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## **HISPANIC EMPLOYMENT PLAN REPORT**

**FISCAL YEAR 2020**

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***February 2021***

Hispanic Employment Plan Report  
Fiscal Year 2020

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## INTRODUCTION

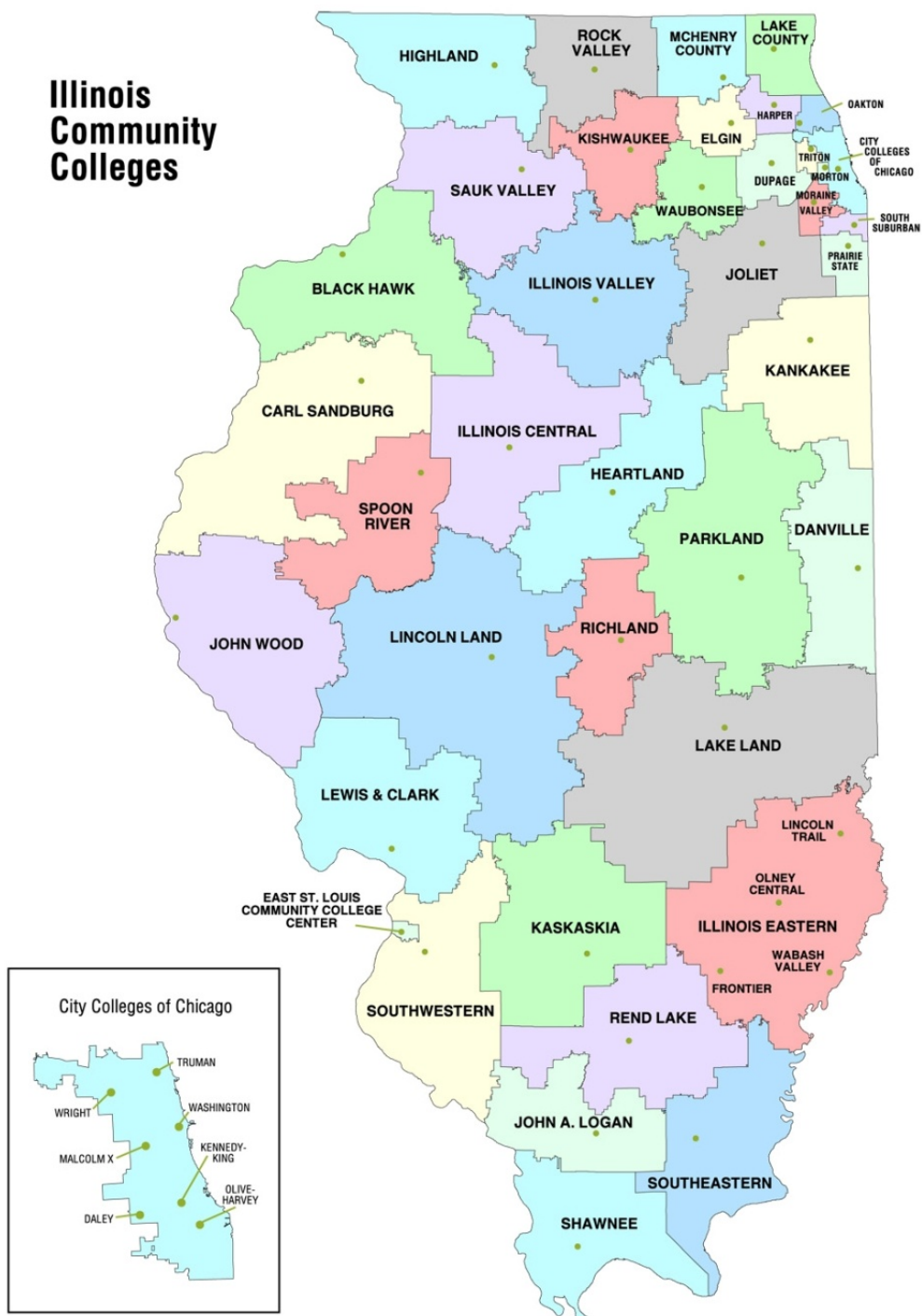
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The enclosed materials contain fiscal year 2020 (July 1, 2019 through June 30, 2020) responses from Illinois' public Community College System to the *Hispanic Employment Plan Survey and the Bilingual Needs and Bilingual Pay Survey* ([Public Act 096-1286](#)). 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 2020 is the eleventh 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](#)), the *Asian American Employment Plan Survey* ([Public Act 097-0856](#)), and the *Native American Employment Plan Survey* ([Public Act 101-0534](#)). 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, Native 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.

