of new students, with Committee members acting as mentors and tracking the students. The Latino Alliance student club help ensure that bilingual students feel welcome and connected to the College, and supports the Alicia Hernandez Scholarship through the College Foundation.

**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 Great Colleges survey 2017: CLC has formed an AQIP project to review these results. This group will analyze these results, identify areas for the college to address in the long- and short-term to improve employee satisfaction and engagement.

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

## Fiscal Year 2017

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.

### Danville Area Community College

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

No

As of June 30, 2017, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

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 publicly advertised. We advertise with diversity venues such as diversity.com. Search committees are comprised of a diverse group of employees. The VP of HR oversees all actions of the search committees to maintain equitable and inclusive practices. A Chief Diversity Officer was named in 2017 which assists with hiring opportunities.

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 the Hispanic and Diversity teams.

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

Community Linkages  
Mentorship of a new Hispanic Faculty

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

Employees with career ladder enhancement No

Self-development training Yes

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

DACC encourages all employees to continue their education and personal 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?

Advertise all positions publicly and encourage a diverse group of applicants.

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

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

To continue to promote to hispanic groups and provide resources for their student success. Interpreters will be available 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?

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 programs and data driven reporting to measure the success of all groups of students, specifically when student demographics are measured.

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

## Fiscal Year 2017

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.

### Elgin Community College

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

No

As of June 30, 2017, 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
<b>Total #</b>	228	414	17	32

As of June 30, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	25
Total Hispanic faculty that experienced separation from the college	1

What percentage of your community college employees are union?

More than 50%

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

No

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

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?

Elgin Community College has, and continues to advertise on Hispanic and Latino job boards that target this population. The College also continuously monitors each posting to ensure that each candidate pool is at least 20% diverse to ensure EEO compliance, as well as ensuring a hiring committee's interviewee pool at least 20% diverse as well.

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

The college's Talent Acquisition department plans to begin performing community outreach events and participating in more job fairs that target Hispanics/bilingual candidates.

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

None / Not applicable

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

Employees with career ladder enhancement No

Self-development training Yes

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

Instructors receive \$200 per active semester for professional 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?

Talent Acquisition is responsible for monitoring each posting and subsequently selected candidate pool to ensure a minimum of a 20% diverse pool

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

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

The College has been progressively updating job descriptions to require more multilingual employees, especially on those positions which are student facing.

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

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.

No studies have been conducted at this time to track or monitor student success at the student recruitment level.

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

## Fiscal Year 2017

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.

### Harper College

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

No

As of June 30, 2017, 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
<b>Total #</b>	8	1	0	0

As of June 30, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	17
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 FY17 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 17 budget specifically for recruiting Hispanic faculty, managers, and administrators. \$10,869 of FY17 budget targeted for recruiting multiple diverse populations, including Hispanic.

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

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 underrepresented 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

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

**Employees with career ladder enhancement** No

**Self-development training** Yes

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

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.

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

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

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 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.

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.

President has appointed a Hispanic Student Enrollment Task Force to study and make recommendations for how we can better attract, enroll, retain and graduate our Latino students.

**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.**

None

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

## Fiscal Year 2017

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.

### Heartland Community College

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

No

As of June 30, 2017, 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
<b>Total #</b>	3	0	0	0

As of June 30, 2017, 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

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

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?

HCC has comprehensive hiring guidelines that inform processes related to hiring, interviewing, and EEO. Employees involved in these recruitment 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.

Ensure that information about employment opportunities is reaching Hispanic/Spanish language speaking populations. As appropriate, this could include forwarding job announcements to representatives of local diversity organizations/networks, advertising on diversity-oriented online job boards and websites, 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

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

Employees with career ladder enhancement No

Self-development training Yes

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

Seminars, workshops, trainings, webinars/conferences;  
professional association memberships and publications;  
sabbaticals;  
tuition support

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

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

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

HCC has comprehensive student support services in place to assist all students in overcoming academic and personal barriers.

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.

HCC'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

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

## Fiscal Year 2017

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.

### Highland Community College

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

No

As of June 30, 2017, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2017, 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 FY17 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 a diverse applicant pool.

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

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 are 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.**

Highland will continue to target advertising venues specific to the Latino population such as Hispanic Outlook in Higher Education to post open positions. A group of area employers, including Highland, have committed to starting a work group to generate ideas and share resources to increase the recruitment and retention of diverse candidates.

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

None / Not applicable

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

Employees with career ladder enhancement  No

Self-development training  Yes

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

Professional development opportunities in the form of workshops, online training and one-on-one coaching. Tuition waivers for Highland classes are available to part-time and full-time employees.

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 & selection of candidates. HR provides training to EE/AA representatives & search committee members prior to serving on a committee.

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

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

Highland continues to offer ESL courses through our Adult Education Program. Apart from the ESL program we have successfully addressed the Spanish speaking needs through resources on campus such as instructors who teach Spanish for the College and volunteers.

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

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

## Fiscal Year 2017

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.

### Illinois Central College

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

No

As of June 30, 2017, 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
<b>Total #</b>	5	12	0	0

As of June 30, 2017, 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 FY17 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 allocated a total of \$51,000 for recruitment activities including staff.

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

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 providing the institution guidance on employment and retention goals. The offices of EEO and Human Resources work together to ensure the institutions sourcing, interviewing, and selection is based on non-bias factors. Staff receiving training on EEO compliance, non-bias selection techniques.

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

- A. Maintaining the Faculty Fellow program
- B. Targeted recruitment of HLC qualified minority candidates
- C. Implement referral bonus program

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

- Internships
- Community Linkages
- Mentorship of a new Hispanic Faculty

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

**Employees with career ladder enhancement** Yes

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

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

**Self-development training** Yes

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

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

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

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

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

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

Through periodic review and reporting of hiring and promotion of staff.

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

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

The following goals are part of the College's FY'18 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. 2016-2017 survey results will be ready after the survey submission.

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

## Fiscal Year 2017

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.

### Illinois Eastern Community Colleges – District Office

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

No

As of June 30, 2017, 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, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

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

Employees with career ladder enhancement No

Self-development training No

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

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.

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

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

We 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.

n/a

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

## Fiscal Year 2017

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.

### Illinois Eastern Community Colleges – Frontier Community College

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

No

As of June 30, 2017, 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, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

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

Employees with career ladder enhancement No

Self-development training No

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

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.

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

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

We 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.

n/a

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

## Fiscal Year 2017

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.

### Illinois Eastern Community Colleges – Lincoln Trail College

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

No

As of June 30, 2017, 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
<b>Total #</b>	0	0	0	0

As of June 30, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

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

Employees with career ladder enhancement No

Self-development training No

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

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.

