

ILLINOIS COMMUNITY COLLEGE SYSTEM HISPANIC\LATINO EMPLOYMENT PLAN REPORT



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INTRODUCTION

Diversity is crucial to a democratic society, diversity enriches the educational experience, and diversity respects and celebrates differences among institutions and individuals alike. American Association for Community Colleges (2006). <http://www.aacc.nche.edu/About/Pages/mission.aspx>

Illinois Community Colleges . . . Empower students to live and work in an international economy and a multi-cultural society. (They) Support diversity within community and college life. Illinois Community College Board. (2006). [http://www.iccb.org/pdf/Promise Revisited2006.pdf](http://www.iccb.org/pdf/Promise_Revisited2006.pdf)

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

The enclosed materials contain fiscal year 2010 (July 1, 2009 through June 30, 2010) responses from Illinois' public Community College System to the *Hispanic Employment Plan Survey and the Bilingual Needs and Bilingual Pay Survey* (SB 387/P.A. 96-1286 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1286&GA=96>). The legislation asks that each community college provide an annual assessment of activities and progress implementing strategies to hire and promote Hispanic\Latino and bilingual persons at supervisory, technical, professional and managerial levels. An assessment of bilingual needs is also requested.

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

The Illinois Community College System consists of 48 colleges that blanket the state and provide equal education, training, and employment opportunities to all individuals. A map of the System appears on page 3 of this document. College officials recognize that a diverse faculty, staff, and student body enriches and improves the educational environment for everyone. These new reporting requirements allow colleges to provide additional information about their efforts to hire and promote individuals who are Hispanic\Latino and identify the need for

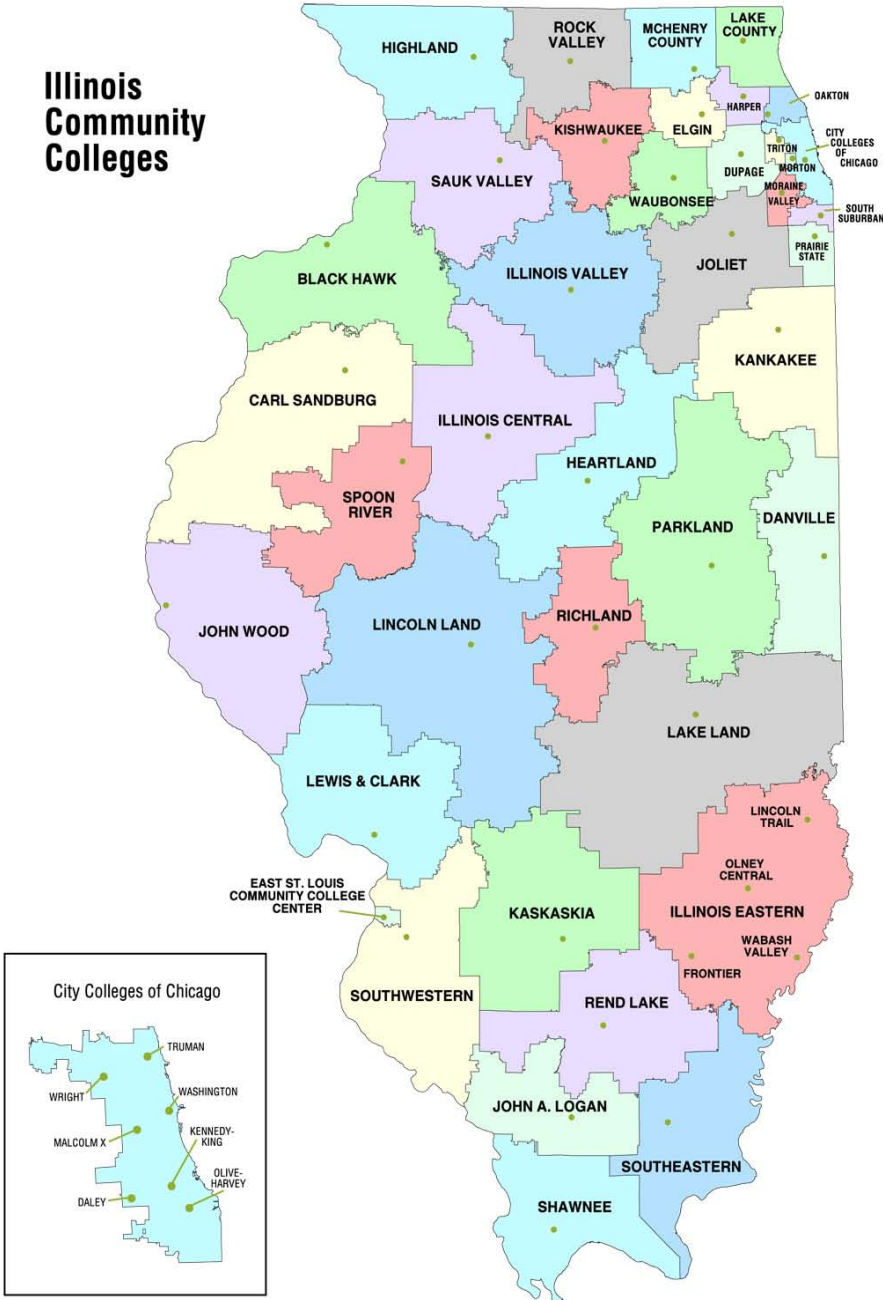
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bilingual employees. The report compliments activities and initiatives that are described in the annual *Illinois Community College System Underrepresented Groups Report* which addresses legislative reporting requirements under Public Act 85-283 (<http://www.ilga.gov/previousga.asp?GA=85>). Underrepresented groups reporting aims to increase participation and achievement among individuals with disabilities, women, and minorities. Recent editions of the *Underrepresented Groups Reports* are also available on the ICCB website <http://www.iccb.org/reports.access.html>. Another complimentary initiative is the *African American Employment Plans Report* which contains a compilation of responses from Illinois' public community colleges to a survey on this topic (SB 3531/P.A. 96-1341 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1341&GA=96>). That report provides an annual assessment of activities and progress implementing strategies to hire and promote African American persons by local community college officials.