## 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 about the race/ethnicity distribution of community college credit students for selected broad program areas (PCS) are included. 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 12.67 million in 2019 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 [2020 Index of Need](#) Table 1). These detailed Illinois census data indicate that the state's population grew 2.0 percent between 2000 and 2019. The state population, however, decreased 1.2 percent between 2010 and 2019. Illinois' 2019 census estimate shows that Whites/Caucasians remained the largest race/ethnicity group. However, minority populations were responsible for Illinois' overall population growth from 2000 to 2019, as the percent of Caucasians decreased from 73.5 percent to 70.9 percent of the population ([U.S. Census 2000 Illinois](#) and [2020 Index of Need](#) Table 1).

Minority populations were responsible for Illinois' overall population growth from 2000 to 2019.
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The race/ethnicity data collection methodology changed for the 2000 census and continued in the 2019 census data. The 2019 census data showed that 2.1 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 2,219,882 in 2019 ([U.S. Census 2000 Illinois](#) and [2020 Index of Need](#) Table 1).

Illinois' largest minority group in 2000 was African American and in 2019 was Hispanic. Compared to 2000, African American counts in 2019 decreased from 15.1 percent to 14.6 percent, whereas Asian American counts increased from 3.4 percent to 6.0 percent, Native American from 0.2 percent to 0.6 percent, and Hispanic from 12.3 percent to 17.5 percent.

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

	<i>White/ Caucasian</i>	<i>African American</i>	<i>Asian* 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%
2019	70.9%	14.6%	6.0%	0.6%	8.0%	17.5%

\*Includes Pacific Islander

\*\*Includes two or more races

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

SOURCE OF DATA: U. S. Census Bureau, 2000 and 2010 & 2020 Index of Need, Table 1.

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

Overall in fiscal year 2020, minority students accounted for 47.4 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—115,779 in fiscal year 2020—accounted for the largest number of minority enrollments in the Illinois Community College System.

year 2020 data show that minority representation was similar to the prior year (fiscal year 2019 = 46.7 percent). Fiscal year 2020 results are above the five-year average (45.4 percent). Students identifying themselves as Hispanic students (now numbering 115,779) became the largest minority group in 2000, but became the second largest minority group in fiscal year 2012 behind African American students. In fiscal year 2015 through 2020, Hispanic students were again the largest minority group. African American students—58,717 in fiscal year 2020—constitute the second largest minority group in the latest data. Asian American students—23,434 in fiscal year 2020—constitute the third largest minority group enrolled in the Illinois Community College System. The fiscal year 2020 proportionate representation by Hispanic students was higher by one percentage point in comparison to the prior year (25.5 percent in fiscal year 2020 versus 24.5 percent in fiscal year 2019). The fiscal year 2020 African American student proportional representation was slightly lower in comparison to the prior year (12.9 percent in fiscal year 2020 versus 13.4 percent in fiscal year 2019). 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 (-51.1 percent), Native American (-30.8 percent), African American (-27.9 percent), Asian American (-11.1 percent), and Hispanic (-3.9 percent), while an increase was noted among students identifying themselves as Nonresident Alien (23.1 percent) and Two or More Races (11.9 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 (72.6 percent) of the individuals enrolled in community college Adult Education coursework. In fiscal year 2020, Hispanic students accounted for over forty percent of Adult Education enrollments and African American students for nearly one-fourth of those enrollments (42.9 percent and 23.8 percent, respectively). Additionally, minority students accounted for about eight out of every ten (81.4 percent) individuals enrolled in community college ESL coursework during fiscal year 2020. Hispanic students accounted for

nearly two-thirds (63.7 percent) of the community college ESL students, followed by Asian American students (10.0 percent) and African American students (5.8 percent).

**Table 2**  
**Fiscal Year 2020 Minority Students Enrolled in Adult Education  
and English as a Second Language Programs**

<i>Program</i>	<i>African American</i>	<i>Hispanic/Latino</i>	<i>Asian American</i>	<i>Nonresident Alien</i>	<i>Native American</i>	<i>Pacific Islander</i>	<i>Two or More Races</i>	<i>Minority Subtotal</i>
<b>ABE/ASE %</b>	<b>23.8%</b>	<b>42.9%</b>	<b>4.1%</b>	<b>0.4%</b>	<b>0.3%</b>	<b>0.1%</b>	<b>1.1%</b>	<b>72.6%</b>
Number	4,766	8,598	814	88	54	18	225	14,563
<b>ESL %</b>	<b>5.8%</b>	<b>63.7%</b>	<b>10.0%</b>	<b>1.6%</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>81.4%</b>
Number	1,549	16,912	2,645	425	19	20	56	21,626

**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 2020, minorities comprised nearly one-half of (45.6 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 (23.2 percent), followed by African American students (12.2 percent), Asian American students (5.6 percent), students of Two or More Races (3.3 percent), Nonresident Alien students (0.9 percent), Native American students (0.2 percent), and Pacific Islander students (0.1 percent). **Table 3** also shows that over one-third of students enrolled in CTE programs were members of a minority group (37.8 percent). Hispanic students also had the highest representation among minorities in CTE programs and accounted for 19.0 percent of the population. African American students had the second largest CTE program enrollment (11.7 percent), followed by Asian American students (4.0 percent), students of Two or More Races (2.3 percent), Nonresident Alien students (0.5 percent), Native American students (0.3 percent), and Pacific Islander students (0.1 percent).