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

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

We 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.

n/a

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

## Fiscal Year 2017

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.

### Illinois Eastern Community Colleges – Olney Central College

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

No

As of June 30, 2017, 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
<b>Total #</b>	1	0	0	0

As of June 30, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

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

Employees with career ladder enhancement No

Self-development training No

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

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.

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

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

We 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.

n/a

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

## Fiscal Year 2017

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.

### Illinois Eastern Community Colleges – Wabash Valley College

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

No

As of June 30, 2017, 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, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

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

Employees with career ladder enhancement No

Self-development training No

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

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.

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

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

We 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.

n/a

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

## Fiscal Year 2017

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.

### Illinois Valley Community College

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

No

As of June 30, 2017, 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, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	21
Total Hispanic faculty that experienced separation from the college	2

What percentage of your community college employees are union?

Less than 50%

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

No

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

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, 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 department 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 trains 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.

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

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

Employees with career ladder enhancement No

Self-development training Yes

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

Tuition Waivers - Continuing Education Classes - Job Shadow Program - Faculty Development Days - 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?

IVCC's Human Resources department oversees the hiring process and trains all selection committee members on the process. We do not distinguish one protected class group from another in the implementation of our policies.

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

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

A link on our website for Spanish materials, billboards in Spanish to promote IVCC and encourage enrollment, 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.**

None

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

## Fiscal Year 2017

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.

### John A. Logan College

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

No

As of June 30, 2017, 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
<b>Total #</b>	3	0	0	0

As of June 30, 2017, 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	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

Provide the FY17 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.)

n/a

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

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?

In FY 17 the EEOC contacted the college to ask if they may use our Affirmative Action Policy as a template to share nationwide. The college maintains a work environment free from harassment, intimidation, and coercion. To comply, the institution has a written employment policy and the policy is posted for access to all employees. The college provides professional development opportunities and offers employees the right to participate in training programs that expressly include minorities and women. The College's EEO policy is sent to unions, listed in policy manuals and collective bargaining agreements, and posted at all campus locations. The EEO policy is reviewed annually with all employees having any responsibility for hiring, assignment, layoff, termination, or other employment decisions.

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

Expand recruiting efforts in geographic areas with the highest concentration of 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

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

Employees with career ladder enhancement  No

Self-development training  No

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

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

Hiring procedures are updated annually and reviewed by college legal counsel on a regular basis. A segment of our Affirmative Plan covers hiring an promotion and the College's AA Plan received national recognition in FY17

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

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

By accessing our ethnic utilization analysis the college markets and recruits in geographic areas with the highest concentration of minorities.

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?	-	<input checked="" type="checkbox"/>
Does the center Director/Coordinator speak fluent Spanish?	<input checked="" type="checkbox"/>	-
Does the center Director/Coordinator assist in the recruitment of Hispanic students?	<input checked="" type="checkbox"/>	-

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.

n/a

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

## Fiscal Year 2017

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.

### John Wood Community College

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

No

As of June 30, 2017, 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, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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.

- Suggest professional and personal connections with outside sources and people talk about the college being a good workplace and applying for positions.
- HR will review returned EEO forms and suggest to search committees that some applicants might be interviewed based on merit, without noting the applicants are African American.

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

None / Not applicable

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

Employees with career ladder enhancement Yes

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

- Qualified associate faculty may apply for full-time faculty positions when available. Full-time faculty are on a tenure track.
- Employees are encouraged to apply for any open positions they are qualified for.

Self-development training Yes

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

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

\* Faculty and associate faculty can participate in Faculty Senate.

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

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.

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

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

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

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

\* JWCC currently has an English as a Second Language program for any interested students or public.

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

No

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

No

**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.**

Reports are provided to administration regarding numbers of staff. Discussion is ongoing as to ways to increase bilingual and bicultural Hispanic staff.

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

## Fiscal Year 2017

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.

### Joliet Junior College

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

No

As of June 30, 2017, 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
<b>Total #</b>	194	0	7	0

As of June 30, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	12
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

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

No

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

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

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

Employees with career ladder enhancement No

Self-development training No

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

**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.

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

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

The 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

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

## Fiscal Year 2017

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.

### Kankakee Community College

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

No

As of June 30, 2017, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2017, 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?

No

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

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 oversees the screening and hiring process for every staff and faculty position to maintain fairness and consistency throughout the process. Each screening committee is trained on the process and required to submit a confidentiality agreement. HR tracks the applicant pool using NEOGOV at each stage of the screening process to ensure a diverse pool of qualified 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 maintains ties with the local Hispanic community which has strengthened since welcoming a Hispanic college president in 2009. These activities have included: 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

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

Employees with career ladder enhancement  No

Self-development training  No

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

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

HR oversees a structured hiring and promotion process.

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

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

The College continues to maintain strong ties with the local Hispanic community in order to recruit qualified Hispanic applicants for employment.

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

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

## Fiscal Year 2017

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.

### Kaskaskia College

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

No

As of June 30, 2017, 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, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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.

While we are a rural college and do still need to advertise in local newspapers the College has expanded recruiting to expand our candidate pool and be more effective with diversity hiring. As newspaper readership has declined and minority candidates utilize newspapers less than Caucasian readers the College has utilized other resources such as using Indeed.com (one of the nation's largest employment search websites), posting jobs on the College website, on bulletin boards at the College and distributing to community partners. Additionally this fiscal year the college is starting to utilize the Illinois Job Network. This resource is a widely used resource for unemployed Illinois job seekers. Unemployment is highest with diverse candidates so this should further enhance our diversity recruiting efforts.

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

None / Not applicable

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

**Employees with career ladder enhancement** No

**Self-development training** No

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

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

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.

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

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

N/A

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

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

N/A

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

N/a

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

## Fiscal Year 2017

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.

### Kishwaukee College

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

No

As of June 30, 2017, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

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 continuing to develop a recruitment plan which will incorporate minority representation on search committees as well as focus on marking 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):

Staff Employment Recruitment Plan

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

Employees with career ladder enhancement No

Self-development training Yes

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

The College 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 has designed and is continuing to develop leadership development opportunities. The College had its first cohorts in the Aspiring Leaders program in Fall 2017. We also offer supervisor and staff training opportunities.

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

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

Part-time ESL Specialist  
2 Pathways for ELL  
Have to positions in Enrollment Services that are bilingual  
Offer ESL and ELL  
Offer high school equivalency in Spanish  
Offer high school equivalence 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

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

## Fiscal Year 2017

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.

### Lake Land College

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

No

As of June 30, 2017, 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
<b>Total #</b>	5	1	0	0

As of June 30, 2017, 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 FY17 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

Included in the overall recruitment budget

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

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/EEO training

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

Broad recruitment efforts using on-line and diverse recruitment venues

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

None / Not applicable

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

Employees with career ladder enhancement No

Self-development training Yes

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

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

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

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.

