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## **HISPANIC EMPLOYMENT PLAN REPORT**

**FISCAL YEAR 2018**

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***March 2019***

Hispanic Employment Plan Report  
Fiscal Year 2018

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## Hispanic Employment Plan Report Fiscal Year 2018

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### INTRODUCTION

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The enclosed materials contain fiscal year 2018 (July 1, 2017 through June 30, 2018) responses from Illinois' public Community College System to the *Hispanic Employment Plan Survey and the Bilingual Needs and Bilingual Pay Survey* ([Public Act 096-1286](#)). The legislation asks that each community college provide an annual assessment of activities and progress implementing strategies to hire and promote Hispanic and bilingual persons at supervisory, technical, professional and managerial levels. An assessment of bilingual needs is also requested.

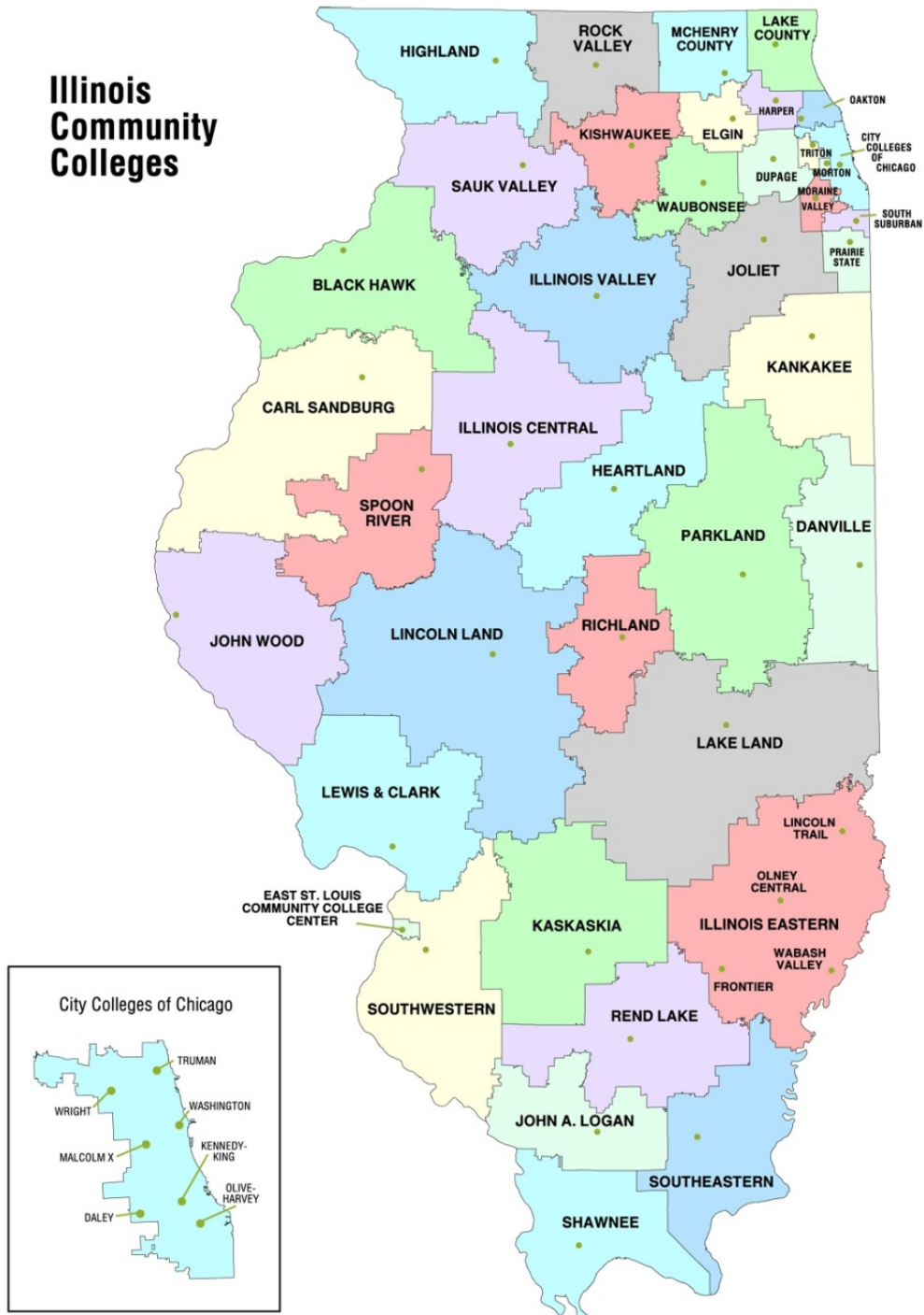
Fiscal year 2018 is the ninth year that community colleges and public universities have been given the opportunity to respond to this important legislation. Many state agencies have been reporting their activities and initiatives under the act since 2005. The initial legislation dates back to 1993.

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 the next page. College officials recognize that a diverse faculty, staff, and student body enriches and improves the educational environment for everyone. These reporting requirements allow colleges to provide additional information about their efforts to hire and promote individuals who are Hispanic and identify the need for bilingual employees. The report compliments activities and initiatives that are described in the annual *Illinois Community College System Underrepresented Groups Report* which addresses legislative reporting requirements in the [Board of Higher Education Act](#) (Sec. 8. and Sec. 9.16). Underrepresented groups reporting aims to increase participation and achievement among students who are academically or financially at risk, including minorities, women, and individuals with disabilities, as well as first-generation students and low-income students. Other complementary initiatives are the *African American Employment Plan Survey* ([Public Act 096-1341](#)) and the *Asian American Employment Plan Survey* ([Public Act 097-0856](#)). These surveys provide an annual assessment of initiatives and progress in hiring and promoting African Americans and Asian Americans at local community colleges. Recent editions of the *Underrepresented Groups Report and the African American, Asian American, and Hispanic Employment Plan Reports* are available on the [ICCB website](#).

The *Hispanic Employment Plan and Bilingual Needs Report* begins with demographic information about the state of Illinois, and annual community college credit program enrollments, completions, and staffing. Then individual college responses to standardized surveys addressing components of the legislation are provided. These surveys were adapted from forms developed by the State of Illinois' Department of Central Management Services. The Illinois Board of Higher Education collects similar information for the public four-year universities.

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MAP OF ILLINOIS COMMUNITY COLLEGES



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## DEMOGRAPHIC INFORMATION

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This section of the report provides an overview of the race/ethnicity composition of the State of Illinois' population, students enrolled in community college credit programs, graduates, and college faculty and staff. Illinois census data are provided to offer an external reference point for reviewing Illinois Community College System information. Community college demographic data on credit students and completers are gathered from the colleges through the Annual Enrollment and Completion submissions (A1 and A2). Analyses are included about the race/ethnicity 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).

### State of Illinois' Race/Ethnicity Distribution

State census data show that Illinois' population was 12.80 million in 2017 compared to 12.83 million in 2010, and 12.42 million in 2000 ([U.S. Census 2000 Illinois](#), [U.S. Census 2010](#), enter Illinois, and [2018 Index of Need](#) Table 1). These detailed Illinois census data indicate that the state's population grew 3.1 percent between 2000 and 2017. The state population, however, decreased 0.2 percent between 2010 and 2017. Illinois' 2017 census estimate shows that White/Caucasian remained the largest race/ethnicity group. However, minority populations were responsible for Illinois' overall population growth from 2000 to 2017, as the percent of Caucasians decreased from 73.5 percent to 71.2 percent of the population ([U.S. Census 2000 Illinois](#) and [2018 Index of Need](#) Table 1).

Minority populations were responsible for Illinois' overall population growth from 2000 to 2017.
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The race/ethnicity data collection methodology changed for the 2000 census and continued in the 2017 census data. The 2017 census data showed that 2.0 percent of all Illinoisans identified themselves as two or more races. These individuals are included in the "Some Other Race\*\*" column in [Table 1](#). The question on Hispanic ethnicity was asked independently from an individual's race beginning in 2000 and is reflected in the data in the table. These duplicated Hispanic population counts show substantial growth, from 1,530,262 in 2000 to 2,209,323 in 2017 ([U.S. Census 2000 Illinois](#) and [2018 Index of Need](#) Table 1).

Illinois' largest minority group in 2000 was African American and in 2017 was Hispanic. Compared to 2000, African American counts in 2017 decreased from 15.1 percent to 14.6 percent, whereas Asian American counts increased from 3.4 percent to 5.8 percent, Native American from 0.2 percent to 0.6 percent, and Hispanic from 12.3 percent to 17.3 percent.

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**Table 1**  
**State of Illinois Race/Ethnicity Distribution (census)**

	<i>White/ Caucasian</i>	<i>African American</i>	<i>Asian*</i> <i>American</i>	<i>Native American</i>	<i>Some Other Race**</i>	<i>Hispanic/Latino*** (Duplicated)</i>
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%
2017	71.2%	14.6%	5.8%	0.6%	7.8%	17.3%

\*Includes Pacific Islander

\*\*Includes two or more races

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

SOURCE OF DATA: U. S. Census Bureau, 2000 and 2010 & 2018 Index of Need, Table 1.

### Race/Ethnicity Distribution Community College System Credit Programs

Overall in fiscal year 2018, minority students accounted for 45.4 percent of the individuals enrolled in credit coursework at Illinois community colleges whose ethnicity was known. Race/ethnicity classifications are aligned with U.S. Department of Education collection and reporting standards. Fiscal

Students identifying themselves as Hispanics—116,866 in fiscal year 2018—accounted for the largest number of minority enrollments in the Illinois Community College System.

year 2018 data show that minority representation was similar to the prior year (fiscal year 2017 = 44.1 percent). Fiscal year 2018 results are above the five-year average (43.0 percent). Students identifying themselves as Hispanic students—116,866 in fiscal year 2018—accounted for the largest number of minority enrollments this year. African American students—67,101 in fiscal year 2018—constitute the second largest minority group in the latest data. Asian American students—24,590 in fiscal year 2018—constitute the third largest minority group enrolled in the Illinois Community College System The fiscal year 2018 proportionate representation by Hispanic students was higher by about one percentage point in comparison to the prior year (23.4 percent in fiscal year 2018 versus 22.3 percent in fiscal year 2017). While African American students accounted for the largest number of minority enrollments in fiscal year 2012 for the first time since fiscal year 1999, the fiscal year 2018 African American student proportional representation was slightly lower in comparison to the prior year (13.5 percent in fiscal year 2018 versus 13.6 percent in fiscal year 2017). Over the longer term—over the past five years—a decrease in the Illinois Community College System’s minority enrollments was noted among students identifying themselves as Pacific Islander (-72.0 percent), Native American (-60.8 percent), African American (-35.2 percent), and Asian American (-15.9 percent), while an increase was noted among students identifying themselves as Nonresident Alien (154.9 percent) and Hispanic (0.5 percent).

Student race/ethnicity representation varies across broad program areas (PCS). **Table 2** contains information about the race/ethnicity distribution of Adult Education [Adult Basic Education (ABE) and Adult Secondary Education (ASE)] and English-as-a-Second Language (ESL) enrollments. Minority students accounted for nearly three-fourths (72.9 percent) of the individuals enrolled in community college Adult Education coursework. In fiscal year 2018, Hispanic students accounted for over forty percent of Adult Education enrollments and African American students for over one-fourth of those enrollments (40.2 percent and 26.6 percent, respectively). Additionally, minority students accounted for about eight out of every ten (80.3 percent) individuals enrolled in community college ESL coursework during fiscal year 2018.

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Hispanic students accounted for nearly two-thirds (62.4 percent) of the community college ESL students, followed by Asian American students (10.7 percent) and African American students (5.4 percent).

**Table 2**  
**Fiscal Year 2018 Minority Students Enrolled in Adult Education  
and English as a Second Language Programs**

<i><b>Program</b></i>	<i><b>African American</b></i>	<i><b>Hispanic/ Latino</b></i>	<i><b>Asian American</b></i>	<i><b>Nonresident Alien</b></i>	<i><b>Native American</b></i>	<i><b>Pacific Islander</b></i>	<i><b>Two or More Races</b></i>	<i><b>Minority Subtotal</b></i>
<b>ABE/ASE %</b>	<b>26.6%</b>	<b>40.2%</b>	<b>4.4%</b>	<b>0.4%</b>	<b>0.3%</b>	<b>0.1%</b>	<b>0.9%</b>	<b>72.9%</b>
Number	7,141	10,805	1,173	109	70	31	253	19,582
<b>ESL %</b>	<b>5.4%</b>	<b>62.4%</b>	<b>10.7%</b>	<b>1.6%</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>80.3%</b>
Number	1,593	18,524	3,161	463	15	30	53	23,839

**SOURCE OF DATA:** ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

**Table 3** provides the distribution of minority students enrolled in Transfer and Career and Technical Education (CTE) programs. During fiscal year 2018, minorities comprised about four out of every ten (43.7 percent) Transfer enrollees. An examination of each minority race/ethnicity group's representation across the Transfer program area indicates that Hispanic students accounted for the largest minority group enrollments (21.6 percent), followed by African American students (12.6 percent), Asian American students (5.2 percent), students of Two or More Races (3.0 percent), Nonresident Alien students (1.0 percent), Native American students (0.2 percent), and Pacific Islander students (0.1 percent). **Table 3** also shows that about one-third of students enrolled in CTE programs were members of a minority group (35.0 percent). Hispanic students also had the highest representation among minorities in CTE programs and accounted for 16.5 percent of the population. African American students had the second largest CTE program enrollment (11.8 percent), followed by Asian American students (3.9 percent), students of Two or More Races (2.0 percent), Nonresident Alien students (0.6 percent), Native American students (0.3 percent), and Pacific Islander students (0.1 percent).