The *Hispanic\Latino Employment Plan and Bilingual Needs Report* begins by providing demographic information about the state of Illinois, and annual community college credit program enrollments, completions, and staffing. Then individual college responses to standardized surveys addressing components of the legislation are provided. These surveys were adapted from forms developed by the State of Illinois' Department of Central Management Services. To provide continuity across higher education reporting, the same forms community colleges completed were used to gather information from public universities by the Illinois Board of Higher Education.

MAP OF ILLINOIS COMMUNITY COLLEGES

Illinois
Community
Colleges



DEMOGRAPHIC INFORMATION

This section of the report provides an overview of the racial/ethnic composition of the State of Illinois' population, students enrolled in community college credit programs, graduates, and college faculty and staff. Illinois census data are provided to offer an external reference point for reviewing Illinois Community College System information. Community college demographic data on credit students and completers are gathered from the colleges through the Annual Enrollment and Completion (A1) submission. Analyses are included about the racial/ethnic distribution of community college credit students for selected broad program areas (PCS). Staffing data referenced in the following pages are from the Annual Faculty, Staff, and Salary submission (C3).

Minority populations were responsible for Illinois' overall population growth from 2000 to 2010.
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State of Illinois' Racial/Ethnic Distribution – State census data show that Illinois' population grew to nearly 12.83 million in 2010 compared to 12.42 million in 2000 (<http://factfinder.census.gov/home/saff/main.html?lang=en>;; and http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_PL_QT_PL&prodType=table, Select Illinois from menu). These

detailed Illinois census data indicate that the state's population grew 3.3 percent between 2000 and 2010. Illinois' 2010 census data show that Whites/Caucasians remained the largest racial/ethnic group. However, minority populations were responsible for Illinois' overall population growth from 2000 to 2010, as the percent of Caucasians decreased from 73.5 percent to 71.5 percent of the population. (<http://factfinder.census.gov/home/saff/main.html?lang=en>, Select Illinois from menu; and http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_PL_QTPL&prodType=table, Select Illinois from menu).