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

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

The College has on staff a Spanish instructor that assists with translations 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.

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

## Fiscal Year 2017

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.

### Lewis and Clark Community College

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

No

As of June 30, 2017, 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
<b>Total #</b>	8	5	0	1

As of June 30, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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 continues to utilize 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 Recruiting Specialist, whose primary focus is to seek efficiencies in the employment process, including but not limited to seeking to enhance diversity. The Specialist reviews the minority representation of applicant pools and carefully reviewed 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 services. The College continues to focus on increasing representation of African Americans. All of the College's job openings are posted via PeopleAdmin; this links all of our postings to Indeed, Monster, the St. Louis Post-Dispatch (list others) so that we not only cast a regional, bi-state net, but in some cases a nationwide net for certain positions on campus. 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 does not currently have any specific incentive-driven programs to attract Hispanic employees specific outside of the recruitment efforts of our Specialist dedicated to enhancing a diverse workforce.

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

Employees with career ladder enhancement  No

Self-development training  No

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

**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 reviewing all open postings. She then assesses all minority applicants who meet minimum requirements of the position and makes recommendations for interview to the HR Director and committee members.

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

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

- 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.

A minority student study group began November 15, 2017 and is held every Wednesday from 12p – 2pm. This study group is an opportunity for students to build comradery, peer motivate and receive tips for student success. If a student has difficulty in a specific area of study and is not able to receive assistance from his or her peers they are referred to the Student Success Center (SSC) for additional tutoring help. The Coordinator of Diversity and Inclusion or peer tutor goes with the student to the SSC to facilitate the introductions.

**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.

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

## Fiscal Year 2017

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.

### Lincoln Land Community College

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

No

As of June 30, 2017, 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
<b>Total #</b>	3	0	0	0

As of June 30, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

Yes

Provide the FY17 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.)

In FY17 LLCC spent \$35667.34 to advertise vacancies. \$2494 was spent on advertising specific to the recruitment of minorities. \$1968 was used to attend recruitment events which provided an exposure of the college to diverse individuals.

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

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 Resource 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 screening and interviewing guidelines and all employees involved in screening, interviewing, and hiring are required to undergo training.

**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

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

Employees with career ladder enhancement  No

Self-development training  Yes

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

All staff can have the regular costs associated with LLCC credit courses waived upon successful completion of the course, and can receive up to \$1500 annually which can be used for other education. Professional development days are held twice yearly.

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 training regarding the mandatory Hiring and Promotion Monitor requirements. However, employees are expected to comply with all college policies, procedures, and guidelines, in addition to local, state, and federal mandates.

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

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

The college offers 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.

Beardstown is also planning to add Saturday morning developmental reading and English classes and a computer class to accommodate those students who work during the day and are unable to take the regularly scheduled morning classes.

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 this data.

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

## Fiscal Year 2017

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.

### McHenry County College

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

No

As of June 30, 2017, 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, 2017, 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

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

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 Administrator(s) responsible for compliance conduct routine status checks and are directly involved with and monitoring hiring related activities through various effective means.

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

Key recommendations for increasing Hispanic and Spanish speaking bilingual employees include: 1) Expand the usage of recruitment sources targeting the Hispanic/Latino population and seek to identify effective new resources. 2) Place a emphasis on hiring quallified candidates and/or those with related cultural experience. 3) Charge current employees directly and indirectly involved in the recruitment process to engage in outreach efforts, such as attending Job fairs, association meetings, conferences, and community events to attract and/or refer candidates to apply for job opportunities at the college.

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

- Internships
- Community Linkages
- Mentorship of a new Hispanic Faculty

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

Employees with career ladder enhancement  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) A Mentorship Program 2) Job Shadowing 3) OnDemand Online training & classroom workshops offered by MCC Professional Development Dept. 4) Designated Workday Training Programs - Concurrent workshop/training opportunites for all employees.

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.

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

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

Executed student success programs, which are tailored to meet the needs of multicultural students. The Focus program's target markets include new students, students placing into developmental courses, and students on academic probation (MAPP). The Excel program is for students who have a t least a 3.0 GPA, interested in mentoring students in the Focus Program. Multicultural Affairs staff attend Latinos Unidos club meetings to be introduced as a resource for multicultural students and to inform them of opportunities to collaborate on events to educate and raise awareness of cultures. Provided student attendance to the Latinos Unidos students to the United States Hispanic Leadership Institute (USHLI) in Chicago. Worked with ESL teachers to expand curriculum to include translated information on energy efficiency, recycling, and smart meters in McHenry County. Increased staffing and programs in order to enhance outreach efforts and meet the needs of students and the community.

**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.**

MCC Strategic Plan 2013-2018, Environmental Scan 2016-17, AQIP  
<https://www.mchenry.edu/strategicplan/2013StrategicPlan.pdf> ;  
[www.mchenry.edu/board/16\\_17/.../041817EnvironmentalScan](http://www.mchenry.edu/board/16_17/.../041817EnvironmentalScan)  
,<https://www.mchenry.edu/AboutMCC/systemsportfolio/category3>

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

## Fiscal Year 2017

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.

### Moraine Valley Community College

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

No

As of June 30, 2017, 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
<b>Total #</b>	10	0	1	0

As of June 30, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	8
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

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

Yes

Provide the FY17 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 FY17 \$8,000. The college is also a member of HACU and pays for the membership.

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

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

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

Employees with career ladder enhancement  No

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

N/A

Self-development training  Yes

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

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.

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

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

Moraine Valley 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. Additionally, the college hosted a Latino Empowerment Conference specially targeted to attract high school students to the institution within the district.

**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 responsibly. These employees do frequent recruitment events.

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

## Fiscal Year 2017

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.

### Morton College

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

Yes

As of June 30, 2017, 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
<b>Total #</b>	3	1	1	0

As of June 30, 2017, 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 FY17 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.)

Job postings to Minority Nursing site - \$349

Job postings to HACU (Hispanic Association of Colleges & Universities) - \$2,000

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

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 hiring practices follow EEO guidelines. The College also targets diversity related platforms for job searches and posts job openings to the Hispanic Association for Colleges and Universities (HACU) and Minority Nursing job boards.

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

Continued state support of the operating budget.

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

Staff Employment Recruitment Plan

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

Employees with career ladder enhancement Yes

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

By Collective Bargaining Agreement

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".)

Budget for professional development by Collective Bargaining Agreement

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?

Formal recruitment and hiring processes are in place; and by Collective Bargaining Agreement.

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

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

Job descriptions/applications have a desired (English/Spanish) bilingual qualification.

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.