**Table 3**  
**Fiscal Year 2018 Minority Students Enrolled in Transfer  
and Career and Technical Education Programs**

<i><b>Program</b></i>	<i><b>African American</b></i>	<i><b>Hispanic/ Latino</b></i>	<i><b>Asian American</b></i>	<i><b>Nonresident Alien</b></i>	<i><b>Native American</b></i>	<i><b>Pacific Islander</b></i>	<i><b>Two or More Races</b></i>	<i><b>Minority Subtotal</b></i>
<b>Transfer %</b>	<b>12.6%</b>	<b>21.6%</b>	<b>5.2%</b>	<b>1.0%</b>	<b>0.2%</b>	<b>0.1%</b>	<b>3.0%</b>	<b>43.7%</b>
Number	33,462	57,408	13,799	2,591	563	248	7,927	115,998
<b>CTE %</b>	<b>11.8%</b>	<b>16.5%</b>	<b>3.9%</b>	<b>0.6%</b>	<b>0.3%</b>	<b>0.1%</b>	<b>2.0%</b>	<b>35.0%</b>
Number	15,439	21,644	5,055	732	375	123	2,565	45,933

**SOURCE OF DATA:** ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data



## Hispanic Employment Plan Report Fiscal Year 2018

The following section of the report supplies information about the race/ethnicity characteristics of students who graduated in fiscal year 2018. It provides a point-in-time or cross-cutting count of the number of degrees and certificates awarded to minority students within the Illinois Community College System during fiscal year 2018.

Nearly twice as many CTE degrees and certificates were completed than Transfer degrees by minority students during fiscal year 2018.

Across all minority groups in 2018, CTE program graduates far outnumbered Transfer program graduates. **Table 4** shows that during fiscal year 2018, nearly twice as many CTE degrees and certificates (N = 14,216) were completed than Transfer degrees (N =

8,165) by minority students. Minority students accounted for 34.7 percent of all CTE graduates, compared to 39.5 percent of Transfer graduates. Hispanic students accounted for the largest minority group for completions in CTE programs (16.9 percent), followed by African American students (11.3 percent), Asian American students (3.7 percent), students of Two or More Races (1.8 percent), Nonresident Alien students (0.6 percent), Native American students (0.3 percent), and Pacific Islander students (0.1 percent). The fiscal year 2018 proportional representation of the Hispanic CTE program graduates (16.9 percent) was higher by 1.3 percentage points from fiscal year 2017 (15.6 percent). Hispanic students accounted for the largest group of Transfer minority graduates (21.8 percent), followed by African American students (9.7 percent), Asian American students (4.3 percent), students of Two or More Races (2.5 percent), Nonresident Alien students (0.9 percent), Native American students (0.2 percent), and Pacific Islander students (0.1 percent). The fiscal year 2018 proportional representation of the Hispanic Transfer graduates (21.8 percent) was higher by 1.1 percentage points from the prior year (20.7 percent).

**Table 4**  
**Fiscal Year 2018 Minority Student Completers in**  
**Transfer and Career and Technical Education Programs**

<i><b>Program</b></i>	<i><b>African American</b></i>	<i><b>Hispanic/Latino</b></i>	<i><b>Asian American</b></i>	<i><b>Nonresident Alien</b></i>	<i><b>Native American</b></i>	<i><b>Pacific Islander</b></i>	<i><b>Two or More Races</b></i>	<i><b>Minority Subtotal</b></i>
<b>Transfer %</b>	<b>9.7%</b>	<b>21.8%</b>	<b>4.3%</b>	<b>0.9%</b>	<b>0.2%</b>	<b>0.1%</b>	<b>2.5%</b>	<b>39.5%</b>
Number	2,005	4,502	881	189	45	23	520	8,165
<b>CTE %</b>	<b>11.3%</b>	<b>16.9%</b>	<b>3.7%</b>	<b>0.6%</b>	<b>0.3%</b>	<b>0.1%</b>	<b>1.8%</b>	<b>34.7%</b>
Number	4,619	6,930	1,512	237	143	33	742	14,216

**SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2) Data**

**Table 5** shows that in fiscal year 2018, minority faculty and staff accounted for 19.4 percent of tenured faculty/officials and managers (a 6.6 percent increase from fiscal year 2017), 17.1 percent of non-tenured faculty (a 6.0 percent increase from fiscal year 2017), 32.1 percent of professional staff/protective service workers (a 16.6 percent increase from fiscal year 2017), 32.3 percent of office and clerical/paraprofessionals (a 6.4 percent increase from fiscal year 2017), and 41.7 percent of service maintenance employees (a 4.1 percent decrease from fiscal year 2017).

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Fiscal Year 2018

**Table 5**  
**Fiscal Year 2018 Minority Faculty and Staff in Illinois Community Colleges**

	<i><b>Tenured Faculty/ Officials and Managers</b></i>	<i><b>Non- Tenured Faculty</b></i>	<i><b>Professional Staff/ Protective Service Workers</b></i>	<i><b>Office and Clerical/ Para- professionals</b></i>	<i><b>Service Maintenance</b></i>
<i><b>African American %</b></i>	<b>9.8%</b>	<b>7.7%</b>	<b>15.3%</b>	<b>16.3%</b>	<b>24.1%</b>
Number	596	1,182	1,442	668*	646
<i><b>Hispanic/Latino %</b></i>	<b>4.5%</b>	<b>4.1%</b>	<b>10.9%</b>	<b>11.9%</b>	<b>14.4%</b>
Number	273	634	1,030	487	386
<i><b>Asian American %</b></i>	<b>3.4%</b>	<b>4.0%</b>	<b>3.4%</b>	<b>2.6%</b>	<b>0.9%</b>
Number	210	624	323	107	25
<i><b>Nonresident Alien %</b></i>	<b>0.3%</b>	<b>0.4%</b>	<b>0.5%</b>	<b>0.4%</b>	<b>1.0%</b>
Number	19	59	45	16	28
<i><b>Native American %</b></i>	<b>0.2%</b>	<b>0.2%</b>	<b>0.2%</b>	<b>0.2%</b>	<b>0.3%</b>
Number	15	27	18	10	8
<i><b>Pacific Islander %</b></i>	<b>0.0%</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.0%</b>	<b>0.2%</b>
Number	3	15	12	0	5
<i><b>Two or More Races %</b></i>	<b>1.0%</b>	<b>0.7%</b>	<b>1.6%</b>	<b>0.9%</b>	<b>0.8%</b>
Number	63	101	147	39	21
<i><b>Minority Subtotal %</b></i>	<b>19.4%</b>	<b>17.1%</b>	<b>32.1%</b>	<b>32.3%</b>	<b>41.7%</b>
Number	1,179	2,642	3,017	1,327	1,119

\*Includes revised college figures

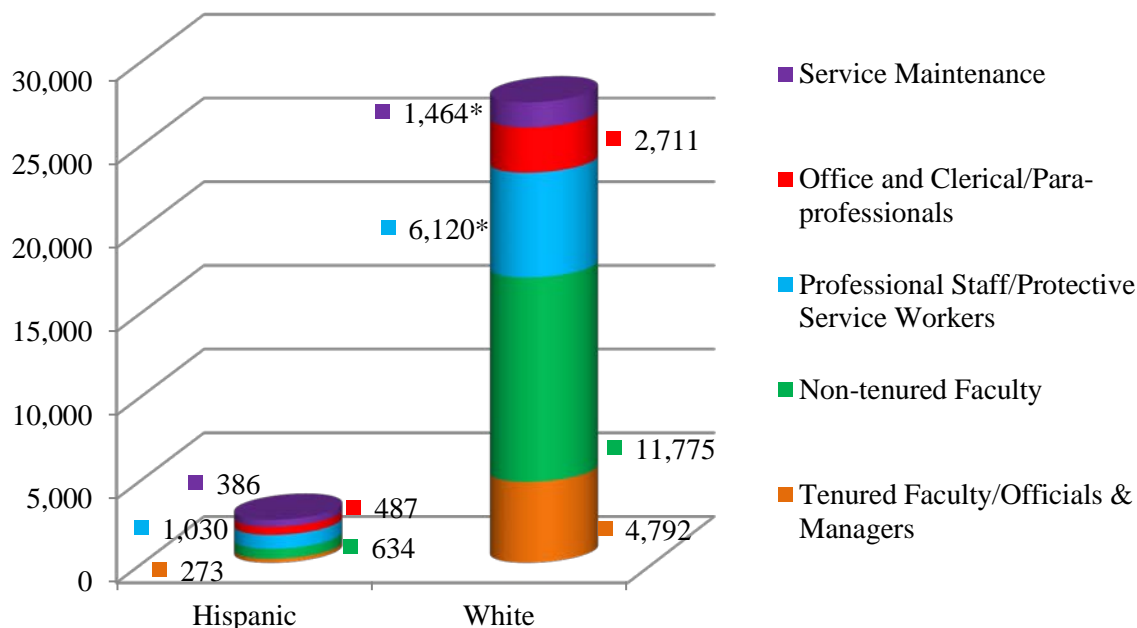
**SOURCE OF DATA:** ICCB Centralized Data System—Annual Faculty, Staff, and Salary (C3) Data and the Hispanic Employment Plan survey.

In fiscal year 2018, Hispanic faculty and staff accounted for 4.5 percent of tenured faculty/officials and managers, 4.1 percent of non-tenured faculty, 10.9 percent of professional staff/protective service workers, 11.9 percent of office and clerical/paraprofessionals, and 14.4 percent of service maintenance employees. **Figure 1** shows the Hispanic employee counts in comparison to the White employee counts at Illinois Community Colleges in fiscal year 2018.

Faculty, staff, administrators, and board members at each community college accept the responsibility of meeting the needs and demands of the area community and their constituents. To thrive in the competitive higher education marketplace, community colleges have adopted a strong customer and community focus. Hence, the colleges continue striving to reflect the communities in which they are located.

# Hispanic Employment Plan Report Fiscal Year 2018

**Figure 1**  
**Comparison of Hispanic Employees to White Employees**  
**at Illinois Community Colleges in Fiscal Year 2018**



\*Includes revised college figures

**SOURCE OF DATA:** ICCB Centralized Data System—Annual Faculty, Staff, and Salary (C3) Data and the Hispanic Employment Plan survey.

An important component of the Hispanic Employment Plan Report is identifying the Community College District Utilization Rate for Hispanic employees. It was calculated as each college's percentage of overall Hispanic district population (16 years and older) minus the percentage of Hispanic faculty and staff [tenured faculty/officials and managers (including executive and administrative positions); non-tenured faculty (including adjunct faculty); professional staff/protective service workers; office and clerical/ paraprofessionals; and service maintenance employment classifications] at each community college. A negative utilization rate demonstrates underrepresentation of Hispanics in the workforce. Please see Table 6, Table 7, and Table 8 for detailed information.

The following pages contain the responses from the Illinois public Community College System to the Hispanic Employment Plan Survey and the Bilingual Needs and Bilingual Pay Survey ([Public Act 096-1286](#)). College responses appear in alphabetical order by college name. Information was collected on Hispanic/Latino employees, funded positions, and Hispanic employment initiatives at Illinois community colleges.

Hispanic Employment Plan Report  
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**HISPANIC EMPLOYMENT PLAN SURVEY RESULTS**

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Black Hawk College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	13
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

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

No

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

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

Our college maintains an Affirmative Action Plan that sets forth specific goals focusing on the recruitment of underutilized minority groups including the Hispanic population. All new hires are reviewed by our AA/EEO Officer to ensure disparate impact/treatment is not occurring.

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

Recruit Hispanic focuses sources, such as Hola Magazine. Join the local Hispanic Chamber of Commerce. Our college has sponsored speaker events through the local Hispanic Chamber to become more involved in the Hispanic community.

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

- None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

No

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

All new hires are approved by the AA/EEO Officer to ensure fair and equal opportunity/consideration is given in the hiring process.

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

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

We have a bilingual recruiter.

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

No

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

Yes

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

Quarter-Time

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Carl Sandburg College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

Provide the FY 2018 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

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

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



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

The objective of increased employment diversity at Carl Sandburg College is strategic, not compliance-driven. The College believes that the educational experience is enriched through diversity in its people, curricula, and environment. The Diversity Statement affirms this, stating that "Carl Sandburg is a community of lifelong learners that welcomes, values, and respects diversity. The College fosters a climate of mutual respect that celebrates diversity by embracing our similarities as well as our differences. We demonstrate this commitment by serving students, faculty, staff, and community members with fairness and equality." Our objectives are to (1) shape an environment that recognizes the need for diversity, (2) create opportunities for all within the College community to interact with understanding, tolerance, and respect for others, and (3) promote sensitivity to individual needs and aspirations of those throughout the College Community. Fulfilling these objectives has led to the implementation of annual diversity training for all employees, required diversity training prior to interviews for Human Resources staff and interview committee members, and an on-campus diversity seminar.

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

Carl Sandburg College advertises to recruit diverse applicants for new and vacant positions. The College routinely conducts reviews of all employment processes for compliance and improvement opportunities. The college continues to use employment software and advertises job opportunities on Diversejobs.net. The College's Strategic Plan speaks specifically to promoting an inclusive environment. In order to connect with a more diverse population the college's Human Resources staff are attending academic and private sector recruitment fairs.

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

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

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

Sandburg offers professional development funds for training, tuition support, conferences, association and professional memberships. Opportunities are offered to all employees in accordance with policy 2.10 on Anti-Discrimination.

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

Yes

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

Sandburg offers professional development funds for training, tuition support, conferences, association and professional memberships. Opportunities are offered to all employees in accordance with policy 2.10 on Anti-Discrimination.

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

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

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

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

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

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

No

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

No

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### City Colleges of Chicago – Harold Washington College

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

Yes

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

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

- Harold Washington College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Harold Washington College is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino

organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Harold Washington College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

- Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of targeted job boards
- District Wide memberships to professional organizations
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

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

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

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

Employees with career ladder enhancement

Yes

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

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

Self-development training

Yes

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

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

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Harold Washington College is an equal opportunity employer with a diverse workforce. Our recruitment and staffing efforts are clear and consistent to ensure a wide range of applicants are exposed to each job posted at our seven colleges. Harold Washington College strictly enforces our EEO policy, which prohibits unlawful discrimination on

the basis of race, national origin and all other legally protected categories.

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

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

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

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

No

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

No

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

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

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

Yes

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

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

- Truman College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Truman College is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the

Chicago Community, and recruit, retain and promote qualified minorities. Truman College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

- Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of targeted job boards
- District Wide memberships to professional organizations
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

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

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

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

Employees with career ladder enhancement

Yes

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

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

Self-development training

Yes

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

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

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

- Truman College is an equal opportunity employer with a diverse workforce. Our recruitment and staffing efforts are clear and consistent to ensure a wide range of applicants are exposed to each job posted at our seven colleges. Truman College strictly enforces our EEO policy, which prohibits unlawful discrimination on the basis of race,

national origin and all other legally protected categories.