**Table 3**  
**Fiscal Year 2020 Minority Students Enrolled in Transfer  
and Career and Technical Education Programs**

<i>Program</i>	<i>African American</i>	<i>Hispanic/Latino</i>	<i>Asian American</i>	<i>Nonresident Alien</i>	<i>Native American</i>	<i>Pacific Islander</i>	<i>Two or More Races</i>	<i>Minority Subtotal</i>
<b>Transfer %</b>	<b>12.2%</b>	<b>23.2%</b>	<b>5.6%</b>	<b>0.9%</b>	<b>0.2%</b>	<b>0.1%</b>	<b>3.3%</b>	<b>45.6%</b>
Number	30,281	57,899	13,985	2,252	547	207	8,327	113,498
<b>CTE %</b>	<b>11.7%</b>	<b>19.0%</b>	<b>4.0%</b>	<b>0.5%</b>	<b>0.3%</b>	<b>0.1%</b>	<b>2.3%</b>	<b>37.8%</b>
Number	13,921	22,626	4,718	637	312	106	2,710	45,030

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

The following section of the report supplies information about the race/ethnicity characteristics of students who graduated in fiscal year 2020. 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 2020.



Minority students accounted for 44.3 percent of Transfer graduates, compared to 37.8 percent of all CTE graduates.

**Table 4** shows that during fiscal year 2020, similar numbers of minority graduates completed CTE degrees and certificates (N = 13,197) as Transfer degrees and certificates (N = 12,485). Minority

students accounted for 44.3 percent of Transfer graduates, compared to 37.8 percent of all CTE graduates. The majority of the Transfer credentials earned by minorities was Associate in Arts degrees (44.8 percent, N = 5,593), while 36.4 percent (N = 4,550) was the General Education Core Curriculum (GECC) Credentials. Hispanic students accounted for the largest group of Transfer minority graduates (25.7 percent), followed by African American students (9.8 percent), Asian American students (4.9 percent), students of Two or More Races (2.8 percent), Nonresident Alien students (0.9 percent), Native American students (0.2 percent), and Pacific Islander students (0.1 percent). The fiscal year 2020 proportional representation of the Hispanic Transfer graduates (25.7 percent) was higher by 2.8 percentage points from the prior year (22.9 percent). Hispanic students accounted for the largest minority group for completions in CTE programs (19.3 percent), followed by African American students (11.7 percent), Asian American students (3.8 percent), students of Two or More Races (2.1 percent), Nonresident Alien students (0.6 percent), Native American students (0.2 percent), and Pacific Islander students (0.1 percent). The fiscal year 2020 proportional representation of the Hispanic CTE program graduates (19.3 percent) was higher by 1.6 percentage points from fiscal year 2019 (17.7 percent).

**Table 4**  
**Fiscal Year 2020 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>9.8%</b>	<b>25.7%</b>	<b>4.9%</b>	<b>0.9%</b>	<b>0.2%</b>	<b>0.1%</b>	<b>2.8%</b>	<b>44.3%</b>
Number	2,762	7,231	1,388	248	44	31	781	12,485
<b>CTE %</b>	<b>11.7%</b>	<b>19.3%</b>	<b>3.8%</b>	<b>0.6%</b>	<b>0.2%</b>	<b>0.1%</b>	<b>2.1%</b>	<b>37.8%</b>
Number	4,098	6,752	1,310	194	78	29	736	13,197

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

**Table 5** shows that in fiscal year 2020, minority faculty and staff accounted for 20.6 percent of tenured faculty/officials and managers (a 1.6 percent increase from fiscal year 2019), 17.6 percent of non-tenured faculty (a 3.0 percent decrease from fiscal year 2019), 32.0 percent of professional staff/protective service workers (a 3.3 percent decrease from fiscal year 2019), 32.8 percent of office and clerical/paraprofessionals (a 2.4 percent decrease from fiscal year 2019), and 41.9 percent of service maintenance employees (a 0.6 percent decrease from fiscal year 2019).