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

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

## Fiscal Year 2017

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.

### Oakton Community College

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

No

As of June 30, 2017, 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
<b>Total #</b>	7	14	0	0

As of June 30, 2017, 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 FY17 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.)

\$17,750 in FY17 for Adv in Chicago Diversity and Media, \$4,760, LatPro Inc; \$40,302 on ESROCK Partners Advertising, including, but not limited to, Diverse Issues in Higher Education, Insight Into Diversity, and Hispanic Outlook in Higher Education.

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

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.

- We clearly explain the intent of the Affirmative Action Plan and reiterate the commitment to equal employment opportunity and affirmative action with all college administrators.
- We clearly communicate commitments to affirmative action and employment goals to each search committee.
- We monitor the activities and progress of search committees and supervising administrators.
- We maintain a welcoming environment so that individuals from demographic groups other than Caucasian desire employment with the College.

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

Community Linkages

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

Employees with career ladder enhancement

No

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

We provide internal training/development opportunities, from Excel workshops to Cultural competency training and beyond.

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

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".)

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.

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

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

!ANDALE! An Association for Nurturing the Development and Advancement of Latinos in Education.

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](#)

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

## Fiscal Year 2017

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.

### Parkland College

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

No

As of June 30, 2017, 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
<b>Total #</b>	0	0	0	0

As of June 30, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	20
Total Hispanic faculty that experienced separation from the college	1

What percentage of your community college employees are union?

More than 50%

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

No

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

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

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

Employees with career ladder enhancement  No

Self-development training  Yes

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

Computer Skills training  
Language and Writing  
Career Planning  
Continued Professional Education  
Ergonomics  
Employee Wellness  
Lynda.com

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.

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

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

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

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

## Fiscal Year 2017

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.

### Prairie State College

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

No

As of June 30, 2017, 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	1	0

As of June 30, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

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?

Ads are regularly placed in Hispanics in Higher Ed; all Search Committee results are reviewed by the Affirmative Action Officer; all hires are monitored by Affirmative Action Officer.

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

We can place job postings with local community Hispanic organizations;  
we can participate in job fairs aimed at Hispanic professionals

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

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

Employees with career ladder enhancement No

Self-development training No

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

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

All hires and promotions are reviewed by the Affirmative Action Officer.

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

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

We are exploring the possibility of hiring more Hispanic Affairs Advisors.

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

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

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

## Fiscal Year 2017

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.

### Rend Lake College

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

No

As of June 30, 2017, 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	0	0

As of June 30, 2017, 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?

No

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

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. The efforts to reach out to Hispanic candidates in our advertising efforts only receives a minimal response from the Hispanic population.

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

The lack of Hispanic population in our area makes it difficult to recruit additional qualified applicants. The college plans to continue to advertise in socially diverse ways to reach as many qualified Hispanic applicants as we can.

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

None / Not applicable

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

Employees with career ladder enhancement No

Self-development training Yes

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

Employees are encouraged to seek out training opportunities that provide both self-development and career 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 managers have been instructed to carefully consider all minority applications that are received and receive online training through outside agency.

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

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

We offer English as a second language classes and offer free tuition for dual credit classes in an attempt to introduce post secondary options to more Hispanic students while they are still in high school. The community is just not a region of large 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?

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 has created a program to track the success of all students; however, we do not have enough Hispanic staff to produce enough data to create a meaningful study or survey.

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

## Fiscal Year 2017

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.

### Richland Community College

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

No

As of June 30, 2017, 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
<b>Total #</b>	4	0	0	0

As of June 30, 2017, 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 FY17 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.

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

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 College's commitment to diversity, and the committee's role in supporting this objective.

Employment candidates for temporary full or 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):**

Internships  
Mentorship of a new Hispanic Faculty  
Staff Employment Recruitment Plan

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

**Employees with career ladder enhancement** Yes

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

The opportunity for Career Options communications 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 the College President.

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

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

Richland Community College's mission, vision, and Core Values focus on student success. 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.

Student Success staff members are among the first College employees that prospective students encounter, and as such they are critical components if a student's success. Advisors and counselors 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 populations summaries by race are reviewed at least annually. Employee transaction information (hires, promotions, demotions, terminations) are reviewed annually.

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

## Fiscal Year 2017

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.

### Rock Valley College

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

No

As of June 30, 2017, 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
<b>Total #</b>	7	0	1	0

As of June 30, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	10
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

Provide the FY17 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.)

NA

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

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 attract and employ Hispanic employees are: the HR recruiter meets with all search committee members to explain the hiring selection process along with the College's diversity initiative plan. RVC strives 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 and consideration. The search committee is responsible for submitting a matrix in addition to a job applicant summary that reflects how the committee decided on who was selected to 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 search for new venues targeting Hispanic applicants. We will work with current staff to get ideas and help with our recruitment efforts. Conferences will be sought and workshops related to 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

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

Employees with career ladder enhancement  No

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

NA

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".)**

2 times a year faculty employees are offered professional development opportunities in addition to inter-departmental training opportunities. The College offers tuition reimbursement.

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".)**

NA

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

The HR Recruiter meets with each recruitment's search committee members to explain the hiring selection process along with the College's diversity initiative plan. Training on diversity is reviewed before one can join a search committee.

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

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

ALAS meetings held weekly to focus on attracting Hispanic students. Students informed of the many opportunities the college has to offer. Engage students and parents in numerous ways both on and off the campus. Inspire them to believe in a college education making dreams a realistic and attainable goal.

**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.**

NA

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

## Fiscal Year 2017

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.

### Sauk Valley Community College

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

No

As of June 30, 2017, 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
<b>Total #</b>	7	1	0	0

As of June 30, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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 Resource 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.

The College will target advertising to reach unrepresented groups in an attempt to increase the number of Hispanic teaching/administrative staff and any Spanish language 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
- Mentorship of a new Hispanic Faculty
- Tuition Reimbursement

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

Employees with career ladder enhancement  No

Self-development training  Yes

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

- Tuition Reimbursement
- SVCC Tuition Waivers
- On the Job Training
- Internships
- Career Counseling

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 committees and supervisors to ensure compliance with the mandatory Hiring and Promotion Monitor requirements.

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

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

The College provides ESL services to prepared individuals for a promotion, earn citizenship, job preparedness, or assisting family members. We also provide translation services to our students and community.

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

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

## Fiscal Year 2017

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.

### Shawnee Community College

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

No

As of June 30, 2017, 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, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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 an EEO officer responsible for being a part of screening for all full time positions to be hired. HR ensures all recruitment is in compliance with equal opportunity laws and regulations.

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

Researching utilizing publications which target those individuals.