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

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

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

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

No

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

No



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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

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

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

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

- Kennedy-King College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Kennedy-King College is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in

the Chicago Community, and recruit, retain and promote qualified minorities. Kennedy-King College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

- Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of targeted job boards
- District Wide memberships to professional organizations
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

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

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

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

Employees with career ladder enhancement

Yes

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

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

Self-development training

Yes

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

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

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

- Kennedy-King College is an equal opportunity employer with a diverse workforce. Our recruitment and staffing efforts are clear and consistent to ensure a wide range of applicants are exposed to each job posted at our seven colleges. Kennedy-King College strictly enforces our EEO policy, which prohibits unlawful discrimination on the

basis of race, national origin and all other legally protected categories.

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

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

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

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

No

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

No

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### City Colleges of Chicago – Malcolm X College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

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

- Malcom X College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Malcolm X College is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the

Chicago Community, and recruit, retain and promote qualified minorities. Malcolm X College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

- Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of targeted job boards
- District Wide memberships to professional organizations
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

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

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

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

Employees with career ladder enhancement

Yes

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

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

Self-development training

Yes

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

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

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

• Malcolm X College is an equal opportunity employer with a diverse workforce. Our recruitment and staffing efforts are clear and consistent to ensure a wide range of applicants are exposed to each job posted at our seven colleges. Malcolm X College strictly enforces our EEO policy, which prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

**This section of the survey will list specific initiatives and focus on what your institution has**

**undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

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

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

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

No

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

Yes

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

Quarter-Time

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

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

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

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

- Olive-Harvey College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Olive-Harvey is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the

Chicago Community, and recruit, retain and promote qualified minorities. Olive-Harvey strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

- Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of targeted job boards
- District Wide memberships to professional organizations
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

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

- Staff Employment Recruitment Plan

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

Employees with career ladder enhancement

Yes

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

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

Self-development training

Yes

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

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

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

- Olive-Harvey College is an equal opportunity employer with a diverse workforce. Our recruitment and staffing efforts are clear and consistent to ensure a wide range of applicants are exposed to each job posted at our seven colleges. Olive-Harvey College strictly enforces our EEO policy, which prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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



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

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

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

No

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

No

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

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

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

Yes

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

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

- Daley College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Daley College is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the

Chicago Community, and recruit, retain and promote qualified minorities. Daley College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

- Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of targeted job boards
- District Wide memberships to professional organizations
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

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

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

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

Employees with career ladder enhancement

Yes

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

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

Self-development training

Yes

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

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

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Daley College is an equal opportunity employer with a diverse workforce. Our recruitment and staffing efforts are clear and consistent to ensure a wide range of applicants are exposed to each job posted at our seven colleges. Daley College strictly enforces our EEO policy, which prohibits unlawful discrimination on the basis of race, national

origin and all other legally protected categories.

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

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

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

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

No

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

Yes

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

Half-Time

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### City Colleges of Chicago – Wilbur Wright College

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

Yes

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

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

- Wright College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Truman College is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the

Chicago Community, and recruit, retain and promote qualified minorities. Wright College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

- Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of targeted job boards
- District Wide memberships to professional organizations
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

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

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

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

Employees with career ladder enhancement

Yes

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

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

Self-development training

Yes

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

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

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

- Wright College is an equal opportunity employer with a diverse workforce. Our recruitment and staffing efforts are clear and consistent to ensure a wide range of applicants are exposed to each job posted at our seven colleges. Wright College strictly enforces our EEO policy, which prohibits unlawful discrimination on the basis of race, national

origin and all other legally protected categories.

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

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

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

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

No

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

Yes

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

Half-Time

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### College of DuPage

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	26	0	1	0

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	16
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

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



additional advertising specifically focused on the minority communities if necessary.

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

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

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

- Community Linkages
- Staff Employment Recruitment Plan

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

Employees with career ladder enhancement

No

Self-development training

No

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

Yes

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

Employee development funds are made available for employees to develop professional skills.

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

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

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

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

Student Affairs collaboration of Admissions and Outreach, Office of Financial Assistance, Counseling and Advising and The Latino Outreach Center with recruitment and onboarding process:

- a. Recruitment and outreach activities in the high schools, community, and college fairs
- b. Evening, Saturday and Individual appointments with prospective students and families at all of the College of DuPage campuses

Offered student and parent workshops in both English and Spanish (to include financial aid and "how to pay for college" workshops).

a. Collaborated with ISAC (Illinois Student Assistance Commission) on financial aid workshops in district high schools and at College of DuPage

b. Conducted a “Parent Spanish Series” at Addison Trail High School

c. Conducted Spanish FAFSA workshops in select high schools with high percentage of Spanish speaking students  
 Created brochures and flyers in both English and Spanish to promote in the community and the Daily Herald\*  
 Retained bilingual staff in many student services areas to assist Spanish speaking students and community members; Campus Central, Admissions & Outreach, Student Financial Assistance, Student Records, Student Registration, Veterans Services, and Counseling & Advising).\*

Planned and coordinated cultural events targeting the Latino population including Latino Student Visit Day; Hispanic Heritage Month activities, parent information workshops; academic and social in nature; and a student leadership series, and parent workshop during NSO (New Student Orientation).

Attended Conferences and workshops to learn and implement Best Practices; The Dare to Dream Conference, Conference for Latino 8th grade and freshman girls; Conference for Community College Research and Leadership, College Change Everything Conference, Sharing the Dream Conference

Presented to local high school counselors on community and issues in education such as undocumented students.\*

Managed social media presence and interaction on Facebook, Twitter, Snap Chat and Instagram\*

Developed undocumented student resource webpage on College of DuPage website (information provided in English and Spanish).

\*Strategies repeated from last year that have been implemented and are in use.

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

Yes

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

Yes

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

Is the center Director/Coordinator Hispanic?	YES
Does the center Director/Coordinator speak fluent Spanish?	YES
Does the center Director/Coordinator assist in the recruitment of Hispanic students?	YES

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

Yes

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

Full-Time

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### College of Lake County

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

Yes

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	7
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

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

Yes

Provide the FY 2018 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

Twenty-five to thirty percent of the recruiting budget is spent on diverse recruiting hiring initiatives. To promote diversity a widespread strategy is developed on places and sources to recruit a broad and diverse pool of candidates.

**This section of the survey will list all activities your institution has undertaken that would help in the**

## **implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

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

The College has established policies and procedures in place to ensure the institution addresses equal employment opportunities and non-discrimination. The College hiring process requires training for individuals who serve on hiring committees about conducting a fair and legal hiring process. This includes training on uniform guidelines on employee selection, hidden bias and overall legal compliance in the hiring process. The College ensures that it advertises in diverse sources for attracting qualified Hispanic candidates. Training and regular review of all hiring practices to ensure compliance with legislative mandates effecting recruitment, employment, and promotion of highly qualified Hispanics.

Recruiters in Human Resource tracks applicant pools at each stage of the process by collecting and analyzing applicant diversity statistics to ensure that the applicant pool is diverse and diverse applicants are considered. This process ensures that the pool is truly diverse and allows an opportunity for all those with required skill sets to have an opportunity for advancement within our staffing system.

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

The College will maintain strong social media and community ties to recruit Hispanic employees and continue to recruit and employ diverse employees that best represent the needs of our student population and utilize a wide variety of recruitment platforms to create a diverse candidate pool. Continue to ensure that employees who serve on hiring committees receive search committee training regarding diversity considerations in the hiring process.

Identify Hispanic specific targeted advertising venues and social media and participate in diversity specific conferences. If there are instances where applicant pools are not diverse the search may be extended. Continue to develop training on cultural competency, diversity issues, legal compliance and hidden bias. Ensure that the College's website and social media accounts are welcoming and encouraging to attract diverse staff. Encourage hiring managers involved in the recruiting process to vigorously engage social media and other outreach and networking opportunities to attract and refer Hispanic applicants.

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

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

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

Employees with career ladder enhancement

No

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

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

## Self-development training

Yes

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

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

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

Yes

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

Professional partners and professional leadership immersion program develop leadership competencies, create networking opportunities while involving employees in the college's governance initiatives and strategic priorities.

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

All recruitment policies take into consideration an outreach effort that deliberately focuses on increasing and maintaining the diversity support within the organization. HR monitors' candidate pools for diversity and ensures EEO guidelines are followed. Search committee training prior to the start of the hiring process to ensure compliance. Assessment of pools to ensure that the pools are adequately diverse and that minority applicants are considered.

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

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

CLC's Latino Outreach and Success Committee coordinates a Latinx Exito retention and success program for incoming students, which provides them intrusive supports and advising, professional and peer mentors, financial aid assistance, campus engagement opportunities, college visits, and more. CLC received a \$75,000 Steans Foundation grant to expand this program for Fall 2019/Spring 2020, which includes a full-time, Latinx-focused, bilingual retention specialist position. CLC also received a grant to fund the participation of 26 Latinx students in this year's USHLI conference in Chicago, where they will learn leadership skills. CLC received a CTE grant of \$50,000 to expand its Bridge to Success (B2S) summer program to include not only teaching web design but career exploration in culinary arts, horticulture and health and wellness promotion. The program is co-sponsored by CLC's student organizations Men of Vision and Sister to Sister, which have heavy Latinx membership. B2S targets, potential, incoming and current students of color.

The Committee and other College offices work with the Lake County Hispanic community by providing outreach events and activities for parents and members of the Bilingual Parents Association Council (BPAC - middle school and high school). Some of the events we offer are: bilingual informational college sessions, tours to the College of Lake County, and annual conferences. We continually update our Spanish page on CLC's website by adding resource information and creating a section for the Latino Committee that includes a list of bilingual staff and instructors at the College. Programs like Familias en Educacion education Lake County families about CLC and the U.S. education system and financial aid/scholarship opportunities. Another strategy is to bring together focus groups of Latino Community leaders to the College to receive feedback and to obtain information about how we can better serve the Latino community.

We have increased our presence on local bilingual radio and newspaper. In addition, the Latino Outreach and

Success Committee and CLC's Public Relations Department created two videos in Spanish titled: Achieving Your Dreams with Financial Aid. Both videos feature current and past CLC students, and more videos are planned. The Center for International Education supports Spanish-speaking students who have been accepted in the program. The Latino Alliance student club help ensure that bilingual students feel welcome and connected to the College, and supports the Alicia Hernandez Scholarship through the College Foundation. The scholarship funds one semester's tuition for at least 5 students. Club members receive information about financial aid, club and college wide activities, community activities, support services, transfer information and leadership training. The club has been essential in creating Latino leaders, and the College employs several previous Latino Alliance members in student Services College wide. Additionally, the Multicultural Student Center peer mentors and staff serve to support bilingual students with their transition and adjustment to CLC.

We ensure that the Latinx audience is reflected in our marketing efforts. We have radio and print ads in Spanish and key web pages are also in Spanish.

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

Yes

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

Yes

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

Is the center Director/Coordinator Hispanic?	YES
Does the center Director/Coordinator speak fluent Spanish?	YES
Does the center Director/Coordinator assist in the recruitment of Hispanic students?	YES

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

Yes

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

Quarter-Time



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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Danville Area Community College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	7
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

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

No

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

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

All positions are publicly advertised. We advertise with diversity venues. Search committees are composed of a diverse group of employees. The VP of HR oversees the actions of the search committees to maintain equitable and inclusive practices. We recently named a Chief Diversity Officer.

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

Continue outreach to hispanic groups.

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

- Community Linkages
- Mentorship of a new Hispanic Faculty

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

All employees are encouraged to have personal and professional development.

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Diverse search committees. Many times hispanic employees are part of committees.

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

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

Hispanic club. Hispanic counselor/recruiter.

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

No

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

Yes



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

Never

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Elgin Community College

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

Yes

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	227	403	18	29

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

Yes

Provide the FY 2018 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

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

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

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

ECC's commitment to diversity, equity, and inclusion is ingrained in the college's strategic plan as well as the college's EEO/AA policies and procedures. ECC is also one of a few Illinois community colleges that participate in the national Achieving the Dream initiative. ECC has developed a college wide Student Success Infrastructure model that connects all aspects of the college to student success. The committee/task force members assist the president in defining, planning for, and implementing infrastructures to build and sustain cultural competence in the areas of diversity, equity, and inclusion. The CMCO is responsible for developing and executing community relations strategies that effectively support and achieve the vision, mission, goals and objectives of the college. Members of the Alliance for College Readiness work in faculty and staff teams to establish a common understanding of college and career readiness, to better align curriculum and instruction and to foster effective communication systems between students, educators, and parents. ECC employees maintain memberships to minority professional associations and societies. The ECC Human Resources Department tracks demographic information of applicants who submit an ECC application for employment. Applicants respond to questions related to multiculturalism during the application and interview process. Anyone participating in the hiring process is required to complete cultural competency training. The college also offers a series of in-service professional development opportunities related to diversity, inclusion, and equity.

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

Enhance recruitment activities utilized to refer candidates to open vacancies. Increase ECC participation in employment/career fairs and networking events. Continue to maintain and develop external relationships with the community in an effort to foster our community outreach efforts. Begin to track applicants that indicate non-English speaking skills when applying for employment opportunities. Continue to provide assistance and support to candidates in more than one language. Provide hard copy and electronic documents related to the hiring process in multiple languages.

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

None / Not applicable

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

- Employees with career ladder enhancement

No

Self-development training

Yes

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

-Continuous professional development classes offered to employees

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

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

Yes

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

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

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

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

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

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

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

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

No

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

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

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

No

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Harper College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	15
Total Hispanic faculty that experienced separation from the college	2

What percentage of your community college employees are union?

Less than 50%

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

Yes

Provide the FY 2018 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

\$15,793 was the total amount allocated for recruiting diverse populations, including Hispanics, who are considered underrepresented in the academic workforce. Of that total amount, \$2,077 was spent specifically for recruiting Hispanic applicants.

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

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

Harper College has long established policies and procedures for ensuring that the institution is an equal opportunity employer. These include but are not limited to: institutional wide-strategic goals in place to attract and retain underrepresented employees in higher level faculty and administrator roles; regular reviews of all recruiting practices to ensure that there are adequate pipelines for attracting well –qualified Hispanic candidates; and search committee cultural competency training for hiring managers and employees who serve on search committees. Candidate pool diversity statistics for administrator and faculty search are collected and analyzed to ensure that the percentage of diverse applicants in the total pool remain consistent throughout the interview process. These statistics are reviewed by the Dean, Provost or VP, Special Assistant to the President for Diversity and Inclusion and Chief Human Resources Office.