**Table 5**

**Fiscal Year 2020 Minority Faculty and Staff in Illinois Community Colleges**

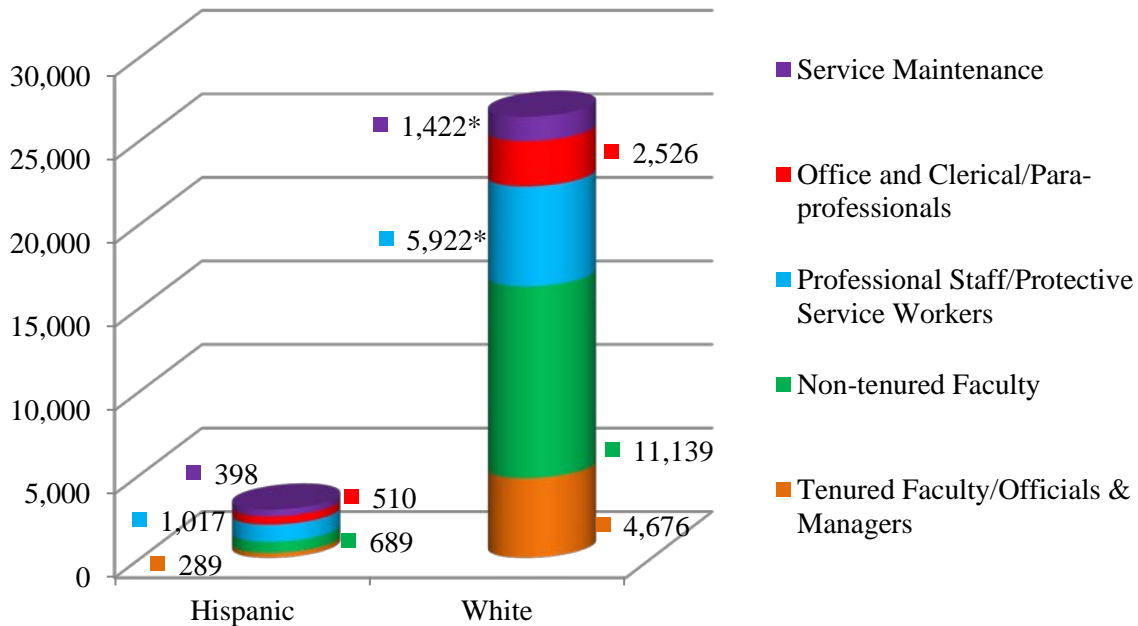
	<i><b>Tenured Faculty/ Officials and Managers</b></i>	<i><b>Non- Tenured Faculty</b></i>	<i><b>Professional Staff/ Protective Service Workers</b></i>	<i><b>Office and Clerical/ Para- professionals</b></i>	<i><b>Service Maintenance</b></i>
<i><b>African American %</b></i>	<b>10.4%</b>	<b>7.8%</b>	<b>14.7%</b>	<b>15.5%</b>	<b>23.1%</b>
Number	634	1,167	1,339	598	605
<i><b>Hispanic/Latino %</b></i>	<b>4.8%</b>	<b>4.6%</b>	<b>11.2%</b>	<b>13.2%</b>	<b>15.2%</b>
Number	289	689	1,017	510	398
<i><b>Asian American %</b></i>	<b>3.7%</b>	<b>3.9%</b>	<b>3.6%</b>	<b>2.9%</b>	<b>1.2%</b>
Number	224	581	325	113	32
<i><b>Nonresident Alien %</b></i>	<b>0.3%</b>	<b>0.3%</b>	<b>0.5%</b>	<b>0.3%</b>	<b>1.0%</b>
Number	18	50	48	10	26
<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	33	18	6	9
<i><b>Pacific Islander %</b></i>	<b>0.1%</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.1%</b>
Number	4	14	11	3	3
<i><b>Two or More Races %</b></i>	<b>1.1%</b>	<b>0.7%</b>	<b>1.6%</b>	<b>0.7%</b>	<b>1.0%</b>
Number	66	103	148	28	25
<i><b>Minority Subtotal %</b></i>	<b>20.6%</b>	<b>17.6%</b>	<b>32.0%</b>	<b>32.8%</b>	<b>41.9%</b>
Number	1,250	2,637	2,906	1,268	1,098

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

In fiscal year 2020, Hispanic faculty and staff accounted for 4.8 percent of tenured faculty/officials and managers, 4.6 percent of non-tenured faculty, 11.2 percent of professional staff/protective service workers, 13.2 percent of office and clerical/paraprofessionals, and 15.2 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 2020.

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.

**Figure 1**  
**Comparison of Hispanic Employees to White Employees**  
**at Illinois Community Colleges in Fiscal Year 2020**



\*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.

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## HISPANIC EMPLOYMENT PLAN SURVEY RESULTS

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Black Hawk College.....	13
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## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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	9	0	0

As of June 30, 2020, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

No

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

Recruit in Hispanic focused resources, 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

**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

Hispanic Employment Plan Report  
Fiscal Year 2020

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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, 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



Provide the FY 2020 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

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

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

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Carl Sandburg College treats all potential candidates, interviewees, and employees with equality. All hiring situations are administered using our hiring process. The College does monitor the departure of employees to ensure continuous improvement at the institution.

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

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

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

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

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

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

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

Yes

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

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

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

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

Carl Sandburg College strives to accurately assess the needs of communities in the district in order to develop programs of support. As such, the College employs a Coordinator of Diversity and Inclusion. 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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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	1

As of June 30, 2020, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

Does your institution conduct internal studies, 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 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".)

- Harold Washington College provides self-development training in many depts
- All FT employees 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

**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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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?