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

- Internships
- Community Linkages
- Mentorship of a new Hispanic Faculty

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

**Employees with career ladder enhancement** Yes

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

Employees are encouraged to further their degree. We've researched getting a cohort together for employees looking to pursue their Master's degree.

**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 professional development. A committee meets to discuss opportunities and tracks the development employees report that they attend.

**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/EEO officer monitors employment in accordance with policy to ensure.

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

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

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 in place to reach out and help those who need it.

**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

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

## Fiscal Year 2017

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.

### South Suburban College

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

No

As of June 30, 2017, 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, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

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.

As certain key positions become available, it is discussed if there is a bilingual need. If so, bilingual skills are added to the job description and posting. Since SSC is an emerging Hispanic Serving Institution (HSI), more descriptions will be revised along with posting job openings in journals such as Hispanic Outlook.

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

Community Linkages  
Mentorship of a new Hispanic Faculty

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

Employees with career ladder enhancement  No

Self-development training  Yes

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

A variety of professional development opportunities are available to employees through staff/faculty 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.

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

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

South Suburban College is continuously striving to better serve our increasing Hispanic/Latino community. This past year, a Latino Center was implemented at the College. The Center's primary objective is to provide information, services and support. The Latino Center is committed to help build an informed vibrant Latino community at SSC where Latinos feel valued and supported. The Center's Liaisons provides translation services, and escorts students and their parents from office to office to ensure they understand the processes, services and various programs offered at South Suburban College. The members also regularly collaborate with the Admissions staff on campus to assist in the recruitment and retention initiatives for our Hispanic/Latino community. Lastly, South Suburban College continues to offer ESL classes, including GED for ESL. These classes have been scheduled at various locations and times to meet the needs of our Spanish speaking students. With these new initiatives, South Suburban College is proud to report our enrollment of Latino students has increased.

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

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

A compilation and analysis of the current workforce and utilization data by EEOC category is completed on an annual basis and submitted to Executive Leadership for review.

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

## Fiscal Year 2017

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.

### Southeastern Illinois College

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

No

As of June 30, 2017, 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
<b>Total #</b>	2	4	0	0

As of June 30, 2017, 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 FY17 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.)

Allocations for 2016-17 recruitment were budgeted at \$28,000 for all recruitment activities. A portion of the recruitment budget was allocated to recruiting in Outlook/Hispanic.

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

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 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

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

Employees with career ladder enhancement Yes

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

All job postings are sent to all faculty and staff prior to being sent to the general public through print/online ads. SIC has a history of promoting from within and encourages internal applicants to apply for new or vacant positions.

Self-development training Yes

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

Professional Development Workshops are held throughout the academic year 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?**

Vice Presidents and Deans are reviewing and monitoring all search committee to ensure policy and process are followed for hiring and ensuring that board policy is followed regarding promotion.

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

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

We do not anticipate a large amount of Hispanic student influx due to the fact that our community college district has less than 1% Hispanic population.

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

No

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

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 believe our recruitment and hiring efforts have been successful in the fact that we have recruited in Hispanic resources.

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

## Fiscal Year 2017

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.

### Southwestern Illinois College

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

No

As of June 30, 2017, 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
<b>Total #</b>	146	666	2	6

As of June 30, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	99
Total Hispanic faculty that experienced separation from the college	1

What percentage of your community college employees are union?

More than 50%

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

No

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

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

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

Employees with career ladder enhancement  No

Self-development training  Yes

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

All employees are offered professional development through 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.

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

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

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.

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

## Fiscal Year 2017

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.

### Spoon River College

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

No

As of June 30, 2017, 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
<b>Total #</b>	2	3	0	0

As of June 30, 2017, 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?

Yes

Provide the FY17 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

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

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

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

Employees with career ladder enhancement No

Self-development training No

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

**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.

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

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

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

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

## Fiscal Year 2017

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.

### Triton College

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

Yes

As of June 30, 2017, 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, 2017, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	17
Total Hispanic faculty that experienced separation from the college	1

What percentage of your community college employees are union?

More than 50%

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

No

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

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 from Triton College educates search committee participants on the State of Illinois Hispanic Employment Plan for Higher Education. This allows the search committee participants to gain knowledge on the strategies Triton College can use to diversify the applications received for all job listings. Triton College also attends job fairs, reviews applications every week to ensure diversity, uses the affirmative action list serve, advertises positions on Hispanic focused job boards and also has Hispanic employees on the search committee.

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

Some great recommendations would be training on diversity and the importance of diversity in the workplace and increased advertisements directed to the Hispanic population.

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

Mentorship of a new Hispanic Faculty  
Staff Employment Recruitment Plan

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

Employees with career ladder enhancement  No

Self-development training  Yes

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

Tuition waiver program allowing employees to take courses, tuition reimbursement for further education and professional development opportunities for all employees

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, search committee chairpersons, and hiring managers are informed of the required initiative and increased efforts to be made to hire a diverse workforce.

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

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

Our website and marketing materials reflect the diversity within our district  
Triton College advertises in Radio and TV stations focused in primarily Hispanic communities  
Increased efforts in educating the parents of Hispanic students  
Increased recruitment efforts at primarily Hispanic schools, businesses and community events  
Increased efforts in hiring Hispanic employees

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

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

## Fiscal Year 2017

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.

### Waubonsee Community College

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

Yes

As of June 30, 2017, 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, 2017, 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

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

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 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 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

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

Employees with career ladder enhancement  No

Self-development training  Yes

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

- 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.

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

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

We are working to develop resources for our Spanish speaking 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 2016 Waubonsee had a placement goal of minority clerical and secretarial staff. Over the past year Waubonsee has launched ads and outreach for the hiring of Spanish speaking bilingual staff.

## **BILINGUAL NEEDS AND BILINGUAL PAY SURVEY RESULTS**

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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 FY17? (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

N/A

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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 FY17? (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 Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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?	50
16 minutes to 60 minutes?	50
61 minutes to half of a work day?	0
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY17? (choose one) Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

- Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area.
- Accurate, detailed reports regarding Student population compared to Faculty demographics to address student needs

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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?	50
16 minutes to 60 minutes?	50
61 minutes to half of a work day?	0
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY17? (choose one) Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

- Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area.
- Accurate, detailed reports regarding Student population compared to Faculty demographics to address student needs

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 to facilitate the accessibility of institution services or information to non-English-speaking clients? 5

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	100
16 minutes to 60 minutes?	0
61 minutes to half of a work day?	0
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY17? (choose one) Quarterly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

- Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area.
- Accurate, detailed reports regarding Student population compared to Faculty demographics to address student needs

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 to facilitate the accessibility of institution services or information to non-English-speaking clients? 5

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	100
16 minutes to 60 minutes?	0
61 minutes to half of a work day?	0
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? 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 FY17? (choose one) Quarterly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

- Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area.
- Accurate, detailed reports regarding Student population compared to Faculty demographics to address student needs

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 to facilitate the accessibility of institution services or information to non-English-speaking clients? 5

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	100
16 minutes to 60 minutes?	0
61 minutes to half of a work day?	0
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY17? (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? 1

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

- Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area.
- Accurate, detailed reports regarding Student population compared to Faculty demographics to address student needs

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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?	50
16 minutes to 60 minutes?	50
61 minutes to half of a work day?	0
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY17? (choose one) Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

- Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area.
- Accurate, detailed reports regarding Student population compared to Faculty demographics to address student needs

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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?	50
16 minutes to 60 minutes?	50
61 minutes to half of a work day?	0
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts. 0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY17? (choose one) Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

- Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area.
- Accurate, detailed reports regarding Student population compared to Faculty demographics to address student needs

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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?	80
at least once a week?	10
at least once a month?	5
at least once a year?	5

Was interpretation or translation of English into a source language necessary in FY17 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 FY17 to facilitate the accessibility of institution services or information to non-English-speaking clients? 1500

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?	80
16 minutes to 60 minutes?	10
61 minutes to half of a work day?	5
more than half of a work day?	5

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.	60
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 FY17? (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?	11
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?	8
How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?	2
What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?	

Service population - Approx. 60-85% Spanish speaking. 60% of front line staff are bilingual English/Spanish

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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?	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 FY17 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 FY17 to facilitate the accessibility of institution services or information to non-English-speaking clients? 7660

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.	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 FY17? (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?	21
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?	8
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 of Lake County Hispanic and bilingual population has been increasing every semester. Some departments ensure that at least one employee is available to assist and Spanish speaking clients. Other divisions/departments evaluates the % of time a position spends assisting Spanish speaking clients. Positions that are found to assist Spanish speaking clients at least 25% of the time are posted with a 'desired skill' of bilingual in Spanish and English. Positions that interact with Spanish speakers 50% or more of the time are posted with a 'required skill' of bilingual in Spanish and English. Faculty and Staff work together developing programs to serve this community, including assessing the need for the College to increase the Spanish employee population.

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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?	No
Was interpretation or translation of English into a source language necessary in FY17 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 FY17 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 FY17? (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?

Interpreters are available and used as needed.

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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 FY17? (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?	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? 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?

It is based on the need of each individual student-facing department. We have 1 required bilingual position in Academic Advising, 2 in Student Recruitment, 1 in Financial Aid, and 1 in Student Accounts, for example.

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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 FY17? (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, bilingual Spanish speakers are sought after in many employment position searches.

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 to facilitate the accessibility of institution services or information to non-English-speaking clients?

56

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?	97
16 minutes to 60 minutes?	3
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 FY17? (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 Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 to facilitate the accessibility of institution services or information to non-English-speaking clients? 2

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. 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 FY17? (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? 2

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The bilingual service needs are determined on an as-needed basis when a client 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.

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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 FY17? (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 Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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 FY17? (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 Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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 FY17? (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 Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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 FY17? (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 Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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 FY17? (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 Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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 FY17? (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 Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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?	65
16 minutes to 60 minutes?	35
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. 3

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 FY17? (choose one) Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

None at this time

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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 FY17? (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?	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?	1

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 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?

Students needing language assistance are provided services through our student success center. Bi-lingual counselors are available to provide services.

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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 FY17? (choose one)	N/A
How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?	0
Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?	No
How many institution employees receive a bilingual pay supplement?	0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

- \* The need of bilingual staff is based on the requests for services.
- \* There have been no requests for bilingual services.
- \* A plan for bilingual staff will be developed should requests occur.

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 to facilitate the accessibility of institution services or information to non-English-speaking clients? 26

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 FY17? (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? 3

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 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 Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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 FY17? (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 Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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 FY17? (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 Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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?	60
16 minutes to 60 minutes?	25
61 minutes to half of a work day?	15
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

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 FY17? (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? 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? 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 continually 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 Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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 FY17? (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

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 Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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 FY17? (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?

Lewis and Clark relies on demand. To date the population seeking services from the college do not seek or require bilingual services. District census data supports that.

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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 FY17? (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 Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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?	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 FY17 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 FY17 to facilitate the accessibility of institution services or information to non-English-speaking clients? 930

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?	20
16 minutes to 60 minutes?	50
61 minutes to half of a work day?	30
more than half of a work day?	

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.	30
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 FY17? (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?	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?	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?	

The College employs several key methods to determine bilingual staffing needs: 1) An array of frequent assessment takes place, to include, surveys of services rendered to clients/students; analysis of retention and academic achievement completion rates, combined with a review of trends, forecasts, and population statistics of the surrounding communities the College serves. 2) Managers/Administrators at the departmental/divisional/Cabinet level conduct, at minimum, an annual needs assessment of staff and resources as part of the internal budget process. Requests for resources are submitted and considered during this process.

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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 FY17? (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 FY17 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 Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 to facilitate the accessibility of institution services or information to non-English-speaking clients?

800

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?	25
16 minutes to 60 minutes?	75
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 FY17? (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 an Hispanic-serving institution comprised of 85% Latino/Hispanic student population, many of them Spanish-speakers. The majority of staff in the front-lines, including Advising, Admissions and Records, Financial Aid, and Adult Education, are bilingual, as are staff in every other department of the college. These services are not quantified.

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 to facilitate the accessibility of institution services or information to non-English-speaking clients? 0

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 FY17? (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 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 Service, Student Outreach and Advising). Consequently, there are no positions with bilingual pay supplements.

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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 FY17? (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?

Surveys, demographic information, and community comment.

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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%	
	<b>%</b>
every day?	
at least once a week?	100
at least once a month?	
at least once a year?	
Was interpretation or translation of English into a source language necessary in FY17 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 FY17 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 FY17? (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? 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? 4

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?

Anecdotal experience

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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 FY17? (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?

The college has an employee that could serve as translator; however, it is not something that we have ever had a need for.

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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 FY17? (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 Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 to facilitate the accessibility of institution services or information to non-English-speaking clients?

320

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?	20
16 minutes to 60 minutes?	60
61 minutes to half of a work day?	20
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.

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 FY17? (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? 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 select one individual to meet the needs of our Spanish language population. Then we select more instructors as the need possibly arises.

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Sauk Valley Community College**

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 FY17 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 FY17 to facilitate the accessibility of institution services or information to non-English-speaking clients? 70

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?	40
16 minutes to 60 minutes?	60
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 FY17? (choose one) Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public? 1

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills? Yes

How many institution employees receive a bilingual pay supplement? 0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish? 1

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish? 1

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The College determines the number of bi-lingual positions with Spanish language options based on enrollment and demographics of our College area.