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

Monitor the College’s multi-year plan targeting the recruitment and hiring of Hispanic Faculty and staff. Continue to identify and participate in diversity specific conferences such as NCORE (National Conference on Race and Ethnicity in Higher Education), SHRM Diversity and Inclusion Conference, and other diversity- related conferences. Coordinate recruiting activities to attract Hispanic applicants. Continue to mandate training classes for all faculty search committee members to educate on diversity issues, legal compliance and cultural competency in the hiring process. Continually review and update the College Website to continue to create a more welcoming environment and to encourage individuals from under-represented groups to apply. Continue to maintain and expand the Diverse Faculty Fellow program to increase the number of individuals from underrepresented groups who become employees.

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

- Mentorship of a new Hispanic Faculty

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

Hispanic faculty and staff are provided with professional development dollars of up to \$1,150 to enhance their skill sets and eligibility for promotion. On-line course and workshops are available for faculty to develop skills.

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

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

and State laws.

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

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

Harper College developed a Latinx Taskforce in 2017 which provided 18 recommendations to help recruit, retain and graduate more Hispanic students. In 2018, Harper College began working on implementing 7 of the 18 recommendations during the first phase. The strategies are as follows:

1. Research grant opportunities to assist with funding initiatives
2. Develop infrastructure to college data on Latinx influencers
3. Launch Parent University which helps bridge families and their students to the onboarding process
4. Develop a first year seminar course helping to reduce the number of Latinx students placed into developmental education
5. Increase the number of Latinx students who apply for financial aid
6. Facilitate cultural awareness opportunities through dialogue/presentations to faculty on Latinx and Hispanic Serving Institutions
7. Develop predictive part-time scheduling model to provide more flexibility to attend college

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

No

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

Yes

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

Quarter-Time

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Heartland Community College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

HCC has comprehensive hiring guidelines that inform processes related to hiring, interviewing, and EEO. Employees who are involved in these recruitment processes complete an online training.



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

Ensure that information about employment opportunities is reaching Hispanic/Spanish language speaking populations. As appropriate this could include advertising positions on diversity-oriented online job boards and websites, such as Hispanic Outlook; utilizing diversity and inclusion email distribution lists; and targeting the local Hispanic community.

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

- None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

- Seminars/workshops/conferences and other training
- Professional association memberships and publications
- Sabbaticals
- Tuition support

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Hiring guidelines are designed to ensure a fair, effective hiring method that is in compliance with all applicable employment laws and the College's Equal Opportunity and Non-Discrimination policy. HCC requests and collects EEO information from applicants, which is provided on a voluntary basis.

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

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

HCC has comprehensive student support services in place to assist all students in overcoming academic and personal barriers. In addition to ESL programming, the College continues to provide an Academic English Language Program to prepare non-native English speakers for college-level coursework. HCC's International Students Association organizes events and provides information to promote understanding of different cultures and bring together people from diverse backgrounds. The College has recently launched a Diversity and Inclusivity Task Team consisting of employees, students, and community members. The charge of this task team is to review College policies and practices related to diversity, inclusivity, and equity over the 2019 calendar year in order to identify opportunities for improvement. Supports and services for this group will be addressed during phase two of the Diversity and

Inclusivity Task Team work.

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

No

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

Yes

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

Quarter-Time

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Highland Community College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

Provide the FY 2018 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

We allocate budget resources for recruitment of a diverse applicant pool, but don't allocate specific amounts for distinct underrepresented populations.

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

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

HR staff are trained on comprehensive search and hiring guidelines within state and federal mandates and Highland's Affirmative Action Plan. Highland collects and analyzes employment data for each search. In addition, HR staff review all applicants that are received for open positions to ensure that candidates are not eliminated from the search by the search committee for reasons other than not meeting the qualifications of the position, application deadline or following application criteria.

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

Highland is aware of its obligation to have a diverse workforce and to actively increase the number of underrepresented individuals at all levels of the College. We continue to try different recruitment venues and sources to reach a more diverse candidate pool. Local newspapers that offer inclusion of job postings at such sites as Zip Recruiter and Indeed, at no additional charge, has also allowed a greater number of applicants to see our postings. Following the conclusion of a search, information from applicants, particularly those from underrepresented groups, is reviewed to determine how they found out about the open position. That data is used to determine where future job openings are posted. Also, Highland recently became a member of an Employer Summit group, which is made up of local organizations in the Freeport area. The purpose of the group is to share recruitment resources in order to reach a broader applicant base that we may not otherwise have access to, such as job fairs and diversity fairs.

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

- Community Linkages

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

Professional development opportunities in the form of workshops, online training and one-on-one coaching.

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

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

A representative from the Equal Opportunity Employment/Affirmative Action (EOE/AA) committee is assigned to each search committee to participate in the review, interview and selection of candidates for all regular part-time and full-time positions. Prior to being involved in a search, each EOE/AA committee member participates in training that includes discrimination law and other applicable regulations, the search process and unconscious bias. All search

committee members also receive training. Surveys are sent out to search committee members (including chairs and EOE/AA members) to gather feedback on their search committee experience. Questions differ based on the member role. Topics include whether additional search committee training is needed, if inappropriate questions were asked of the applicants, if it was necessary to address any personal concerns by committee members about biases and prejudices, etc.

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

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

Highland is looking into contractors to utilize in addressing needs of Spanish speaking students and public. In addition, we are trying to find funding to translate some of our marketing materials into Spanish and exploring a way to have our web site translate into other languages including Spanish.

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

No

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

No

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Illinois Central College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	14
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

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

Yes

Provide the FY 2018 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

We allocated a total of \$115,832 for recruitment activities including staff.

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

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring,

interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

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

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

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

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

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

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

Employees with career ladder enhancement

Yes

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

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

Self-development training

Yes

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

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

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

Yes

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

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

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

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

Illinois Central College is committed to the concept and practice of equal opportunity and affirmative action in all aspects of employment. The College maintains an Affirmative Action Plan written on an annual basis to reaffirm Illinois Central College's continuing commitment to the principles of equal employment opportunity and affirmative action, to increase and ensure the effectiveness of its programs, and to continue to monitor and evaluate the results.

The President, as Chief Executive Officer, has the ultimate responsibility for administration of the College's Affirmative Action Plan, including periodic audits of equal employment opportunity practices, establishment of special programs to supplement affirmative action activities, and guidance in handling specific problems which may arise. The affirmative action progress is reviewed annually with administrative personnel and Board of Trustees.

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

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

The following goals are part of the College's FY'18 strategic initiatives:

- A. Early College in both CTE and General Education Programming
- B. Increase the number of Early College opportunities for students in under served dual credit schools
- C. Increase the number of strong start agreements across the school districts served by ICC

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

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

No

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

No



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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Illinois Eastern Community Colleges – District Office

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

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

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

Continue to look for Spanish speaking/Hispanic individuals.

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

- None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

No

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

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

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

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

We hire ESL instructors as needed.

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

No

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

N/A

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Illinois Eastern Community Colleges – Frontier Community College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

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

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

Continue to look for Spanish speaking/Hispanic individuals

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

- None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

No

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

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

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

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

We hire ESL instructors as needed.

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

No

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

N/A

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Illinois Eastern Community Colleges – Lincoln Trail College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

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

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

Continue to look for Spanish speaking/ Hispanic individuals.

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

- None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

No

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

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

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

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

We hire ESL instructors as needed.

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

No

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

No

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Illinois Eastern Community Colleges – Olney Central College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

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

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

Continue to look for Spanish speaking/Hispanic individuals.

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

- None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

No

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

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

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

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

We hire ESL instructors as needed.

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

No

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

N/A



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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Illinois Eastern Community Colleges – Wabash Valley College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

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

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

Continue to look for Spanish speaking/Hispanic individuals.

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

- None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

No

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

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

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

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

We hire ESL instructors as needed.

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

No

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

N/A

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Illinois Valley Community College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	15
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

All search committee's receive training prior to serving on the committee whether in a hiring or recommendation capacity. In this training, the institutions commitment statements towards affirmative action, EEO, diversity and inclusion are discussed.

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

IVCC's Board of Trustees has adopted an Affirmation Action Policy. The Equal Employment Opportunity statement is incorporated in the following publications and forms: Leases, purchase orders, contracts, college catalog, faculty handbook, employee guidebook and all job postings.

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

- Mentorship of a new Hispanic Faculty

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

Tuition waiver, continuing education classes, job shadow program, faculty development day, workshops, and support staff development day

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

All job postings adhere to a strict process in which HR instructs and reviews all committee processes to ensure that all populations are fairly represented.

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

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

A link on our website for Spanish materials, billboards in Spanish to promote IVCC and encourage enrollment, utilize bilingual staff to assist. Access to public transportation through NCAT/BPART, GED/ESL orientations, and IVCC outreach events.

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

No

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

Yes

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

Quarter-Time

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### John A. Logan College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

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

The College received national recognition for its Affirmative Action Plan. The Office of Federal Contract Compliance has sought permission to use John A. Logan College's AA Plan as a template to share nation-wide. The College AA Plan list in detail the continuing efforts the college addresses to meet legislative mandates.

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

The College continues to work with the local community and Southern Illinois University to increase the number of qualified minority applicant at John A. Logan College. The College employees a stand-alone diversity and inclusive officer that hosts events and promotes minority activities on campus. In detail, the College Affirmative Action Plan lists the steps taken to increase minority staff. The AAP can be provided upon request.

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

- None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

The College allocates professional-development funds for faculty & staff

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

Yes

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

The College offers a new program for minority candidates that pays for specialized training in return for a commitment to work a Logan for at fixed period of time or reimburse the institution for funds expended

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

The College frequently meets with legal counsel to ensure policies and procedures are in alignment with state and federal mandates. The College was recognized by the EEOC as an equal opportunity employer.

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

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

College operates a comprehensive student success center that employs bi-lingual staff as the need arises and certified counselors are housed in the center on a daily basis.

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

No

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

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

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

Yes

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

Quarter-Time



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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### John Wood Community College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

- A voluntary EEO form is mailed to each applicant. For those who return the form and indicate that he or she is in a protected class, and if not selected for interview or hire by the interview committee, the HR representatives require specific reasons as to what the reasons were to ensure all reasons are qualifications-related.

- An HR representative is present during the selection process to ensure compliance with EEO standards.
- Additionally, all employees who are part of the interview committee or selection process are provided with information and training regarding a selection based on qualifications and not personal appearance, beliefs, race or ethnicity.

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

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

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

- None / Not applicable

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

Employees with career ladder enhancement

Yes

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

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

Self-development training

Yes

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

- Regular employees and associate faculty may participate in related training held for employees and can participate in tuition waivers for JWCC classes.
- Faculty and associate faculty can participate in Faculty Senate.

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

Yes

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

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

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

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

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

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

- JWCC does not currently have increasing numbers or need of Spanish speaking students and public accessing the institution.
- A plan will be developed when there is an increase.
- JWCC currently has an English as a Second Language program for any interested students or public.

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

No

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

No

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Joliet Junior College

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

Yes

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

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

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

acceptable and legal hiring practices including interviewing, testing and diversity and inclusion.

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

The college demonstrates their commitment to the Latino/Hispanic student population through its efforts on behalf of the President's Diversity and Inclusion Council, where issues related to diversity are addressed at the President's level. Moreover, Joliet Junior College is home to a department designated to assist these very students, the Office of Multicultural Student Affairs (OMSA). OMSA provides outreach, academic guidance, cultural resources, and leadership opportunities to enhance the educational experience and facilitate the academic and personal growth of underrepresented students. Through tailored programs and activities, OMSA seeks to increase enrollment and ensure optimal academic success, retention and graduation of underrepresented groups.

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

- None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

No

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

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

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

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

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

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

Yes

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

Yes

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

Is the center Director/Coordinator Hispanic?	YES
Does the center Director/Coordinator speak fluent Spanish?	YES
Does the center Director/Coordinator assist in the recruitment of Hispanic students?	YES

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

Yes

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

Quarter-Time

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Kankakee Community College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

HR oversees the screening and hiring process for all staff and faculty in order to maintain fairness & consistency in the process. Each screening committee is trained in the process and is required to sign a confidentiality agreement. HR tracks the applicant pool using NEOGOV at each step of the screening process to ensure that a diverse pool of

qualified applicants (gender and ethnicity) is considered before interviews are scheduled.

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

KCC maintains ties with the local Hispanic community which has strengthened since welcoming a Hispanic college president in 2009, and a Hispanic vice-president in 2019. These activities have included: 1. Alliances with local politicians and community and religious leaders; 2. Hosting events such as art shows and Hispanic History events; 3. Offering ESL classes throughout the community; and 4. having a KCC Administrator serve as chair to the Hispanic Community Committee.

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

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

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

Employees with career ladder enhancement

No

Self-development training

No

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

HR oversees a structured hiring & promotion process, as well as conducts exit interviews with each departing employee.

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

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

Within the past year, we have hired a Hispanic academic advisor, who is fluent reading and speaking Spanish.

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

No

For institutions with an HRC and a Director or Coordinator for that HRC please provide a YES/NO response to the following questions regarding the HRC Director/Coordinator. (NOTE: THIS ITEM ONLY ACCEPTS RESPONSES IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM



WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

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

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

Yes

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

Quarter-Time

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Kaskaskia College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

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

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

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

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

- None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

No

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

The hiring process is overseen by the HR department.

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

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

N/A

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

No

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

No

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Kishwaukee College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

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

The College is continuing to develop a recruitment plan which will incorporate minority representation on search committees as well as focus on marketing and recruiting in additional mediums to attract more applicants of under represented groups.

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

Provide for representation of under represented groups as well as focus recruitment efforts on additional mediums that can attract a diverse workforce.

We are seeking to implement community meetings that would directly target hispanic/latino families. Senior level administrators recently met with community leaders on initiatives to increase the hiring of Hispanic teaching/administrative bilingual staff.

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

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

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

The College has developed an Employee Leadership Program and skill development sessions. We hold supervisor forums for training. We have a Teaching and Learning Center for training and development. There is a budget for staff development.