No

As of June 30, 2020, 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	5	1	1

As of June 30, 2020, 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	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.

Does your institution conduct internal studies, 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 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 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

**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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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	4	0	0

As of June 30, 2020, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

Does your institution conduct internal studies, 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 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".)

- Kennedy-King College provides self-development training in many departments
- All FT employees 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

**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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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?

Yes

As of June 30, 2020, 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	15	0	1

As of June 30, 2020, 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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

- 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".)

- Malcolm X College provides self-development training in many departments
- All FT employees 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

**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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

Does your institution conduct internal studies, 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 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".)

- Olive-Harvey College provides self-development training in many departments
- All FT employees 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

**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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

Does your institution conduct internal studies, 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 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 are able to take classes offered at any of our colleges
- Tuition reimbursement is available to many full-time employees if they wish to further their education.

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

No

**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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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	5	0	1

As of June 30, 2020, 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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

o Wright College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Wright 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 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

**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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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 #	22	0	1	0

As of June 30, 2020, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	17
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

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.



Does your institution conduct internal studies, 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.

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

The College proactively targets diversity job seekers through several methods. One method is increasing posting at diversity oriented specialty web sites for example, Hispanics in Universities and Colleges Association and HispanicsinHigherEd.com In addition, we use diversity and inclusion emails to target self-identified candidates through HigherEdJobs.com to widen our reach into the diversity population. We also post every position on sites included in the Professional Diversity Network which reaches multiple diversity oriented web sites.

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

None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

No

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

Yes

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

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

**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).

- c. Collaborated with ISAC (Illinois Student Assistance Commission) on financial aid workshops in district high schools and College of DuPage.
- d. Conducted a "Parent Spanish Series" at Addison Trail High School.
- e. 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.
- f. Established a COD Succeeds Scholarship award for students academically successful and in need of additional support to ensure continued success and get them to the next level. We focused on students in the 2.5-3.0 GPA range (either COD GPA, if a continuing student, or HS GPA, if new) and had a financial gap. We prioritized first generation and minority students. The goal is to provide additional support to students who are at greater risk of being a retention concern to help them stay enrolled and on-track by lifting a financial barrier to continued success.
- g. Increased area partnership in order to better assist and provide resources to students. We had the first Latino Leaders luncheon to promote and establish partnerships.

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 and 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 and the Hispanic Association of Colleges and Universities (HACU).

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

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

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

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

**Yes**

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

**Yes**

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

Is the center Director/Coordinator Hispanic?	YES
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<b>Does the center Director/Coordinator speak fluent Spanish?</b>	YES
<b>Does the center Director/Coordinator assist in the recruitment of Hispanic students?</b>	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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, 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?

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 2020 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 budget for diversity recruitment initiatives for diverse faculty and administrators is part of our general recruiting budget. Twenty-five to thirty percent of the recruiting budget is spent on diverse recruiting hiring initiatives.

**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.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

The College utilizes applicant tracking demographic data to evaluate the diversity recruitment of applicant pools. Recruitment strategies are developed for groups that are underrepresented. Exit interviews and turnover reports are conducted to obtain information for identifying actions necessary for improvement.

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

The College has implemented new minimum diversity standards for applicant pool diversity and interview diversity. The diversity of the applicant pool must be a minimum of 15% diverse prior to the applicant pool being released. The applicants selected for interviews must be a minimum of 15% diverse. Exception process requires justification and approval, for example, how long was the pool open, what efforts were made to increase the diversity and why a request for an exception vs. a failed search.

The College implemented new search committee training and guidelines which includes training on hidden biases and cultural competency. The College has also included welcoming language on job postings and ads to highlight our commitment to diversity and inclusion. Search committee members serving on hiring committee must be committed to diversity, equity and inclusion in order to advance the College's Strategic Plan. The strategic plan addresses equity and diversity in hiring, retention, talent management and compensation and benefit practices.

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

Internships      Community Linkages      Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan

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

Employees with career ladder enhancement

Yes

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

The College provides opportunities for professional development through our career development, tuition waiver, staff training and development, career path identification, and Inclusive Leadership Academy to

align with the College's values.

#### 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".)

The College provides opportunity for professional development to faculty and staff to enhance skill sets and eligibility for promotion. Our focus is to create success for every employee to achieve academic, career and personal goals.

**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 of Lake County (CLC) Latino Outreach and Success Committee coordinates a Latinx Éxito 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.

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, Information sessions for Undocumented/DACA students. We continually update our Spanish and Undocumented/DACA pages 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 Educación education Lake County families about CLC and the U.S. education system and financial aid/scholarship opportunities. The CLC UndocuAllies committee has been working on several initiatives to make sure we improve the experience for Undocumented students. 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.

The Colleges Community & Workforce Partnerships develops relevant academic, cultural and community programming to engage and advance the socially, economically and racially diverse communities of Lake County.