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 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 FY17? (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?

N/A

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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 FY17 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 FY17 to facilitate the accessibility of institution services or information to non-English-speaking clients?

400

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	70
16 minutes to 60 minutes?	30
61 minutes to half of a work day?	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.

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 FY17? (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? 12

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? 5

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 continuously striving to better serve our increasing Hispanic/Latino community. This past year, a Latino Center was implemented at the College. The Center's primary objective is to provide information, services and support. The Latino Center is committed to help build an informed vibrant Latino community at SSC where Latinos feel valued and supported. The Center's Liaisons provides translation services, and escorts students and their parents from office to office to ensure they understand the processes, services and various programs offered at South Suburban College. The members also regularly collaborate with the Admissions staff on campus to assist in the recruitment and retention initiatives for our Hispanic/Latino community. Lastly, South Suburban College continues to offer ESL classes, including GED for ESL. These classes have been scheduled at various locations and times to meet the needs of our Spanish speaking students. With these new initiatives, South Suburban College is proud to report our enrollment of Latino students has increased.

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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**

<b>Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?</b>	Yes
<b>If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget.</b>	Part of Unit Budget(s)
<b>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%</b>	
	<b>%</b>
every day?	0
at least once a week?	0
at least once a month?	0
at least once a year?	100
<b>Was interpretation or translation of English into a source language necessary in FY17 to facilitate the accessibility of institutional services or information to non-English-speaking clients?</b>	No
<b>Please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY17 to facilitate the accessibility of institution services or information to non-English-speaking clients?</b>	0
<b>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.</b>	0
<b>Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?</b>	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 FY17? (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 College 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 Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Southwestern Illinois College**

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 FY17 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 FY17 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 FY17? (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 Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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**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 FY17 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 FY17 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 FY17? (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 Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**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 FY17 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 FY17 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 FY17? (choose one)

Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

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 Responses by Illinois Community Colleges**

**Fiscal Year 2017**

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Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Waubonsee Community College**

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 FY17 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 FY17 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 FY17? (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 6

UTILIZATION RATE FOR HISPANIC FACULTY AND STAFF EMPLOYED IN ILLINOIS PUBLIC COMMUNITY COLLEGES  
BY EMPLOYEE GROUP  
FISCAL YEAR 2017

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%	-5.0%	-1.6%	-0.4%	-1.0%	-3.5%
508	Chicago	(-16.4%)	(-19.7%)	(-10.3%)	(-1.3%)	(-15.6%)	(-14.0%)
	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%	0.2%	1.7%	-3.8%	-1.7%
502	DuPage	-10.3%	-9.7%	-6.7%	-4.3%	12.6%	-7.5%
509	Elgin	-15.4%	-15.1%	-6.6%	0.4%	42.8%	-6.7%
512	Harper	-8.0%	-7.5%	-3.3%	-4.8%	15.3%	-5.2%
540	Heartland	-2.8%	-2.8%	-3.1%	-4.2%	-4.2%	-3.0%
519	Highland*	-1.0%	-2.1%	1.0%	1.4%	-2.7%	-1.1%
514	Illinois Central	-2.0%	-0.7%	-0.8%	-0.7%	-0.3%	-0.9%
529	Illinois Eastern	(-1.9%)	(-1.4%)	(-1.9%)	(-1.9%)	(-1.9%)	(-1.7%)
	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	-7.9%	-5.6%	-5.6%	-4.3%	-7.9%	-6.0%
525	Joliet	-10.3%	-9.9%	-4.2%	-1.2%	-5.9%	-7.3%
520	Kankakee	-4.5%	-6.7%	-4.6%	-5.5%	7.3%	-4.9%
501	Kaskaskia	-1.1%	-1.1%	-2.3%	-2.3%	-2.3%	-1.5%
523	Kishwaukee	-10.6%	-7.2%	-4.2%	-10.6%	-7.7%	-7.3%
532	Lake County	-15.7%	-13.5%	-5.4%	4.0%	-2.7%	-9.7%
517	Lake Land	-1.4%	-0.3%	-0.8%	-0.4%	-1.4%	-0.7%
536	Lewis & Clark	-1.5%	0.3%	1.4%	-1.5%	-0.3%	0.1%
526	Lincoln Land	-0.2%	-2.3%	-1.3%	-0.1%	-0.1%	-1.3%
530	Logan	-1.8%	-1.0%	-2.8%	-1.5%	-0.5%	-1.5%
528	McHenry	-9.7%	-7.6%	-7.6%	-4.3%	-5.2%	-7.4%
524	Moraine Valley	-12.3%	-11.6%	-7.7%	-6.6%	-5.1%	-10.1%
527	Morton	-45.2%	-50.7%	-19.5%	10.2%	3.2%	-36.5%
535	Oakton	-4.0%	-3.7%	4.0%	3.0%	13.6%	-0.6%
505	Parkland	-3.1%	-2.5%	1.9%	-4.7%	-4.7%	-1.1%
515	Prairie State	-8.4%	-5.5%	3.1%	-0.2%	4.3%	-2.5%
521	Rend Lake	-1.0%	-1.0%	-2.1%	-2.1%	-2.1%	-1.5%
537	Richland	0.3%	-0.2%	-1.8%	0.1%	-1.8%	-0.4%
511	Rock Valley	-8.8%	-10.2%	-7.3%	-7.7%	-6.2%	-8.8%
518	Sandburg	-4.1%	-1.0%	0.4%	-4.1%	-4.1%	-1.2%
506	Sauk Valley	-3.6%	-2.3%	0.8%	4.7%	2.2%	-0.8%
531	Shawnee	-2.9%	-2.1%	-1.0%	-2.9%	-2.9%	-2.1%
510	South Suburban	-8.9%	-7.1%	-1.7%	-8.0%	1.4%	-6.2%
533	Southeastern	-1.5%	0.3%	0.4%	-1.5%	-1.5%	-0.3%
522	Southwestern	-2.0%	-2.5%	-2.0%	-3.3%	-2.4%	-2.3%
534	Spoon River	-2.7%	-2.7%	-2.7%	0.6%	-2.7%	-2.2%
504	Triton	-13.0%	-15.9%	-1.7%	3.2%	44.7%	-6.8%
516	Waubonsee	-21.7%	-21.1%	-12.3%	3.1%	9.7%	-13.3%
539	Wood	<u>-0.3%</u>	<u>-1.0%</u>	<u>-1.7%</u>	<u>-1.7%</u>	<u>-1.7%</u>	<u>-1.1%</u>
	TOTALS	-11.1%	-11.3%	-6.1%	-3.0%	-0.3%	-8.4%