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

Table 1						
State of Illinois Racial/Ethnic Distribution (Census)						
	White/ Caucasian	African American	Asian American	Native American	Some Other Race*	Latino** (Duplicated)
2000	73.5%	15.1%	3.4%	0.2%	7.7%	12.3%
2010	71.5%	14.5%	4.6%	0.3%	9.0%	15.8%

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

Racial/Ethnic Distribution Community College System Credit Programs –

Overall in fiscal year 2010, minority students accounted for over one-third (37.0 percent) of the individuals enrolled in credit coursework at Illinois community colleges whose ethnicity was known. FY

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

2010 data show that minority representation was similar to the prior year (FY 2009 = 36.2 percent). FY 2010 results are above the five-year average (35.8 percent). Students identifying themselves as Latino – 114,437 in FY 2010 – accounted for the largest number of minority enrollments this year and have every year since FY 2000. African-American students – currently 110,432 – constitute the second largest minority group in the latest data. The FY 2010 proportionate representation by Latino students was slightly lower than the prior year (16.1 percent in FY 2010 versus 16.3 percent in FY 2009). African-American student representation was higher than the previous year (15.6 percent in FY 2010 versus 14.4 percent in FY 2009). Longer term – over the past five years – the Illinois Community College System’s enrollments have increased across most racial/ethnic groups. Non-Resident Alien (-16.7 percent) was the only group with a decrease compared to FY 2006.

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

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

SOURCE OF DATA: Annual Enrollment and Completion (A1)

Table 3 provides the distribution of Minority students enrolled in Baccalaureate/Transfer and Career/Technical programs. During fiscal year 2010, minorities comprised three out of every ten (30.5 percent) Baccalaureate/Transfer enrollees. An examination of each Minority racial/ethnic group’s representation across the Baccalaureate/Transfer program area indicates that African-American students accounted for the largest Minority group enrollments (14.9 percent), followed by Latino students (9.9 percent), Asian students (4.7 percent), Nonresident Alien students (0.6 percent), and Native American students (0.3 percent). Table 3 also shows that almost three out of every ten students enrolled in career and technical programs were members of a Minority group (28.6 percent). African-American students had the highest representation among Minorities in Career/Technical programs and accounted for 14.7 percent of the population. Latino students had the second largest Career/Technical program enrollment (9.2 percent), followed by Asian students (4.0 percent), Nonresident Alien students (0.3 percent), and Native American students (0.3 percent).

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

SOURCE OF DATA: Annual Enrollment and Completion (A1)

The following section of the report supplies information about the racial/ethnic characteristics of students who graduated in fiscal year 2010. It provides a point in

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time or cross cutting count of the number of degrees and certificates awarded to Minority students within the Illinois Community College System during fiscal year 2010.

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

Across all Minority groups in 2010, Career/Technical program graduates far outnumbered Baccalaureate/Transfer program graduates. Table 4 shows that during fiscal year 2010, nearly four times as many Minorities completed Career/Technical programs (N = 13,192) as completed Baccalaureate/Transfer programs (N = 3,717). Minority students accounted

for 33.3 percent of all Career/Technical graduates, compared to 23.2 percent of Baccalaureate/Transfer graduates. Fewer than 20 percent of Career/Technical program completers were African-American (16.9 percent), followed by Latino (10.0 percent), Asian (5.8 percent), Nonresident Alien (0.3 percent), and Native-American (0.3 percent). African-American students represented a much smaller proportion of the Baccalaureate/Transfer graduates (9.2 percent). Latino students accounted for the largest group of Baccalaureate/Transfer Minority graduates (9.6 percent), followed by African-American students (9.2 percent), Asian students (3.7 percent), Nonresident Alien students (0.5 percent), and Native American students (0.2 percent).

Table 4						
Fiscal Year 2010 Minority Student Completers in Baccalaureate Transfer and Career and Technical Programs						
Program	African American	Latino	Asian	Nonresident Alien	Native American	Minority Subtotal
Bacc./Transfer %	9.2%	9.6%	3.7%	0.5%	0.2%	23.2%
Number	1,468	1,529	598	83	39	3,717
Career/Tech. %	16.9%	10.0%	5.8%	0.3%	0.3%	33.3%
Number	6,678	3,971	2,294	121	128	13,192

SOURCE OF DATA: Annual Enrollment and Completion (A1)

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

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

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clerical/para-professionals, and 21.7 percent of service maintenance employees. American Council on Education (1999), Humphreys (1999), American Association of Community Colleges (2009), Alger & Carrasco/American Association of University Professors (1997) and Brown-Glaude (2009) found that a diverse faculty promotes a positive learning environment for both minorities and Caucasians.