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

Yes

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

We ask employees to state their career goals during their yearly evaluation to help us recognize employees seeking additional opportunities. We offer tuition reimbursement for employees wishing to further their professional educational goals.

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Hiring committees are required to complete training prior to serving on search committees. Human Resources meets with new committee members and reviews question and interview techniques with the committee and supervisors.

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

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

2 Pathways for ELL

2 positions in Enrollment Services that are bilingual

Offer ESL and ELL

Offer high school equivalence in Spanish

Offer high school equivalence classes in Spanish

Co-enrollment pathway between ESL and several CTE programs.

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

No

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

Yes

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

Quarter-Time

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Lake Land College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

Provide the FY 2018 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

Included in the overall recruitment budget

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

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring,

interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Required hiring committee/EEO training

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

Broad recruitment efforts using on-line and diverse recruitment venues

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

- None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

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

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Hiring training to all members prior to serving on a selection committee.

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

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

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

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

No



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

No

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Lewis and Clark Community College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

Provide the FY 2018 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

N/A

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

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring,

interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

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

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

Currently, the College district makeup represents approximately 2.5% Hispanic American populations respectively. As such, the College continues to maintain an interest in increasing representation of Hispanic American employees throughout all divisions of our workforce in order to, at minimum, meet those comparison benchmarks. All the College's job openings are posted via PeopleAdmin; this links all of our postings to Indeed, Monster, the St. Louis Post-Dispatch Today so that we not only cast a regional, bi-state net, but in some cases a nationwide net for certain positions on campus. Our Human Resource Recruitment Specialist consults with the hiring committee chairperson to discuss all qualified applicants who self-identify as Asian American. These applicants' resumes are carefully considered by the search committee. Inclusion is a very high value among campus faculty, staff and students as evidenced by the results of the recent survey on diversity and inclusion which indicates that over 94% of respondents describe the L&C campus as very inclusive.

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

- None / Not applicable
- The College does not currently have any additional specific incentive-driven programs to attract Hispanic American employees.

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

Employees with career ladder enhancement

No

Self-development training

No

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

The HR Recruitment Specialist reviews all open postings. She then Assesses all minority applicants who meet minimum requirements of the position and makes recommendations for interview to the HR Director and or hiring committee chairs when appropriate.

In communicating with ICCB directly in Feb 2018, the College explained that Public Act 096-1286 appears to only apply to State Exec Agencies and excludes state colleges (Section 2520.710). ICCB responded that it would examine

"refining the survey language to more broadly asking about hiring and promotion" rather than the "Hiring and Promotion Requirement."

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

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

- Lewis and Clark Community College demographics continue to show very small populations of Hispanic/Latino American students or representation in the District's population. The college's institutional goal of increasing access, support, retention and completion focuses on all students.
- The College's Diversity Council annually includes programming to focus on Hispanic/Latino American cultures.
- An annual Minority Affairs Dinner welcomes students and the community to an inclusive evening of programming. The community learns about the programs and services for minority students and the results of special initiatives.
- The Office of Diversity and Inclusion, provides referral to community services and on campus services, recruits and assists in the enrollment of minority students and consults with faculty and staff

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

No

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

No

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Lincoln Land Community College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

Yes

Provide the FY 2018 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

For FY18, LLCC spent \$71,528.46 to advertise vacancies. \$870 of this was spent on advertising specific to the recruitment of minorities, including Hispanics, and \$1035 was spent to attend recruitment events with an exposure to diverse individuals.

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

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

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

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

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

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

- None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

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

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

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

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

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

The college offers ESL classes and seeks out qualified instructors to teach those classes.

LLCC plans a collaboration between adult Education and Arts and Humanities staff and faculty to assist ESL students with the transition to college coursework.

ESL and Adult Education fliers are printed in Spanish, French, and English.

LLCC Beardstown is partnering with Cass County Health Department and their Immigrant Welcoming Center to provide workshops on various topics such as housing, health, and educational opportunities available in the community and surrounding area.

Beardstown also works closely with the Illinois Migrant Council to promote education access to migrant and seasonal farmworkers and their families.

Beardstown has implemented Saturday morning developmental reading classes to accommodate students who work during the day and are unable to take the regularly-scheduled morning classes.

Beardstown also employs a part-time Spanish-speaking Education Services Representative who assists with interpretation and translation.

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

No

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

No

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### McHenry County College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	7
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

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

No

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

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

Insuring all communication, legislative mandates, and information regarding the Hispanic Employment Plan directed to the Institution are forwarded to the Office of Human Resources Administrator(s) responsible for compliance. Periodic audits of processes and activities occurs to monitor compliance efforts.



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

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

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

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

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

Weekly training is offered & promoted daily via employee newsletter, campus emails, etc. Benefits incl. Tuition Reimbursement and Pay Incentives for Education/Training, & Tuition Wavier for MCC credit courses; External offerings are often shared.

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

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

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

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

Developing strategies: 1) Successful efforts resulted in the College receiving/awarded a grant - Upward Bound Program. Funds designed to provide programs w/ staffing to provide services for individuals with disadvantaged backgrounds & first generation students with outreach to Spanish speaking students. 2) Increased outreach efforts to new Spanish speaking students during new student orientation. 3) Increasing College attendance and involvement

with community events with a focus on the Hispanic population. 4) Establishment of new part-time student positions to assist students and public - Spanish Interpreters and Student Ambassadors (Bilingual Spanish-English). 5) Furnishing key forms and information in Spanish, e.g. Enrollment, targeted campus event flyers, Financial Aid and Student Recruitment forms/information.

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

No

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

Yes

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

Quarter-Time

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Moraine Valley Community College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	7
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

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

Yes

Provide the FY 2018 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

The college does allocate budget for the recruitment of Hispanic employees at all job categories. Recruitment, career fairs, advertisement, etc. for FY18 remained flat at \$8,000. The college is also a member of HACU and pays for the membership.

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

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

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

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

Increased recruitment activities and outreach in Latino communities.

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

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

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

Employees with career ladder enhancement

No

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

N/A

Self-development training

Yes

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

Courses are offered through the Center for Teaching & Learning where employees may self-enroll to enhance development. There is an annual Learning College day dedicated to development. External conferences and workshops available to employees.

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

No

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

N/A

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

HR reviews all hires and re-classifications. The College conducts annual faculty search committee training at the start of recruitment. Search committees are composed of diverse members. There is continuous HR involvement during the process.

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

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

Moraine Valley Community College has established a Latino Outreach Committee with the mission to develop goals/objectives to enhance outreach, enrollment and services to prospective Latino students, parents and community members. The college's website includes the capability to translate information into a variety of languages to assist in the attraction of students and the public to the institution. The college also has a compiled language bank available of faculty and staff members who are able to assist the public in various languages if and when needed. New student orientations are periodically offered in Spanish to assist with potential incoming students and parental needs. Additionally, the college hosted a Latino Empowerment Conference specially targeted to attract high school students to the institution within the district.

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

No

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

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

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

N/A

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Morton College

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

Yes

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

Yes

Provide the FY 2018 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

MC advertises on sites like Inside Higher Ed, Higher Ed Jobs, HACU, DiversityJobs.com, WeHireWomen.com, VeteranJobs.net, AllHispanicjobs.com, LatinoJobs.org, DisabilityJobs.net, AllLGBTJobs.com, Minority Nurse and Daily Nurse. Budget totals \$21,000.

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

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

MC hiring practices follow EEO guidelines and procedures. The college uses diverse recruitment tools to advertise positions. In addition, HR recently named a Diversity Officer on its team.

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

MC plans to continue to advertise and recruit from diverse applicant pools using a variety of diversity recruitment tools. Job descriptions for positions at MC and applications have a desired (English/Spanish) bilingual qualification.

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

- Staff Employment Recruitment Plan

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

Employees with career ladder enhancement

Yes

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

MC has a budget for professional development, faculty development, and tuition waivers. In addition, Collective Bargaining Agreement is in place.

Self-development training

Yes

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

MC has a budget for professional development, faculty development, and tuition waivers. In addition, Collective Bargaining Agreement is in place.

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

MC has formal recruitment and hiring processes in place, all following EEOC guidelines and by Collective Bargaining Agreement. The college collects and shares data of employee figures disaggregated by race/ethnicity which includes EEO survey of employees.

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

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

The college's commitment to meeting the needs of all of its students is reflected in its board policies and mission statement. Job descriptions/applications have a desired (English/Spanish) bilingual qualification. MC's recruiting efforts extend to all district high schools and some Chicago area schools. The college is over 85% Latino/Hispanic, reflecting the college district population.

In addition, to meet the needs of all students, and specifically the needs of first-generation and minority students, Morton College has developed first year programming, assigned academic advisors to first year students, and improved New Student Orientation. Additionally, in 2018, Morton College joined the Illinois Equity in Attainment Initiative (ILEA). Led by the efforts of the Partnership for College Completion, ILEA is comprised of 25 two-year and four-year colleges and universities from around the state of Illinois who are together committing to close the degree achievement gaps for students of color, first generation college goers, and low-income students. In order to meet the state goal of 60% of Illinois residents with an earned degree by 2025, issues of equity in degree attainment must be addressed. The ILEA Initiative has set a goal to close these gaps in line with this larger 2025 goal. Joining the initiative will allow the college to explore the needs of our students and remove barriers to completion and attainment.

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

No

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

Yes

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

Full-Time



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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Oakton Community College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	9	18	0	1

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	10
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

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

Yes

Provide the FY 2018 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

\$7,648 in FY18 on Chicago Diversity, LatPro, Inc, Diverse Media, and Minority Nursing and \$9,697 on ESROCK Partners Advertising and Diversity.com.

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

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

The College is not subject to the legislative mandate of the Plan. However, the College's Affirmative Action Plan sets goals and activities for employment of underrepresented groups including Hispanics.

Steps undertaken, as described in Oakton's current Affirmative Action Plan, would entail:

- Maintain a deliberate and continuous effort in complying with the College's Equal Opportunity/Affirmative Action Program.
- Provide training and professional development activities to encourage the review/establishment of policies and processes to support the creation of a positive culture for recruiting and retaining Hispanic administrators, faculty and staff.
- The College will continue to conduct national and regional searches as a means to fill all administrative and fulltime faculty openings.
- The College will advertise in media targeted to Hispanics. Media will include print publications and internet postings on employment sites focused on Hispanic Americans.
- All positions will be listed with the Illinois Job Service
- Continue receiving the Directory of Graduates from the Illinois Board of Higher Education as part of the Diversifying Higher Education Faculty in Illinois initiative. Continue sending notice of openings to qualified applicants for openings that we have at that time.
- Human Resources professionals will attend affirmative action related seminars and workshops on a regular basis.
- Human Resources has developed and presented a workshop for search committee members on diversity sensitivity and effective interviewing issues. Attendees are certified as able to serve on search committees.
- Designated HR staff will continue to meet with all search committees prior to applicant review to ensure compliance with all Equal Employment Opportunity laws and address Affirmative Action issues.
- Applicant flow and selection data will continue to be reviewed and areas of concern will be discussed with the appropriate Vice President.

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

Conduct broad, wide, and deep searches for applicants of Hispanic backgrounds.

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

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

- Community Linkages

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

Nominal Funds are available to employees, by request, for professional development, training, conferences, etc. In addition, we provide internal training/development opportunities, from Excel workshops to Cultural competency

training and beyond.

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

The College's commitment to affirmative action and equal employment opportunity is stressed to each search committee. College wide recruitment and employment goals are given to the search committee. Administrators stress commitment to staff.

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

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

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

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

No

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

Yes

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

Quarter-Time

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Parkland College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	8
Total Hispanic faculty that experienced separation from the college	1

What percentage of your community college employees are union?

More than 50%

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

No

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

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

- We identify specific resources to help reach minority applicants. For example, Women in Agriculture or National Organization for Black Chemists and Chemical Engineers.
- We visit local minority-owned businesses such as barbershops, beauty salons, and restaurants, as well as

community places such as Don Moyer Boys and Girls Club. We introduce ourselves and answer any questions about working at Parkland and drop off job vacancy postings that the business/community organization can post and share with patrons.

- For full-time faculty recruitment this year, we started a new role of Recruitment Partner. This person will perform comprehensive research to identify people and resources for us to reach out to and inform about our faculty opportunities. For example, we plan to email faculty of related graduate programs at Historically Black Colleges and Universities.

- Last year, VP Lau organized a working group to review and update faculty diversity efforts.

- We partner with several job boards that offer us a “diversity profile” in which we are highlighted to diverse candidates. One example of this is Inside Higher Ed. Here is our profile:

<https://www.insidehighered.com/college/147916/parkland-college>.

- We implement an Equal Employment Opportunity Program where we train various employees to serve as Equal Employment Opportunities representatives on every full-time search. The EEO Rep’s role is to help make sure that search committees are following policies and procedures, are in compliance with local, state, and federal EEO/Human Rights laws, and a liaison with Human Resources Talent Management Team. Overall, they help to make sure we have a fair and non-discriminatory process.

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

Review job descriptions for potential adverse impact.

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

- None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

No

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

We implement an Equal Employment Opportunity Program where we train various employees to serve as Equal Employment Opportunities representatives on every full-time search. The EEO Rep’s role is to help make sure that search committees are following policies and procedures, are in compliance with local, state, and federal EEO/Human Rights laws, and a liaison with Human Resources Talent Management Team. Overall, they help to make sure we have a fair and non-discriminatory process.

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

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

high school recruitment fairs on campus

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

No

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

Yes

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

Full-Time

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Prairie State College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

All employees receive annual training regarding the importance of diversity in the workplace. We regularly publish job openings in media directed specifically at Hispanic candidates.

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

As the Hispanic population grows in our recruiting area, we expect to find more qualified Hispanic candidates for our openings.

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

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

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

Employees with career ladder enhancement

No

Self-development training

No

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Our Affirmative Action Officer monitors all hiring and terminations to track this population.

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

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

New ideas are being explored by our Hispanic Advisory Group with the cooperation of our student body group, the All Latin Alliance.

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

No

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

Yes



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

Full-Time

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Rend Lake College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

All hiring managers have been encouraged to consider all applications that are qualified. The efforts to reach out to Hispanic candidates in our advertising efforts only receive a minimal response from the Hispanic population.

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

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

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

- Staff Employment Recruitment Plan

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

Employees are encouraged to seek out training opportunities that provide self development and/or career development.