The College has developed enrollment and talent pipelines at all campus locations, through middle school engagement, dual credit pathways, adult education pathways, transfer pathways and apprenticeship programs.

The College has built alliances with workforce partners in high-demand fields across industry sectors to develop new credentials, expand capacity of existing programs and leverage apprenticeships to meet regional workforce needs across all campuses, emphasizing manufacturing, healthcare, information technology and education talent pipelines.

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

Yes

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

Yes

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

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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, 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.



Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?  
All positions are publicly advertised. We send vacancy notices to area pre-dominantly African American churches. Our search committees consist of a diverse group of employees.

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

We encourage all candidates to apply and recruit for all areas of candidates.

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

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".)

We encourage promotion of all employees.

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

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

All positions are publicly advertised. We send vacancy notices to area pre-dominantly African American churches. Our search committees consist of a diverse group of employees.

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

No

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

Yes

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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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, 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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

No

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):

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

**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 Organization of Latin American Students (OLAS) has existed for over 25 years and continues serving the needs of the increasing Hispanic student population, which has the largest percentage of students at the college. The student club promotes a mature sensitivity and awareness of Latin American culture through various activities, events, and community-sponsored programs. Students interested in Latin American culture are welcome to join.
- Latinx Heritage Month continues to be offered each year. A variety of events for students, staff and the community are hosted by the college.
- In 2018, the college implemented a Latinx Connexion event for Hispanic students. The event is held at the beginning of each semester. It gives new students, returning students and employees an opportunity to network and reinforce that as a community we are here to support each other. Academic and student support services are highlighted at the event.
- In 2019, Admissions and Transfer Services organized the college's first HSI College Fair, with the participation from four-year HSI institutions during the Annual LatinX Heritage Month. Additionally, we continue to participate in the National Hispanic College Fair. This year we interacted with students from more than 17 high schools that attended the event in October 2019.
- o The college joined the TRIUMPH (Transforming and Inspiring Undergraduate Men Pursuing Higher Education) Program, along with two other Hispanic and Minority-Serving area

community colleges

in spring 2019. These colleges have come together to collaborate and implement the TRIUMPH Expansion Initiative, a five-year grant program funded by ECMC Foundation, in order to increase the retention, transfer and/or

graduation rates of minority males (men of color) at each of their respective institutions. The goal is to recruit a total

of 250 - 500 men of color at each college by year five.

The goals of the TRIUMPH program include:

addressing the significant opportunity gap for minoritized males who are the first in their family, and often first in their community, to pursue higher education; ensuring post-secondary persistence, completion and/or transfer through intensive mentoring and targeted workshops designed to increase social, emotional and non-cognitive barriers to success; helping minoritized male students realize and expand their potential; and

creating a collegial environment to develop a sense of trust and mutual encouragement

- Although the college doesn't have a dedicated HRC, students who are members of OLAS have cubicle space in the Student Life Office to meet.

**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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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 #	12	1	2	0

As of June 30, 2020, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	12
Total Hispanic faculty that experienced separation from the college	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 2020 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 total amount allocated for recruiting diverse populations, including Hispanics, who are considered underrepresented in the academic workforce, was \$13,325.84. Of that total amount, \$1710.00 was spent to specifically recruit 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.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

The Harper College Diversity and Inclusion Scorecard is a management accountability tool developed to support the institution's ongoing mission of fostering campus inclusion. The scorecard is comprised of four categories: Recruitment and Advancement, Retention, Service and Professional Development, and Student Opinion and Satisfaction – each of which is outlined in the operational definitions. These metrics while not exhaustive provide insight into areas in which the greatest impact can be made in creating a more inclusive campus both for employees and students.

At present, reports are given to the Board of Trustees regarding recruitment but these are informational only.

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

Continue to advertise jobs on sites such as Latinos in Higher Ed Reflejos as well as discipline specific sites such as, National Association of Hispanic Nurses. Identify and participate in diversity specific conferences such as SHRM Diversity & Inclusion Conference. 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,\$250-\$2,700, based on employment classification, to enhance their skill sets/eligibility for promotion. On-line course and workshops are also available for faculty.

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

No

**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

Admissions Outreach/Harper College conducts a number of specific events for the Hispanic market including two Latino summits where 800+ students attend an all-day event designed to assist students with cultural competency, understand college processing and planning for the future. These events are held in the fall for freshman and in the spring for Seniors. In addition, the college created a new program this past year called PASO, Project Achieve Overcoming Obstacles which involves a series of events/activities designed to create community and engage influencers in the process of enrolling in college. Specifics include welcome events at the college where students and influencers engage with harper team members. These events occur throughout the year. Also, events are held to honor/recognize parents of students for the role they play in helping students succeed. Sessions are also held each semester with faculty/academic advisors to promote educational planning and success. Lastly, a print/electronic email/blog is distributed to influencers featuring student success articles and ideas. This email is distributed quarterly.

**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



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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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, 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?