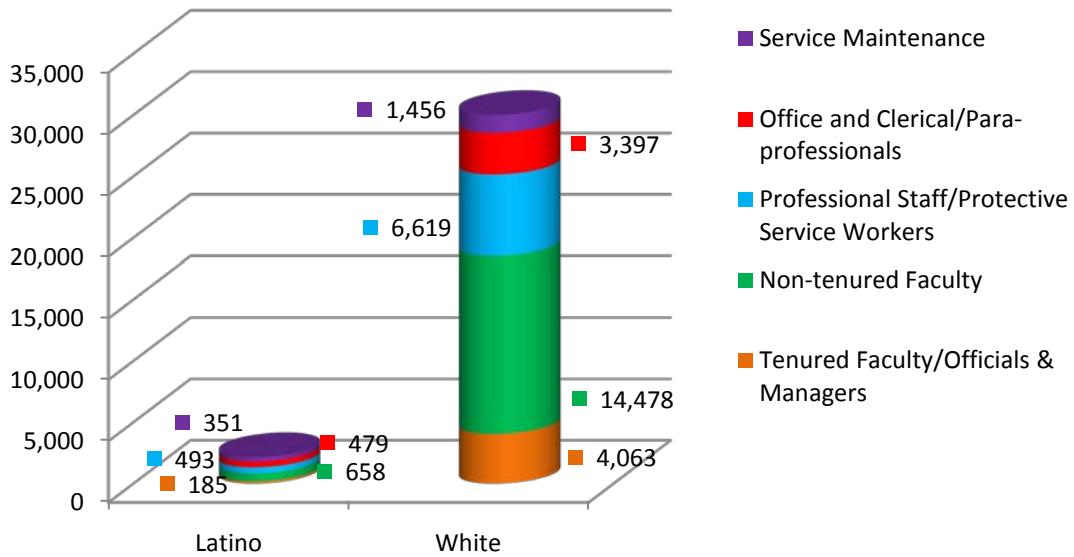
Table 5
Fiscal Year 2010 Minority Faculty and Staff in Illinois Community Colleges

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

*includes Native Hawaiian or Other Pacific Islander

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

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



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

Part of the standardized survey asks about individuals receiving extra pay for their bilingual skills. For certain positions, bilingual skills are a core job responsibility and required for an individual to be hired for the position. For example, Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. Individuals working in these departments must speak one or more foreign languages as specified in their job description. When college officials receive an incoming phone call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance to callers or visitors. In the later case, the extent to which these individuals receive extra compensation for their bilingual skills varies by institution. The good news for individuals seeking services is that if they call or visit a community college it is extremely likely that a college employee will be able to communicate with them in a common language.

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

12. b) 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?

12. c) How does the institution determine that it does not require any bilingual staff?

We monitor our students' language abilities through our advisors & faculty and they alert student services & HR if bilingual staff as needed.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes or less? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? N/A
(ii) at least once a week? N/A
(iii) at least once a month? N/A
(iv) at least once a year? N/A
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
No
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

12. b) 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?

12. c) How does the institution determine that it does not require any bilingual staff?

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Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

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Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Illinois Eastern Community Colleges – Olney Central College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes or less? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? N/A
(ii) at least once a week? N/A
(iii) at least once a month? N/A
(iv) at least once a year? N/A
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
No
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

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7. b) How many institution positions designated with language options were revised to delete the language option?

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8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

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9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

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12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

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12. c) How does the institution determine that it does not require any bilingual staff?

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Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes or less? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
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3. b) Of those employees how many have utilized bilingual skills?
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3. c) What percentage of those employees used bilingual skills?
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(ii) at least once a week? N/A
(iii) at least once a month? N/A
(iv) at least once a year? N/A
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
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4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

Illinois Community College System Hispanic\Latino Employment Plan Report FY 2010

0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

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7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

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9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

12. b) 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?

12. c) How does the institution determine that it does not require any bilingual staff?