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

All managers have been instructed to carefully consider all minority applications that are received. Disciplinary procedures are in place to deal with any discrimination in hiring and promotion practices.

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

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

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

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

No

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

No

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Richland Community College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

Yes

Provide the FY 2018 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

Budget resources are allocated for recruitment of Hispanic faculty, administrators, and other job positions for associated employment initiatives. Budget resources are not specifically separated from the total Advertising and Recruitment budgets.

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

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

Search committees are formed at the College to assist with the recruiting efforts, and to review and select employment candidates. All search committee members participate in the College's Diversity in Hiring training before serving on a College Search Committee. All search committees meet with a Human Resource representative prior to review of any applications to do a procedural review of the hiring process, which includes reinforcement of the College's commitment to diversity, and committee's role in supporting this objective

Employment candidates for temporary full or part time positions are reviewed and selected by the immediate supervisor for the position. All supervisors also participate in the College's Diversity in Hiring trainings.

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

Employment opportunities are posted internally. Using the College website, job opportunities are made available to College employees and students; including minorities, protected classes, and members of potentially under-represented groups.

The opportunities for Career Options communications and discussions for all employees is also built into the College's Performance Evaluation processes. Career development opportunities made available to employees include Richland Foundation funds available to support career development, an attractive tuition reimbursement benefit, and ongoing professional development and training offerings.

External recruitment efforts routinely include solicitations to the NAACP Decatur branch. Depending on the employment opportunity, other outreach efforts might include the HigherEd.com Affirmative Action diversity supplement, MinorityNurse.com, MinorityNetwork.com, and IllinoisDiversity.com.

To optimize the selection process, the designated search committee will typically include at least one minority representative to assist with recruiting ideas and help maintain fair consideration standards.

Job announcement communications include our statements regarding the College's commitment to diversity, an affirmative invitation directed to members of potentially under-represented groups, and non-discrimination statement.

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

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

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

Employees with career ladder enhancement

Yes

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

The opportunity for Career Options and discussions for all employees are built into the College's Performance Evaluation processes.

Self-development training

Yes

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

Career development opportunities made available to employees include the Richland Foundation funds available to support career development, an attractive tuition reimbursement benefit, and ongoing trainings available for professional development.

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

We track all applicants, interviewees, job offers, and acceptances by minority and gender status. All regular full-time and part-time hire recommendations are reviewed by the appropriate Vice-President, Human Resources Director and the President.

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

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

Richland Community College's mission, vision, and Core Values focus on student success. Faculty and staff work together to develop programs and services that meet the needs of a diverse student population. The institution tracks and assesses enrollment numbers. Vice Presidents and respective Dean's over each division review these demographic numbers on an ongoing basis and work with staff to ensure student support. The College recently moved towards a coaching environment for all students and a more intrusive environment to address barriers to student success in a timely fashion to help students achieve their educational goals.

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

No

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

No

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Rock Valley College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	18
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

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

No

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

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

Some of the steps our College has taken are that an HR rep meets with all search committee members to explain the hiring selection process along with the College's diversity initiative plan. We strive to have a diverse search committee for each vacant position. Additionally we are focusing with various agencies that work with diverse



individuals regarding announcement of position to increase the pool of diverse candidates.

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

Staff will be in contact with the following agencies who focus and work with diverse individuals regarding announcement of positions will be contacted:

- United Way of Rock River Valley
- IGNITE Rockford (I'm a member so if they let me, I can bring postings to networking events)
- Carpenter's Place
- YWCA
- Winnebago County Diversity Council
- Womanspace
- Diversity Of Rockford Illinois Inc.
- Rise up Rockford
- Rockford Youth Activism
- La Voz Latina
- AAUW Rockford Inc.

HR Generalists are looking to attend job fairs to focus with making an awareness with the diverse population, including individuals in the area high schools.

Job announcements will be distributed to local organizations including non-profits who focus and work with diverse individuals.

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

- Mentorship of a new Hispanic Faculty

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

Employees are offered professional development opportunities in addition to interdepartmental training opportunities. The College offers tuition reimbursement and free tuition for employees wishing to take classes outside and within our institution.

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

The HR Generalist meets with all search committee members to explain the hiring selection process along with the College Diversity Initiative Plan. Training on diversity is completed before serving on a search committee.

**This section of the survey will list specific initiatives and focus on what your institution has**

**undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

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

Inform the students of many opportunities RVC has to offer.

Message these students and parents in numerous ways both on and off campus.

Inspire them to believe in a college education making dreams a reality.

Enroll them because RVC is a great place!

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

No

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

No

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Sauk Valley Community College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

The Human Resource staff receive training on the legislative mandates for the Hispanic Employment Plan for Higher Education.

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

The College will target advertising to reach unrepresented groups in an attempt to increase the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at our institution.

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

- Internships
- Mentorship of a new Hispanic Faculty
- Tuition Reimbursement

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

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

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

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

The Human Resource Director meets with all hiring committees and supervisors to review and ensure compliance with the mandatory Hiring and Promotion Monitor requirements. The HR Director also meets with all departing employees and conducts exit interviews.

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

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

The College provides services to assist individuals in preparing for promotion, earning citizenship, job preparedness, or assisting family members.

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

No

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

Yes

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

Quarter-Time

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

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Shawnee Community College

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

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

With the college's affirmative action plan, the HR Director oversees recruitment, screening and the hiring process with a committee to ensure compliance with all equal opportunity laws and regulations in the interviewing and hiring process.

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

Advertising in areas that have a higher population of Hispanic Individuals.

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

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

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

All staff are encouraged to participate in continuing education courses as well as professional development. Staff often flex their schedule to attend classes.

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Professional Development is encouraged. A committee is available specifically for Professional Development.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

The HR Director along with the selected trained EEO officers in other departments of the college monitor the employment screening process in accordance with college policy and employment laws.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

By partnering with other agencies and schools to obtain best practices and implement those pieces that have worked best.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

No



## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### South Suburban College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants?

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	5	0	0	0

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	7
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

South Suburban College is an equal opportunity employer with a diverse workforce. South Suburban College provides hiring guidelines to the search committees involved in recruiting, interviewing, and recommending the final candidates. The search committees are composed of diverse members. Final candidates are then reviewed with the

Vice President of the hiring area. South Suburban College strictly enforces its EEO Policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

As certain key positions become available, it is discussed if there is a bilingual need. If so, bilingual skills are added to the job description and posting. Since SSC is an emerging Hispanic Serving Institution (HSI), more descriptions will be revised along with posting job openings in journals such as Hispanic Outlook.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

- Community Linkages
- Mentorship of a new Hispanic Faculty

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

A variety of professional development opportunities are available to employees through staff/faculty development committees. They offer on-campus workshops, seminars, and all day events. SSC also offers tuition waivers and tuition reimbursement.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

SSC is an equal opportunity employer with a diverse workforce. SSC strictly enforces its EEO Policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

South Suburban College is continuously striving to better serve our increasing Hispanic/Latino community. This past year, a Latino Center was implemented at the College. The Center's primary objective is to provide information, services and support. The Latino Center is committed to help build an informed vibrant Latino community at SSC where Latinos feel valued and supported. The Center's Liaisons provides translation services, and escorts students and their parents from office to office to ensure they understand the processes, services and various programs offered at South Suburban College. The members also regularly collaborate with the Admissions staff on campus to assist in the recruitment and retention initiatives for our Hispanic/Latino community. Lastly, South Suburban College

continues to offer ESL classes, including GED for ESL. These classes have been scheduled at various locations and times to meet the needs of our Spanish speaking students. With these new initiatives, South Suburban College is proud to report our enrollment of Latino students has increased.

Does your institution currently have a Hispanic Resource Center (HRC)?

Yes

If the previous response indicated the institution has an Hispanic Resource Center (HRC) does the center have a Director or Coordinator that can help address the needs of Hispanic students? (NOTE: THIS ITEM ONLY ACCEPTS A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

Yes

For institutions with an HRC and a Director or Coordinator for that HRC please provide a YES/NO response to the following questions regarding the HRC Director/Coordinator. (NOTE: THIS ITEM ONLY ACCEPTS RESPONSES IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

Is the center Director/Coordinator Hispanic?	NO
Does the center Director/Coordinator speak fluent Spanish?	NO
Does the center Director/Coordinator assist in the recruitment of Hispanic students?	YES

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Full-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Southeastern Illinois College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants?

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	1	3	0	0

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	2
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2018 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

\$25,500 was budgeted for all hiring recruitment activities. A portion of the recruitment budget was allocated to recruiting in Outlook/Hispanic.

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

As part of Southeastern's hiring process, a hiring manual has been developed to provide guidance for search committees regarding hiring, interviewing, recruitment, and EEO guidelines.

Southeastern Illinois College is committed to providing equal opportunity through its employment practices and educational programs and through the many services it provides to the community. The Board of Trustees of Community College District No. 533 will make all personnel decisions without regard to race, color, religion, sex, age, national origin, citizenship status, ancestry, marital status, parental status, pregnancy, family status, military discharge status, sexual orientation, gender identity, disability or handicap unrelated to an individual's ability to perform the essential functions of the job, association with a person with a disability or handicap, military status, source of income, housing status or any other category protected by law. Additionally, administrators monitor the search/recruitment process by ensuring that the policy for hiring is followed.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

To continue the recruitment process that Southeastern Illinois College has implemented: recruitment in Outlook/Hispanic publications; recruitment efforts within our largest southern Illinois city with a higher percentage of Hispanic population as well as having a major university with career centers, and continue to provide university career centers within the tri-state area information regarding vacant positions

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

- Community Linkages
- Mentorship of a new Hispanic Faculty
- Staff Employment Recruitment Plan

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

All employees are eligible to advance when a higher position becomes available.

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Professional Development Workshops are held throughout the academic year as well as development opportunities are provided for faculty and staff who wish to participate.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or

departure of employees from the institution?

The Vice President and Deans are reviewing and monitoring all search committees to ensure policy and process are followed for hiring. Additionally, HR is meeting with all division and hiring chairs to ensure process is followed.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

We do not anticipate a large amount of Hispanic student influx due to the fact that our community college district has less than 1% Hispanic population.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

No

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Southwestern Illinois College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants?

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	148	684	2	9

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	36
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

SWIC requires at least one person in each hiring committee to complete a workshop on recruitment, interviewing and hiring. This workshop includes a discussion about how to avoid bias and focus on hiring the best person for the job. Our recruitment efforts include sharing vacancy announcements with the Latino Roundtable and utilizing the

Affirmative Action package provided by HigherEdJobs.com. Additionally, we utilize CareerBuilder.com to reach a broad applicant pool.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

N/A

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

- Community Linkages
- Staff Employment Recruitment Plan

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

All employees are offered professional development through training opportunities and tuition assistance.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

SWIC requires at least one person in each hiring committee to complete a workshop on recruitment, interviewing and hiring. This workshop includes a discussion about how to avoid bias and focus on hiring the best person for the job.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

Although we offer English as a Second Language education through our Adult Basic Education, there have been no specific needs identified for faculty/staff. We offer English as a Second Language classes in communities with high Latino Populations. We have a representative from the college who serves on the Latino Roundtable and works on their projects.

Does your institution currently have a Hispanic Resource Center (HRC)?

No



Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

No

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Spoon River College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants?

No

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	2	1	0	0

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	1
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2018 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

\$500 for advertising

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring,

interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Increasing advertising in EEO journals and online. all hiring supervisors are required to comply with the college's hiring procedures and EEO policies. The college utilizes an online recruiting system to collect employment applications.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

Increased advertising in EEO journals and online

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

- None / Not applicable

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Hiring procedures are regularly audited for legal compliance and all hires follow an approval process which includes the Director of Human Resources, Budget Officer, and the President.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

NA

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

N/A

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Triton College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants?

Yes

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	4	0	0	0

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	4
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

1. The legislative mandates are reviewed on an annual basis

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

1. Diverse hiring committees
2. Targeted advertising efforts
3. Training (cultural competency and implicit bias)

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

- None / Not applicable

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

1. Tuition waiver & Tuition Reimbursement benefits
2. Professional development workshops & seminars

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

1. The college produces an Affirmative Action Plan on an annual basis and hiring trends are reviewed.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

The college is making a concentrated effort to hire a more diverse workforce that accurately reflects that district that is served. This includes training, reviewing applicant pools for diversity, and targeted advertising efforts.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Quarter-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

### Fiscal Year 2018

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature the progress on efforts to hire and promote Hispanic faculty and staff at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of African American state employees serving in supervisory, technical, professional, and managerial positions.

### Waubonsee Community College

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants?

Yes

As of June 30, 2018, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	2	0	0	0

As of June 30, 2018, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	9
Total Hispanic faculty that experienced separation from the college	3

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

What steps has your institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and Equal Employment Opportunity (EEO) are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

On annual basis Waubonsee Community College presents an Affirmative Action Plan in an effort to demonstrate a commitment to diversity, inclusion, and equal opportunity. Waubonsee also conducts training for search committees and diversity and inclusion training.



Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.

We use publications, job fairs and job boards that appeal to a diverse audience of candidates.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

- Internships
- Community Linkages
- Mentorship of a new Hispanic Faculty

For Hispanic employees not part of the tenure system at your institution are the following initiatives in place to help provide for promotion? If yes, please provide a dot point of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Tuition waivers and reimbursement

Certificate and Conferences, Skills based training

Workshops and Webinars training

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? Does your institution conduct internal studies or have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

On an annual basis Waubensee Community College presents an Affirmative Action Plan in an effort to demonstrate achievement in hiring and promoting of Hispanic staff. We ensure that hiring managers follow established hiring procedures. We implemented an internal hiring policy to help advance the careers of internal staff. We also have ongoing evaluations of our training's and procedures.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the State of Illinois Hispanic Employment Plan.**

Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution.

Waubensee conducted a local community needs assessment report to better understand the community's awareness of current programs and offerings. Actions to be taken based on findings in report: boosting awareness of college offerings to underrepresented populations and remove enrollment roadblocks by providing clarity around perceived financial barriers.

Does your institution currently have a Hispanic Resource Center (HRC)?

No

Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students?

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Quarter-Time

Hispanic Employment Plan Report  
Fiscal Year 2018

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**BILINGUAL NEEDS AND BILINGUAL PAY SURVEY RESULTS**

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## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Black Hawk College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

## Bilingual Needs and Bilingual Pay Survey

### Fiscal Year 2018

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### Carl Sandburg College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2018 to facilitate the accessibility of institution services or information to non-English-speaking clients.