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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? Work of the previously convened presidential task force on diversity and inclusion continued during FY20. Employment gaps for minority populations, including Hispanic employees, as related to the district population and student population were identified. An objective to increase multicultural equity among diverse student and employee populations was advanced as part of an EDI Scorecard.

The College is establishing an Assistant to the President for Equity, Diversity, and Inclusion position to further support efforts. This position will work collaboratively with HR staff to identify, monitor, and report on data related to closing the employment gap for Hispanic employees, among other populations.

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

At the highest level, work is being done to establish Equity, Diversity and Inclusion as an institutional priority. More specifically, we can focus on broadly posting job opportunities to reach diverse populations, including potential Hispanic candidates. As appropriate, this could include advertising positions on diversity-oriented online job boards and websites. Applicant review team members receive training related to fair and equitable hiring practices. Additional in depth bias-related training could be incorporated to help ensure that applicants are advancing proportionally through the recruitment process. Strategies for retention can be further developed.

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 waiver/support

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

No

**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.

Outcomes of the presidential task force on diversity and inclusion include the establishment of an EDI scorecard, with a goal to identify and reduce barriers to access and equity for traditionally underrepresented populations, including Hispanic students. This ties closely with ongoing work of the College's strategic enrollment management team.

The College continues to create and participate in trainings, programs, and events that support diversity and inclusion. These experiences are being collected and organized across campus through the ALL-INclusive initiative.

**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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2020, 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 2020 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.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

No

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

Highland continues to try different recruitment venues to reach a more diverse candidate pool, including Hispanic applicants. Following the conclusion of a search, information from applicants, particularly from underrepresented groups, is reviewed to determine how candidates found out about the open position. That data is used to determine where future job openings are posted. We also communicate with other Illinois community colleges to learn about new job posting sites they have used to successfully attract diverse applicants. Highland is also part of a local organization that share recruitment resources to reach a broader applicant base.

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".)

Workshops, online training and one-on-one coaching. Tuition waivers for Highland classes are available to full and part-time employees. Educational assistance for employees to take classes outside of Highland is available to full-time employees.

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

No

**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 May 2019, Highland Community College applied for the Childcare Access Means Parents in School (CCampis) grant through the US Department of Education. Through an existing partnership with the YMCA Childcare Center located on campus, the partners began offering discounted childcare during the Spring 2020 Semester in January. The CCAMPIS program is designed as a part-time, variably scheduled service to assist students with childcare while they attend class, study, connect with College services, or take a test. Already located on the Highland campus, the YMCA of Northwest Illinois had the existing expansion capacity, established management processes, and qualified professionals with extensive experience serving families in the region. All of the students we serve under this grant are first-generation, female students.

The part-time nursing program option appeals to students in high-risk categories such as single parents, women, and first-generation students because it provides an alternative to the full-time, day-time student schedule. Students have more flexibility to take nursing courses in the evening and one day a week, which allows them to work enough hours to maintain health insurance and other benefits to support a family. The Spring 2020 semester has 117 nursing students enrolled in courses, and 64% of our students are classified as part-time. Twice as many minority students are enrolled in the part-time program compared to the full-time program.

While neither of these strategies are targeted specifically to Hispanic students, they are services that help our underrepresented student 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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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	2	0	0

As of June 30, 2020, 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?

Yes

Provide the FY 2020 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.)

Illinois Central College (ICC) allocated a total of \$147,263 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.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? ICC 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 is 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.

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 (Higher Learning Commission) qualified minority 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

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. Additionally, 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.

**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'20 strategic initiatives:

- A. Early College in both CTE and General Education Programming
- B. Increase the number of Early College opportunities for students in underserved 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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, 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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Guidance and review with our legal counsel

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

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

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

n/a

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

No

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

N/A

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, 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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Guidance and review with our legal counsel

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

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

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

n/a

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

No

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

N/A

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, 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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Guidance and review with our legal counsel

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

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

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

n/a

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

No

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

N/A



## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, 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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Guidance and review with our legal counsel

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

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

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

n/a

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

No

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

N/A

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, 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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Guidance and review with our legal counsel

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

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

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

n/a

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

No

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

N/A

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? We annually review all demographics to ensure that we are properly recruiting and advertising with minorities in mind. All search committee's receive training prior to servicing. 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):

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".)

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

**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?

No

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, 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.



Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? The president has established a new task force to address underutilized job categories. The committee is in the infant stages and goals and objectives are expected to be presented in 2021.

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

Task force is expected to provide goals and objectives in Spring of 21

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".)

Department are allocated professional development dollars to serve training needs

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

No

**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 reestablished the Diversity Committee, the committee is projected to present goals and objectives for a campus wide recruitment plan, Tentative date is Spring of 21

**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

Hispanic Employment Plan Report  
Fiscal Year 2020

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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, 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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? A Human Resources representative is present during the selection process. Exit interviews are conducted by Human Resources. Additionally, reports regarding employment and departure of employees are given to administration for review.

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 reviews returned EEO forms and suggests 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?