We monitor our students' language abilities through our advisors & faculty and they alert student services & HR if bilingual staff as needed.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
50
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? Data not available.
(ii) 16 minutes to 60 minutes? Data not available.
(iii) 61 minutes to half a work day? Data not available.
(iv) more than half of a work day? Data not available.
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
Yes
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

N/A

12. b) 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

12. c) How does the institution determine that it does not require any bilingual staff?

An option was provided for new student orientation in Spanish and there were no requests. Adult Education and ESL divisions are there to teach the English language to the Spanish speaking students.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes to 60 minutes? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
Yes
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
12
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
Yes
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

15

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

6

6. b) Of those, how many positions were filled?

6

7. a) How many institution positions designated with language options were vacated?

6

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

Student needs demands enrollment surveys and instructor feedback.

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

Student needs demands enrollment surveys and instructor feedback.

12. c) How does the institution determine that it does not require any bilingual staff?

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes to 60 minutes? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
Yes
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
0
-

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5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

The department director accesses the required skills qualifications of each position and notifies Human Resources.

12. b) 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?

12. c) How does the institution determine that it does not require any bilingual staff?

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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes to 60 minutes? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
No
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

1

6. b) Of those, how many positions were filled?

1

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

12. b) 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?

12. c) How does the institution determine that it does not require any bilingual staff?

Staffing determinations are made through Kaskaskia College's Institutional Planning and Budget processes.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Kishwaukee College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
76
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 75
(ii) 16 minutes to 60 minutes? 25
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
2
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
Yes
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

Yes

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

Analysis of the number of Hispanic students in ESL classes.

12. b) 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 state grant funding for adult education.

12. c) How does the institution determine that it does not require any bilingual staff?

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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes to 60 minutes? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
No
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

Yes

6. a) How many vacancy notices were posted for institution positions designated with language options?

14

6. b) Of those, how many positions were filled?

13

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

The College recognizes that our most rapidly growing student populations are Hispanic/Latino therefore establishing a need for the College to increase the Hispanic/Latino employee population as well. We are doing this by taking an institutional look at positions as they become available and evaluating them for the necessity of bilingual skills. For example some departmental areas that have recognized this need includes Adult Education Counseling Human Resources Financial Aid Enrollment Services Admissions and Student Support Services.

12. b) 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 is recognizing the need to add bilingual positions to render those effected services. Part of the goals of the Diversity Commission is to formalize the structure. We are in the introductory stages however as we evaluate positions that become available and determine bilingual skills requirements. Those positions that serve Spanish speaking populations have bilingual skills requirements included on the job description and posting.

12. c) How does the institution determine that it does not require any bilingual staff?

We would make that decision based on the populations that the position serves on a predominant basis.

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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes to 60 minutes? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
No
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

0

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

Yes No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes No

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

Yes No

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5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

Yes No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

12. b) 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?

12. c) How does the institution determine that it does not require any bilingual staff?

There is not a need.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
10
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less?
(ii) 16 minutes to 60 minutes?
(iii) 61 minutes to half a work day?
(iv) more than half of a work day?
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
Yes
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

10

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

N/A

12. b) 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

12. c) How does the institution determine that it does not require any bilingual staff?

The College looks at current district demographic information as well as previous experience to determine the need for bilingual staff.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

John A. Logan College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

0

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 15

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

Yes

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

1

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

1

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 5

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

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5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

1

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

Client Services tracked thru Student Services Office.

12. b) 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?

Needs Surveys (Student & Staff) as well as Departmental Service Meetings.

12. c) How does the institution determine that it does not require any bilingual staff?

Needs Surveys (Student & Staff) as well as Departmental Service Meetings.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes to 60 minutes? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
2
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
2
3. c) What percentage of those employees used bilingual skills?
(i) every day? 100
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
Yes
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

Yes

6. a) How many vacancy notices were posted for institution positions designated with language options?

1

6. b) Of those, how many positions were filled?

1

7. a) How many institution positions designated with language options were vacated?

1

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

Assessment of customer and/or student population needs utilizing various methods e.g. dept/division program review monitoring enrollment data analyzing county demographics and consulting with stakeholders.

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

Assessment of customer and/or student population needs utilizing various methods e.g. dept/division program review monitoring enrollment data analyzing county demographics and consulting with stakeholders.