3

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	100
16 minutes to 60 minutes?	
61 minutes to half of a work day?	
more than half of a work day?	

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

### Bilingual Needs and Bilingual Pay Survey

#### Fiscal Year 2018

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

#### City Colleges of Chicago – Harold Washington College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2018 to facilitate the accessibility of institution services or information to non-English-speaking clients.

50

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	50
16 minutes to 60 minutes?	50
61 minutes to half of a work day?	0
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

- Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area.
- Accurate, detailed reports regarding student population compared to faculty demographics to address student needs



## Bilingual Needs and Bilingual Pay Survey

### Fiscal Year 2018

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### City Colleges of Chicago – Harry S. Truman College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2018 to facilitate the accessibility of institution services or information to non-English-speaking clients.

50

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	75
16 minutes to 60 minutes?	25
61 minutes to half of a work day?	0
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Monthly

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

- Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area.
- Accurate, detailed reports regarding student population compared to faculty demographics to address student needs

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

### Bilingual Needs and Bilingual Pay Survey

#### Fiscal Year 2018

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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#### City Colleges of Chicago – Kennedy-King College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2018 to facilitate the accessibility of institution services or information to non-English-speaking clients.

5

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	55
16 minutes to 60 minutes?	40
61 minutes to half of a work day?	5
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Quarterly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

- Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area.
- Accurate, detailed reports regarding student population compared to faculty demographics to address student needs

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

### Bilingual Needs and Bilingual Pay Survey

#### Fiscal Year 2018

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

#### City Colleges of Chicago – Malcolm X College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2018 to facilitate the accessibility of institution services or information to non-English-speaking clients.

5

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	100
16 minutes to 60 minutes?	0
61 minutes to half of a work day?	0
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Quarterly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

- Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area.
- Accurate, detailed reports regarding student population compared to faculty demographics to address student needs

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

### Bilingual Needs and Bilingual Pay Survey

#### Fiscal Year 2018

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

#### City Colleges of Chicago – Olive-Harvey College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2018 to facilitate the accessibility of institution services or information to non-English-speaking clients.

5

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	100
16 minutes to 60 minutes?	0
61 minutes to half of a work day?	0
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

- Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area.
- Accurate, detailed reports regarding student population compared to faculty demographics to address student needs



## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

### Bilingual Needs and Bilingual Pay Survey

#### Fiscal Year 2018

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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#### City Colleges of Chicago – Richard J. Daley College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2018 to facilitate the accessibility of institution services or information to non-English-speaking clients.

50

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	50
16 minutes to 60 minutes?	50
61 minutes to half of a work day?	0
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

- Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area.
- Accurate, detailed reports regarding student population compared to faculty demographics to address student needs

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

### Bilingual Needs and Bilingual Pay Survey

#### Fiscal Year 2018

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

#### City Colleges of Chicago – Wilbur Wright College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2018 to facilitate the accessibility of institution services or information to non-English-speaking clients.

50

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	85
16 minutes to 60 minutes?	12
61 minutes to half of a work day?	3
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

1

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

- Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area.
- Accurate, detailed reports regarding student population compared to faculty demographics to address student needs

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey**

**Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**College of DuPage**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget.

Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

	%
every day?	100
at least once a week?	
at least once a month?	
at least once a year?	

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2018 to facilitate the accessibility of institution services or information to non-English-speaking clients.

1500

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
<b>15 minutes or less?</b>	80
<b>16 minutes to 60 minutes?</b>	15
<b>61 minutes to half of a work day?</b>	5
<b>more than half of a work day?</b>	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

15

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

5

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

4

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Service population - Approx. 60%-70% Spanish Speaking. Data collected at intake and reported through state adult education data system. 50% of front line staff are bilingual English/Spanish

## Bilingual Needs and Bilingual Pay Survey

### Fiscal Year 2018

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### College of Lake County

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget.

Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

	%
every day?	100
at least once a week?	
at least once a month?	
at least once a year?	

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2018 to facilitate the accessibility of institution services or information to non-English-speaking clients.

6500



If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
<b>15 minutes or less?</b>	75
<b>16 minutes to 60 minutes?</b>	25
<b>61 minutes to half of a work day?</b>	
<b>more than half of a work day?</b>	

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

10

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

25

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

12

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The College of Lake County Hispanic and bilingual population has been increasing every semester. Some departments ensure that at least one employee is available to assist and Spanish speaking clients. Other

divisions/departments evaluates the % of time a position spends assisting Spanish speaking clients. Positions that are found to assist Spanish speaking clients at least 25% of the time are posted with a 'desired skill' of bilingual in Spanish and English. Positions that interact with Spanish speakers 50% or more of the time are posted with a 'required skill' of bilingual in Spanish and English. Faculty and Staff work together developing programs to serve this community, including assessing the need for the College to increase the Spanish employee population.

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Danville Area Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Interpreters are utilized when needed. The college does have employees that can interpret when needed. The college does have classes of English as a Second Language for hispanic students.

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Elgin Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

15

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

It is based on the need of each individual student-facing department. We have 1 required bilingual position in Academic Advising, 2 in Student Recruitment, 1 in Financial Aid, and 1 in Student Accounts, for example.

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

### Bilingual Needs and Bilingual Pay Survey

#### Fiscal Year 2018

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

#### Harper College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget.

Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

	%
every day?	10
at least once a week?	15
at least once a month?	20
at least once a year?	55

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2018 to facilitate the accessibility of institution services or information to non-English-speaking clients.

50

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
<b>15 minutes or less?</b>	49
<b>16 minutes to 60 minutes?</b>	49
<b>61 minutes to half of a work day?</b>	1.5
<b>more than half of a work day?</b>	0.5

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

50

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

Yes

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

5

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

1



What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

No formal ratio is utilized. However, bilingual Spanish speakers are sought after in many employment position searches.

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

### Bilingual Needs and Bilingual Pay Survey

#### Fiscal Year 2018

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

#### Heartland Community College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2018 to facilitate the accessibility of institution services or information to non-English-speaking clients.

80

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	97
16 minutes to 60 minutes?	3
61 minutes to half of a work day?	0
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

3

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

1

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

3

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

A general needs assessment is conducted taking into consideration supervisory recommendations.

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

### Bilingual Needs and Bilingual Pay Survey

#### Fiscal Year 2018

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

#### Highland Community College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2018 to facilitate the accessibility of institution services or information to non-English-speaking clients.

2

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	50
16 minutes to 60 minutes?	50
61 minutes to half of a work day?	0
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Quarterly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

2

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The bilingual service needs are determined on an as needed basis when a student or client makes a request for language services, or we see the need. Since we have not seen a pervasive need for Spanish bilingual services, we have not hired bilingual positions. Instead, we have successfully addressed the bilingual needs through resources on campus such as our Spanish faculty/bilingual staff.

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Illinois Central College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

NA

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Illinois Eastern Community Colleges – District Office**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0



How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Illinois Eastern Community Colleges – Frontier Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Illinois Eastern Community Colleges – Lincoln Trail College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Illinois Eastern Community Colleges – Olney Central College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Illinois Eastern Community Colleges – Wabash Valley College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0



How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

### Bilingual Needs and Bilingual Pay Survey

#### Fiscal Year 2018

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

#### Illinois Valley Community College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2018 to facilitate the accessibility of institution services or information to non-English-speaking clients.

100

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	65
16 minutes to 60 minutes?	35
61 minutes to half of a work day?	
more than half of a work day?	

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

2

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

None at this time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

### Bilingual Needs and Bilingual Pay Survey

#### Fiscal Year 2018

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

#### John A. Logan College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget.

Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

	%
every day?	0
at least once a week?	0
at least once a month?	0
at least once a year?	100

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

Yes

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

2

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

2

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

2

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Requests received through admission services to the student success center

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **John Wood Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

\* The need of bilingual staff is based on the requests for services.

\* A plan for bilingual staff will be developed should requests occur.

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Joliet Junior College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2018 to facilitate the accessibility of institution services or information to non-English-speaking clients.

23

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
<b>15 minutes or less?</b>	100
<b>16 minutes to 60 minutes?</b>	
<b>61 minutes to half of a work day?</b>	
<b>more than half of a work day?</b>	



What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

18

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

Yes

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Monthly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

26

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Per recruitment plan

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Kankakee Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

3

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

3

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

2

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

We have a designated Spanish hotline that is answered by employees on a daily basis

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Kaskaskia College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

### Bilingual Needs and Bilingual Pay Survey

#### Fiscal Year 2018

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

#### Kishwaukee College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget.

Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

	%
every day?	
at least once a week?	100
at least once a month?	
at least once a year?	

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2018 to facilitate the accessibility of institution services or information to non-English-speaking clients.

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	75
16 minutes to 60 minutes?	
61 minutes to half of a work day?	25
more than half of a work day?	

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

15

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

2

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

1

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

3.5

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Reviewing enrollment of Hispanic students. SIUE demographic data for our district.

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Lake Land College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0



How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

We utilize the current Spanish instructor as an interpreter as needed.

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Lewis and Clark Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Lincoln Land Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

### Bilingual Needs and Bilingual Pay Survey

#### Fiscal Year 2018

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

#### McHenry County College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2018 to facilitate the accessibility of institution services or information to non-English-speaking clients.

135

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	50
16 minutes to 60 minutes?	25
61 minutes to half of a work day?	25
more than half of a work day?	

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

3

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

29

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 determining the number of bilingual positions needed to render effective services to Spanish speaking clients the College employs the following key methods: Regular assessment of services provided e.g. variety of surveys and/or open forums/venues with clients/students, analysis of insitutional data collected relevant to retention, enrollment, and completion rates. At minimum, an annual review of staffing requirements/requests for program and services is conducted with the leadership team to provide opportunity for feedback and recommendations to senior leadership on necessities for delivery of effective services.

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Moraine Valley Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

As our college is open access and has open enrollment, it is unknown if or how many times interpretation or translation of English into a source language was necessary in FY18 to facilitate the accessibility of institutional services or information to non-English-speaking clients. In an effort to support parents, students, or the public in Spanish, bilingual staffing is

preferred, not required, in various positions. Recruitment of these positions where bilingual is preferred, uses standard terminology encouraging those with bilingual skills to apply. The College does have bilingual staff and maintains a contact list or language bank of volunteer employees with bilingual skills of various languages who can be contacted if bilingual skills are required. As a service of value add, periodic new student orientations are held in Spanish. These orientations fluctuate from time to time.



## Bilingual Needs and Bilingual Pay Survey

### Fiscal Year 2018

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### Morton College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2018 to facilitate the accessibility of institution services or information to non-English-speaking clients.

706

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	25
16 minutes to 60 minutes?	75
61 minutes to half of a work day?	
more than half of a work day?	

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

10

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Daily

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Morton College is an Hispanic-serving institution comprised of 85% Latino/Hispanic student population, many of them Spanish-speakers. The majority of staff in the front-lines, including Advising, Admissions and Records, Financial Aid, and Adult Education, are bilingual, as are staff in every other department of the college. In addition, about 10 administrators are bilingual. These services are not quantified.

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Oakton Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The delivery of instruction, our primary business, is conducted in English and requires our students to have, at a minimum, conversational English skill. Those offering instruction in ESL course are bilingual. There is insufficient demand for services requiring ESL bilingual skills in any one position to require that an individual filling the position be bilingual. However, we have bilingual staff in the major student support departments (Financial Aid, Enrollment Service, Student Outreach and Advising). Consequently, there are no positions with bilingual pay supplements.

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Parkland College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2018 to facilitate the accessibility of institution services or information to non-English-speaking clients.

0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

0

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Quarterly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Surveys, demographic information, and community comment.

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Prairie State College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

4

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

3

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

3

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

3

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?

Consultation with current employees providing language services.



## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Rend Lake College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

1

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The college has an employee that could serve as a translator; however, it is not something that we have need for to date.

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Richland Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Richland Community College's mission, vision and core values focus on student success. Faculty and staff work together to develop programs and services that meet the needs of a diverse student population. The institution tracks and assesses enrollment numbers. Vice Presidents and respective Deans over each division review these demographic numbers on an ongoing basis and work with staff to ensure student support services are available.

Student success coaches are among the first employees that prospective students encounter, and as such they are critical components of a student's success. Coaches 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)

### Bilingual Needs and Bilingual Pay Survey

#### Fiscal Year 2018

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

#### Rock Valley College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2018 to facilitate the accessibility of institution services or information to non-English-speaking clients.

900

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	80
16 minutes to 60 minutes?	20
61 minutes to half of a work day?	0
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

45

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

9

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

4

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

5

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The College assesses the needs of the population.

## Bilingual Needs and Bilingual Pay Survey

### Fiscal Year 2018

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### Sauk Valley Community College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2018 to facilitate the accessibility of institution services or information to non-English-speaking clients.

60

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	50
16 minutes to 60 minutes?	50
61 minutes to half of a work day?	
more than half of a work day?	

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

10

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

1

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

1

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

1

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The College determines the number of bi-lingual positions for Spanish language options based on enrollment and demographics of our College area.



## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Shawnee Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Based on number of students needing it.

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

### Bilingual Needs and Bilingual Pay Survey

#### Fiscal Year 2018

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

#### South Suburban College

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2018 to facilitate the accessibility of institution services or information to non-English-speaking clients.

400

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	70
16 minutes to 60 minutes?	30
61 minutes to half of a work day?	0
more than half of a work day?	0

What percentage of those cases required in-depth assistance? NOTE: For the purposes of this survey, in-depth assistance is defined as: More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue/ A commitment of extensive time and resources/ The simultaneous or consecutive interpretation of complex concepts.

10

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

10

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

3

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

10

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

South Suburban College is continuously striving to better serve our increasing Hispanic/Latino community. Approximately, two years ago, the College opened a Latino Center. The Center's primary objective is to provide information, services and support. In addition, our Center: 1. Provides excellent customer service to prospective and current students and parents by providing interpretation (English/Spanish). 2. Will be the "live voice" at the other end of the phone when a caller to SSC "presses 4 for Spanish." 3. Will escort prospective and current students and parents from office to office ensuring they understand the process and have the information in their native tongue. 4. Provides interpretation services for college programs/departments on-demand. 5. In collaboration with college staff, provides informational sessions for parents/students in Spanish. 6. Maintains a scholarship database for Latino students, especially for Undocumented-DREAMer students. Lastly, South Suburban College continues to offer ESL classes, including GED for ESL. These classes have been scheduled at various locations and times to meet the needs of our Spanish speaking students.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)

**Bilingual Needs and Bilingual Pay Survey**

**Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Southeastern Illinois College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget.

Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

	%
every day?	0
at least once a week?	0
at least once a month?	0
at least once a year?	100

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The College does not have a large percentage of Spanish/Hispanic constituents and as a result does not have Spanish students who require an interpreter.

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

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Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Southwestern Illinois College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A



## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Spoon River College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

NA

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Triton College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Weekly

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Each vacancy is assessed and needs are determined.

## **Bilingual Needs and Bilingual Pay Survey**

### **Fiscal Year 2018**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

### **Waubonsee Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2018 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2018? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

25

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

In conjunction with the department hiring manager, we look at the department being served and the services provided to determine whether or not a bilingual language skill should be required.



Illinois Community College Board  
Table 6  
UTILIZATION RATE FOR HISPANIC FACULTY AND STAFF  
EMPLOYED IN ILLINOIS PUBLIC COMMUNITY COLLEGES IN FISCAL YEAR 2018  
BY EMPLOYEE GROUP AND COLLEGE

Dist. No.	District/College	Tenured Faculty/ Officials & Managers	Non-Tenured Faculty	Professional Staff/ Protective Service Workers	Office & Clerical/ Paraprofessionals	Service Maintenance	Total
503	Black Hawk	-2.7%	-4.8%	0.2%	-1.9%	-4.3%	-3.0%
518	Carl Sandburg*	-4.3%	-1.6%	0.6%	-4.3%	-4.3%	-1.3%
508	City Colleges of Chicago	(-12.9%)	(-18.1%)	(-4.6%)	(1.9%)	(-12.9%)	(-10.4%)
	Harold Washington	NA	NA	NA	NA	NA	NA
	Harry S Truman	NA	NA	NA	NA	NA	NA
	Kennedy-King	NA	NA	NA	NA	NA	NA
	Malcolm X	NA	NA	NA	NA	NA	NA
	Olive-Harvey	NA	NA	NA	NA	NA	NA
	Richard J. Daley	NA	NA	NA	NA	NA	NA
	Wilbur Wright	NA	NA	NA	NA	NA	NA
	District Office	NA	NA	NA	NA	NA	NA
502	College of DuPage	-10.6%	-9.9%	-7.1%	-4.7%	11.8%	-7.9%
532	College of Lake County	-16.2%	-13.2%	-3.4%	2.3%	-1.7%	-9.4%
507	Danville Area	-4.0%	-4.0%	0.4%	1.7%	-4.0%	-1.7%
509	Elgin	-16.3%	-17.0%	-11.4%	0.6%	40.6%	-8.6%
512	Harper	-10.2%	-8.4%	-3.7%	-6.9%	15.4%	-6.2%
540	Heartland	-3.0%	-3.0%	-1.6%	-4.3%	4.8%	-2.5%
519	Highland*	-1.3%	-2.3%	6.7%	1.4%	-2.9%	0.1%
514	Illinois Central	-0.8%	-0.8%	0.5%	-1.4%	2.5%	-0.2%
529	Illinois Eastern	(-2.0%)	(-1.5%)	(-0.9%)	(-2.0%)	(-2.0%)	(-1.5%)
	Frontier	NA	NA	NA	NA	NA	NA
	Lincoln Trail	NA	NA	NA	NA	NA	NA
	Olney Central	NA	NA	NA	NA	NA	NA
	Wabash Valley	NA	NA	NA	NA	NA	NA
	District Office	NA	NA	NA	NA	NA	NA
513	Illinois Valley	-8.2%	-6.1%	-2.4%	-4.8%	-8.2%	-5.7%
530	John A. Logan	-1.9%	-2.9%	-2.9%	-1.6%	-0.6%	-2.3%
539	John Wood	-0.3%	-1.0%	-1.7%	0.9%	-1.7%	-0.8%
525	Joliet Junior	-10.9%	-9.3%	-4.6%	-0.5%	-5.9%	-7.2%
520	Kankakee	-4.4%	-6.8%	-5.5%	-4.7%	2.7%	-5.2%
501	Kaskaskia	-1.1%	-1.0%	-2.3%	-2.3%	-2.3%	-1.4%
523	Kishwaukee	-8.5%	-7.8%	-6.8%	-10.9%	-8.0%	-7.9%
517	Lake Land	-1.5%	-0.7%	-0.9%	0.5%	-1.5%	-0.8%
536	Lewis and Clark	-1.6%	0.6%	0.8%	1.7%	-0.2%	0.3%
526	Lincoln Land	-0.3%	-1.2%	-0.3%	-0.2%	-0.4%	-0.6%
528	McHenry County	-9.9%	-6.3%	-8.9%	-2.7%	-4.7%	-6.8%
524	Moraine Valley	-12.8%	-12.2%	-6.2%	-1.9%	-3.6%	-9.5%
527	Morton	-52.5%	-60.3%	-27.6%	4.5%	-1.5%	-43.9%
535	Oakton	-3.3%	-4.8%	1.3%	1.7%	4.0%	-2.2%
505	Parkland	-2.2%	-2.6%	4.7%	-4.8%	-4.8%	0.2%
515	Prairie State	-8.8%	-5.7%	5.0%	-3.0%	6.0%	-2.7%
521	Rend Lake	-1.0%	-2.2%	-1.3%	-2.2%	-2.2%	-1.8%
537	Richland	0.1%	-0.4%	1.0%	-1.9%	-1.9%	-0.1%
511	Rock Valley	-9.4%	-8.9%	-3.0%	-4.9%	-6.5%	-7.1%
506	Sauk Valley	-6.0%	1.5%	1.3%	1.6%	5.6%	0.4%
531	Shawnee	-3.0%	-0.7%	-0.9%	-3.0%	-3.0%	-1.4%
510	South Suburban	-10.5%	-7.0%	-3.3%	-9.6%	-0.3%	-6.9%
533	Southeastern Illinois	-1.7%	0.1%	-1.7%	-1.7%	-1.7%	-0.8%
522	Southwestern Illinois	-2.1%	-2.1%	-0.8%	-3.4%	-2.4%	-1.8%
534	Spoon River	-2.9%	-2.9%	-2.9%	0.5%	-2.9%	-2.4%
504	Triton	-15.2%	-19.3%	-4.4%	1.2%	32.5%	-9.9%
516	Waubensee	<u>-22.4%</u>	<u>-21.6%</u>	<u>-12.8%</u>	<u>-9.6%</u>	<u>-7.5%</u>	<u>-17.0%</u>
	TOTALS	-10.9%	-11.2%	-4.4%	-3.5%	-1.0%	-7.9%

\*Includes revised college figures

NA = Data Not Available

EEOC Administrative Staff/Technicians and Skilled Craft Workers categories are included in the Professional Staff/Protective Service Workers category.

SOURCE OF DATA: ICCB Centralized Data System--Annual Faculty, Staff, and Salary (C3) Data and Index of Need, Illinois Census,

SIU-Edwardsville Department of Business/Economics



Illinois Community College Board  
Table 7  
SUMMARY OF HISPANIC FACULTY AND STAFF  
EMPLOYED IN ILLINOIS PUBLIC COMMUNITY COLLEGES IN FISCAL YEAR 2018  
BY EMPLOYEE GROUP AND COLLEGE

Dist. No.	District/College	Tenured Faculty/ Official & Managers	Non-Tenured Faculty	Professional Staff/ Protective Service Workers	Office & Clerical/ Para-professionals	Service Maintenance	Total
503	Black Hawk	9	9	11	5	2	36
518	Carl Sandburg	0	4	8	0	0	12
508	City Colleges of Chicago	(117)	(161)	(454)	(139)	(110)	(981)
	Harold Washington	25	13	70	16	5	129
	Harry S Truman	18	30	60	18	15	141
	Kennedy-King	6	5	48	11	3	73
	Malcolm X	7	19	44	14	14	98
	Olive-Harvey	4	8	20	13	5	50
	Richard J. Daley	22	45	77	31	45	220
	Wilbur Wright	22	41	92	31	20	206
	District Office	13	0	43	5	3	64
502	College of DuPage	7	49	29	31	30	146
532	College of Lake County	9	49	56	34	19	167
507	Danville Area	0	0	7	2	0	9
509	Elgin	18	29	24	36	57	164
512	Harper	11	37	39	14	26	127
540	Heartland	2	4	7	0	1	14
519	Highland	1	1	7	2	0	11
514	Illinois Central	5	11	17	2	6	41
529	Illinois Eastern	(0)	(2)	(3)	(0)	(0)	(5)
	Frontier	0	1	0	0	0	1
	Lincoln Trail	0	0	0	0	0	0
	Olney Central	0	0	2	0	0	2
	Wabash Valley	0	1	1	0	0	2
	District Office	0	0	0	0	0	0
513	Illinois Valley	0	4	5	2	0	11
530	John A. Logan	1	0	0	1	1	3
539	John Wood	1	1	0	1	0	3
525	Joliet Junior	9	37	36	26	15	123
520	Kankakee	4	3	3	3	3	16
501	Kaskaskia	1	3	0	0	0	4
523	Kishwaukee	2	5	5	0	1	13
517	Lake Land	0	2	2	2	0	6
536	Lewis and Clark	0	8	3	4	1	16
526	Lincoln Land	4	4	5	2	1	16
528	McHenry County	2	16	3	10	1	32
524	Moraine Valley	4	18	15	25	9	71
527	Morton	16	23	54	19	14	126
535	Oakton	9	23	21	14	9	76
505	Parkland	5	10	49	0	0	64
515	Prairie State	2	15	29	18	4	68
521	Rend Lake	1	0	1	0	0	2
537	Richland	2	2	2	0	0	6
511	Rock Valley	4	5	10	8	1	28
506	Sauk Valley	1	10	6	3	3	23
531	Shawnee	0	3	1	0	0	4
510	South Suburban	2	16	11	2	3	34
533	Southeastern Illinois	0	2	0	0	0	2
522	Southwestern Illinois	2	9	10	0	1	22
534	Spoon River	0	0	0	1	0	1
504	Triton	14	34	54	56	48	206
516	Waubensee	8	25	43	25	20	121
TOTALS		273	634	1,030	487	386	2,810

EEOC Administrative Staff/Technicians and Skilled Craft Workers categories are included in the Professional Staff/Protective Service Workers category.  
SOURCE OF DATA: ICCB Centralized Data System--Annual Faculty, Staff, and Salary (C3) Data





Illinois Community College Board

Table 8

SUMMARY OF TOTAL FACULTY AND STAFF  
EMPLOYED IN ILLINOIS PUBLIC COMMUNITY COLLEGES IN FISCAL YEAR 2018  
BY EMPLOYEE GROUP AND COLLEGE

Dist. No.	District/College	Tenured Faculty/ Officials & Managers	Non-Tenured Faculty	Professional Staff/ Protective Service Workers	Office & Clerical/ Paraprofessionals	Service Maintenance	Total
503	Black Hawk	152	236	125	74	46	633
518	Carl Sandburg*	58	150	166	19	18	411
508	City Colleges of Chicago	(822)	(1,773)	(2,015)	(479)	(773)	(5,862)
	Harold Washington	133	374	269	75	77	928
	Harry S Truman	90	269	370	74	96	899
	Kennedy-King	86	131	293	61	159	730
	Malcolm X	137	273	251	61	103	825
	Olive-Harvey	80	96	155	50	104	485
	Richard J. Daley	84	262	174	57	124	701
	Wilbur Wright	120	368	280	81	86	935
	District Office	92	0	223	20	24	359
502	College of DuPage	276	1,507	480	367	120	2,750
532	College of Lake County	257	758	345	155	106	1,621
507	Danville Area	78	99	160	35	21	393
509	Elgin	227	403	188	145	88	1,051
512	Harper	302	687	385	204	89	1,667
540	Heartland	153	313	260	45	11	782
519	Highland*	60	152	73	46	35	366
514	Illinois Central	233	511	487	129	109	1,469
529	Illinois Eastern	(163)	(382)	(254)	(65)	(37)	(901)
	Frontier	23	156	27	11	4	221
	Lincoln Trail	22	67	44	15	10	158
	Olney Central	53	74	45	14	9	195
	Wabash Valley	44	85	93	15	9	246
	District Office	21	0	45	10	5	81
513	Illinois Valley	82	197	86	59	20	444
530	John A. Logan	100	204	72	75	44	495
539	John Wood	70	144	58	39	13	324
525	Joliet Junior	239	692	357	183	171	1,642
520	Kankakee	100	192	104	81	27	504
501	Kaskaskia	84	223	64	36	41	448
523	Kishwaukee	85	161	122	35	34	437
517	Lake Land	96	235	321	97	27	776
536	Lewis and Clark	171	360	124	122	74	851
526	Lincoln Land	193	342	237	90	50	912
528	McHenry County	138	312	123	115	15	703
524	Moraine Valley	198	686	174	193	80	1,331
527	Morton	84	205	123	25	20	457
535	Oakton	169	593	211	135	71	1,179
505	Parkland	196	460	516	58	58	1,288
515	Prairie State	108	299	185	235	24	851
521	Rend Lake	84	173	116	27	82	482
537	Richland	104	137	70	33	5	349
511	Rock Valley	187	188	117	121	20	633
506	Sauk Valley	49	105	64	31	22	271
531	Shawnee	54	129	48	21	3	255
510	South Suburban	113	300	122	75	25	635
533	Southeastern Illinois	50	115	54	17	9	245
522	Southwestern Illinois	148	684	376	42	103	1,353
534	Spoon River	53	93	39	30	5	220
504	Triton	160	723	276	223	85	1,467
516	Waubensee	<u>194</u>	<u>511</u>	<u>314</u>	<u>148</u>	<u>105</u>	<u>1,272</u>
	TOTALS	6,090	15,434	9,411	4,109	2,686	37,730

\*Includes revised college figures

EEOC Administrative Staff/Technicians and Skilled Craft Workers categories are included in the Professional Staff/Protective Service Workers category.

SOURCE OF DATA: ICCB Centralized Data System--Annual Faculty, Staff, and Salary (C3) Data

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