NA = Data Not Available

EOC 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 7

SUMMARY OF HISPANIC FACULTY AND STAFF EMPLOYED IN ILLINOIS PUBLIC COMMUNITY COLLEGES  
BY EMPLOYEE GROUP  
FISCAL YEAR 2017

<u>District</u>	<u>College</u>	<u>Tenured Faculty/ Official &amp; Managers</u>	<u>Non-Tenured Faculty</u>	<u>Professional Staff/ Protective Service Workers</u>	<u>Office &amp; Clerical/ Para-professionals</u>	<u>Service Maintenance</u>	<u>Total</u>
503	Black Hawk	4	9	9	6	4	32
508	Chicago	(104)	(159)	(313)	(148)	(113)	(837)
	Daley	18	41	62	31	45	197
	Kennedy-King	5	5	33	11	2	56
	Malcolm X	7	15	32	16	16	86
	Olive-Harvey	6	7	16	13	5	47
	Truman	14	34	47	22	15	132
	Washington	20	18	34	18	6	96
	Wilbur Wright	20	39	50	32	20	161
	District Office	14	0	39	5	4	62
507	Danville	0	0	6	2	0	8
502	DuPage	7	48	29	30	32	146
509	Elgin	17	32	33	26	61	169
512	Harper	12	32	31	15	24	114
540	Heartland	2	4	3	0	0	9
519	Highland	1	1	2	2	0	6
514	Illinois Central	2	11	10	3	3	29
529	Illinois Eastern	(0)	(2)	(0)	(0)	(0)	(2)
	Frontier	0	1	0	0	0	1
	Lincoln Trail	0	0	0	0	0	0
	Olney Central	0	0	0	0	0	0
	Wabash Valley	0	1	0	0	0	1
	District Office	0	0	0	0	0	0
513	Illinois Valley	0	5	2	2	0	9
525	Joliet	9	29	34	27	13	112
520	Kankakee	4	3	4	2	4	17
501	Kaskaskia	1	3	0	0	0	4
523	Kishwaukee	0	7	7	0	1	15
532	Lake County	9	42	47	38	17	153
517	Lake Land	0	3	2	1	0	6
536	Lewis & Clark	0	7	7	0	1	15
526	Lincoln Land	4	0	2	2	1	9
530	Logan	1	4	0	1	1	7
528	McHenry	2	12	5	8	1	28
524	Moraine Valley	1	9	9	12	6	37
527	Morton	14	28	58	18	13	131
535	Oakton	6	23	23	14	16	82
505	Parkland	3	10	32	0	0	45
515	Prairie State	1	12	23	12	3	51
521	Rend Lake	1	2	0	0	0	3
537	Richland	2	2	0	1	0	5
511	Rock Valley	4	2	4	4	1	15
518	Sandburg	0	4	7	0	0	11
506	Sauk Valley	2	7	5	4	2	20
531	Shawnee	0	1	1	0	0	2
510	South Suburban	2	12	11	2	3	30
533	Southeastern	0	2	1	0	0	3
522	Southwestern	2	6	6	0	1	15
534	Spoon River	0	0	0	1	0	1
504	Triton	13	35	54	51	53	206
516	Waubonsee	8	27	45	57	35	172
539	Wood	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>
	TOTALS	239	596	825	489	409	2,558

EEOC Administrative Staff/Technicians and Skilled Craft Workers categories are included in the Professional Staff/Protective Service Workers category.  
SOURCE OF DATA: Annual Faculty, Staff, and Salary Data (C3)

Illinois Community College Board

Table 8

SUMMARY OF TOTAL FACULTY AND STAFF EMPLOYED IN ILLINOIS PUBLIC COMMUNITY COLLEGES  
BY EMPLOYEE GROUP  
FISCAL YEAR 2017

District	College	Tenured Faculty/ Official & Managers	Non-Tenured Faculty	Professional Staff/ Protective Service Workers	Office & Clerical/ Para-professionals	Service Maintenance	Total
503	Black Hawk	130	268	133	75	54	660
508	Chicago	(824)	(1,707)	(1,676)	(534)	(841)	(5,582)
	Daley	71	258	162	60	132	683
	Kennedy-King	85	155	216	70	178	704
	Malcolm X	135	253	222	69	125	804
	Olive-Harvey	79	112	126	59	107	483
	Truman	88	262	288	82	101	821
	Washington	129	340	205	76	76	826
	Wilbur Wright	125	327	196	81	89	818
	District Office	112	0	261	37	33	443
507	Danville	81	90	148	36	19	374
502	DuPage	273	1,528	470	351	126	2,748
509	Elgin	228	414	203	112	93	1,050
512	Harper	305	712	359	211	88	1,675
540	Heartland	144	298	280	46	10	778
519	Highland*	58	167	54	48	39	366
514	Illinois Central	233	512	493	138	117	1,493
529	Illinois Eastern	(163)	(390)	(232)	(65)	(40)	(890)
	Frontier	19	166	25	11	4	225
	Lincoln Trail	25	63	44	12	11	155
	Olney Central	53	74	45	17	10	199
	Wabash Valley	46	84	78	15	10	233
	District Office	20	3	40	10	5	78
513	Illinois Valley	86	221	87	55	17	466
525	Joliet	240	701	347	211	161	1,660
520	Kankakee	110	210	116	77	26	539
501	Kaskaskia	87	253	68	39	41	488
523	Kishwaukee	73	207	109	36	35	460
532	Lake County	257	740	341	164	103	1,605
517	Lake Land	103	271	309	98	32	813
536	Lewis & Clark	176	390	236	35	79	916
526	Lincoln Land	192	384	210	92	46	924
530	Logan	98	227	83	78	44	530
528	McHenry	138	340	141	118	17	754
524	Moraine Valley	191	725	176	191	77	1,360
527	Morton	84	251	137	25	20	517
535	Oakton	170	605	200	133	76	1,184
505	Parkland	196	466	490	58	57	1,267
515	Prairie State	101	306	184	131	22	744
521	Rend Lake	91	194	116	23	87	511
537	Richland	99	128	74	54	5	360
511	Rock Valley	187	244	108	124	21	684
518	Sandburg	57	130	157	18	18	380
506	Sauk Valley	48	128	58	32	20	286
531	Shawnee	52	124	53	24	2	255
510	South Suburban	113	343	123	75	25	679
533	Southeastern	52	113	52	19	10	246
522	Southwestern	159	750	494	57	113	1,573
534	Spoon River	52	86	38	30	4	210
504	Triton	168	732	284	213	81	1,478
516	Waubonsee	188	548	329	196	98	1,359
539	Wood	<u>72</u>	<u>158</u>	<u>58</u>	<u>42</u>	<u>14</u>	<u>344</u>
	TOTALS	6,079	16,061	9,226	4,064	2,778	38,208

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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