12. c) How does the institution determine that it does not require any bilingual staff?

N/A

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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes to 60 minutes? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
Yes
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

10

6. b) Of those, how many positions were filled?

10

7. a) How many institution positions designated with language options were vacated?

7

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

12. b) 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?

12. c) How does the institution determine that it does not require any bilingual staff?

Bilingual staffing is preferred not required in some student services positions. Recruitment for these positions where bilingual is preferred uses standard terminology encouraging those with bilingual skills to apply. The College does have bilingual staff and maintains a contact list of volunteer employees with bilingual skills for various languages who can be contacted if bilingual skills are required.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Morton College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes to 60 minutes? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
Yes
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

As an Hispanic/Latino Serving Institution we have widespread use of bilingual services. At least half of workforce is bilingual. Most positions have a desired qualification for Spanish bilingual.

12. b) 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 an Hispanic/Latino Serving Institution we have widespread use of bilingual services. At least half of workforce is bilingual. Most positions have a desired qualification for Spanish bilingual.

12. c) How does the institution determine that it does not require any bilingual staff?

N/A

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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes to 60 minutes? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
Yes
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

12. b) 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?

12. c) How does the institution determine that it does not require any bilingual staff?

The delivery of instruction our primary business is conducted in English and requires our students to have at a minimum conversational English skill. Those offering instruction in an ESL course are bilingual. There is insufficient demand for services requiring English-second language bilingual skills in any one position to require that an individual filling the position be bilingual. However we have bilingual staff in the major student support departments (Financial Aid Enrollment Services Student Outreach and Advising). Consequently there are no positions with bilingual pay supplements.

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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes to 60 minutes? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
Yes
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

Yes

6. a) How many vacancy notices were posted for institution positions designated with language options?

1

6. b) Of those, how many positions were filled?

1

7. a) How many institution positions designated with language options were vacated?

1

7. b) How many institution positions designated with language options were revised to delete the language option?

1

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

No formal studies have been performed.

12. b) 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 studies have been performed.

12. c) How does the institution determine that it does not require any bilingual staff?

N/A

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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
24
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 78
(ii) 16 minutes to 60 minutes? 22
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
Yes
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
16
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
Yes
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

4

6. b) Of those, how many positions were filled?

1

7. a) How many institution positions designated with language options were vacated?

1

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

Prairie State College tracks the need for bilingual positions of all types from demographic data collected by the U.S. Census Bureau and from the characteristics of our students. Overall the American Community Survey indicates that just under 10% of our district speaks a language other than English at home. The College tracks the number of minority students enrolled in our programs.

12. b) 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?

Overall the American Community Survey indicates that the large majority of community members who speak a language other than English at home are Spanish-language speakers. In addition Hispanic students have been approximately 8% to 9% of our student headcount for the past 5 years. From these data the college estimates that up to one-in-ten of its contacts with students may require Spanish language skills. The number of bilingual positions is then determined by the number of departments that serve as an initial point of contact with students and the community. For the past ten years the College sought to hire at least one employee with Spanish-language skills across all areas. These core service areas include the Information Center Financial Aid Office Enrollment Services Student Life and Counseling as well as support services such as the Fitness Center and Child Care. In addition the College employs a Bilingual Advisor of Student Life and Multicultural Affairs who works with the ESL department to provide assistance and guidance for those students who complete the ESL program and seek to transition to college-level academic programs.

12. c) How does the institution determine that it does not require any bilingual staff?

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Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Rend Lake College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes to 60 minutes? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
1
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
No
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

1

6. b) Of those, how many positions were filled?

1

7. a) How many institution positions designated with language options were vacated?

1

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

The President's cabinet accesses the needs on an annual basis to determine the number of employees needed render service to bilingual clients and/or students. Be advised that these needs are satisfied by the adult education department of the college that provides English as a second language instructors who meet the needs of the clients.

12. b) 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 President's cabinet accesses the needs on an annual basis to determine the number of employees needed to render service to Spanish clients and/or students. Be advised that these needs are satisfied by the adult education department of the college that provides English as a second language instructors who meet the needs of the clients.

12. c) How does the institution determine that it does not require any bilingual staff?

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes to 60 minutes? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
No
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

N/A

12. b) 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

12. c) How does the institution determine that it does not require any bilingual staff?

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 daily and work with staff to ensure student support. Counselors are among the first College employees that prospective students encounter and as such they are critical components of a student's success. Counselors are available to assist students with registration for classes and making academic decisions and identifying any bilingual communication needs.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Rock Valley College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes to 60 minutes? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
No
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

12. b) 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?

12. c) How does the institution determine that it does not require any bilingual staff?

Directors make the determination regarding bilingual employees based upon the needs of the departments and the population they serve. The needs determination is completed during budget time.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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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.

Carl Sandburg College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes to 60 minutes? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
No
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

N/A

12. b) 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

12. c) How does the institution determine that it does not require any bilingual staff?

N/A

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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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Sauk Valley Community College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

124

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 10

(ii) 16 minutes to 60 minutes? 75

(iii) 61 minutes to half a work day? 15

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

75

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

1

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

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1

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

We evaluate the College population demographics by our district as well as the student enrollment by semester.

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

We evaluate the College population demographics by our district as well as the student enrollment by semester.

12. c) How does the institution determine that it does not require any bilingual staff?

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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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.

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Shawnee Community College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes to 60 minutes? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
No
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

12. b) 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?

12. c) How does the institution determine that it does not require any bilingual staff?

An annual workforce analysis and student analysis is completed to ensure a staff composition that is reflective of our student population. To date there have been no requests from students or no need based by observation and/or analysis of data collected.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
1000
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes to 60 minutes? 100
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
4
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
4
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
No
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

1

6. b) Of those, how many positions were filled?

1

7. a) How many institution positions designated with language options were vacated?

1

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

Student enrollment numbers and budget.

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

Student enrollment numbers and budget.

12. c) How does the institution determine that it does not require any bilingual staff?

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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.

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Southeastern Illinois College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes to 60 minutes? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
No
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

12. b) 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?

12. c) How does the institution determine that it does not require any bilingual staff?

Demographic/geographic needs.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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Southwestern Illinois College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes to 60 minutes? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
Yes
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
No
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

12. b) 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?

12. c) How does the institution determine that it does not require any bilingual staff?

There are an insufficient number of non-English speaking Hispanic residents to be served.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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Spoon River College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes to 60 minutes? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
No
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

Illinois Community College System Hispanic\Latino Employment Plan Report FY 2010

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5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

12. b) 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?

12. c) How does the institution determine that it does not require any bilingual staff?

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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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

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes to 60 minutes? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
Yes
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

Our institution does not have a formal program recognizing bilingual staff.

12. b) 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

12. c) How does the institution determine that it does not require any bilingual staff?

Our institution does not have a formal program recognizing bilingual staff.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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Waubonsee Community College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes to 60 minutes? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
No
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

6

6. b) Of those, how many positions were filled?

6

7. a) How many institution positions designated with language options were vacated?

2

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

In conjunction with the department hiring manager we look at the population being served and the services to be provided to determine whether or not a bilingual language skill should be required.

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

In conjunction with the department hiring manager we look at the population being served and the services to be provided to determine whether or not a bilingual language skill should be required.

12. c) How does the institution determine that it does not require any bilingual staff?

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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John Wood Community College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.
0
1. b) In approximately what percentage of those cases was the time commitment?
(i) 15 minutes or less? 0
(ii) 16 minutes to 60 minutes? 0
(iii) 61 minutes to half a work day? 0
(iv) more than half of a work day? 0
1. c) What percentage of those cases required in-depth assistance?
0
1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?
No
2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?
0
3. a) How many institution employees receive a bilingual pay supplement?
0
3. b) Of those employees how many have utilized bilingual skills?
0
3. c) What percentage of those employees used bilingual skills?
(i) every day? 0
(ii) at least once a week? 0
(iii) at least once a month? 0
(iv) at least once a year? 0
4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?
No
4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No
5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
-

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5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

6

6. b) Of those, how many positions were filled?

6

7. a) How many institution positions designated with language options were vacated?

02

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

12. b) 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?

12. c) How does the institution determine that it does not require any bilingual staff?

The need of bilingual staff is based on the requests for services. There have been no requests for bilingual services therefore it is determined that we do not require any bilingual staff. A plan for bilingual staff will be developed should requests occur.

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