No

**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.
- \* All services and activities are available to all students and public regardless of their race or ethnicity.
- \* English as a Second Language is available to all students and public.

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

**No**

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

No

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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	4	0	0

As of June 30, 2020, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

Yes

Provide the FY 2020 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.)

JJC has a general budget for recruitment. JJC supports diversity & inclusion through a number of initiatives & efforts; using strategic recruitment sources, attending diversity job fairs, and alignment w/the College's Diversity

and Inclusion plan.

**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.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

The college conducted a cultural climate survey in SP 2019 to gather information from staff, faculty and students. This survey was used to develop the current DEI plan in which goals and objectives were formulated to address feedback from the survey. The college periodically conducts the PACE survey, most recently in SP2020. The College routinely runs metric reports which monitor applicant yield, provides demographic information on hiring/retention and helps shape initiatives and recruitment strategies.

To ensure a fair and equitable hiring process for all candidates, HR staff, as well as administrators and other hiring personnel receive "search committee" training prior to serving in a hiring (or recommendations ) capacity. In this training, the college's commitment statements towards affirmative action, EEO, diversity and inclusion are discussed.

As a hiring manager is preparing for a search, they consult with the HR Employment Team who will assist in establishing the recruitment and/or advertising plan. The college has implemented very consistent evaluation tools such as a screening matrix and train the hiring personnel how to appropriately use the tools. If there are instances where the integrity of the search is compromised in any manner the search may be extended, candidate may be reexamined or the search may be canceled. The importance of the College's DEI plan is stressed to all managers and is to be utilized when conducting any search.

Additionally, exit interviews are conducted with HR and the exiting employee.

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

Both Human Resources and the President's Diversity & Inclusion Council are tasked with addressing any areas of underutilization of minority groups within faculty and staff classifications. Efforts to address underutilization include using targeted recruitment sources, attending diversity fairs, hosting inclusion events open to JJC and the public as well as other initiatives as directed by the College. Additionally, Human Resources analyzes all recruitment efforts regularly, measuring effectiveness of initiatives. These measurements include comparative analysis of minority applications/hires between fiscal years, turnover/retention metrics, application yield from recruitment sources and any other measurement that provides useful information for recruitment.

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".)

Employees are encouraged to participate in self-development and professional development activities. The college allocates resources in each department as well as institutionally. Offer President's Academy for Leadership annually.

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".)

Accessibility to training, professional development, shared governance model encourages diversity among committee members. New initiatives being developed such a formal mentoring model.

**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, personal support, cultural resources, and leadership opportunities to enhance the educational experience and facilitate the academic and personal growth of underrepresented students that include Latinx students and resources for undocumented students. Moreover, the department facilitates outreach to Latinx communities within District 525 through targeted recruitment activities, tailored advising services for English Language Learners (Spanish), bilingual educational resources, and cultural reinforcement programming and activities. Strategies include:

☐ Targeted recruitment and outreach activities throughout District 525 that include high schools, CBO's, and churches that serve Latino and other underrepresented student populations.

☐ In FY 2018-2019, OMSA conducted outreach activities on and off campus for the purposes of achieving the Hispanic Serving Institution Initiative of 30% Latino enrollment by 2020 as outlined in SEM 2.0. Among all of the lead cards collected from by OMSA, over 64% were of Hispanic descent. Moreover, 12 of the 16 outreach activities conducted by OMSA were to the Latino community. These targeted outreach programs resulted in 470 students reached and 403 lead cards collected an 85% rate of return. Matriculant yields for these specific efforts Fall 10th Day 2019 resulted in a 1% increase in Latino enrollment over the previous year. Joliet Junior College's Latino enrollment prior to the Covid-19 pandemic was at 29%.

☐ OMSA collaborates with Workforce Education, the English and World Language Department, the Student Advising Center, and other Student Development offices in meeting the needs of English Language Learners, undocumented, and underrepresented students as they transition to college.

☐ Organize and conduct the annual Latino Student Empowerment Conference (LSEC). The 8th Annual Latino Empowerment Conference (LEC) had 374 participants, which was a 19% increase in participation



over last year and 325 lead cards were collected for future follow-up. This is an 87% rate of return.

☐ Lead the charge in streamlining processes that will improve undocumented students' experience at JJC by assisting DREAMers in navigating the college process as an undocumented student. Recently, due to the Covid-19 pandemic, the college developed a new process for undocumented students without a social security number to apply to JJC through a fillable form. Students are directed to OMSA for assistance in the process of applying.

☐ While the college does not have a specific budget line allocated towards Spanish to English translation, the college spends upwards of \$65,200 in Spanish language marketing in any given year out of a larger unit budget. The JJC Marketing Department contracts with the four media companies that specialize in Hispanic advertising.

☐ Joliet Junior College also has created a Spanish landing page on our website that provides students with a convenient place to find important documents and resources for the college. This landing page is included with our annual subscription to HubSpot at \$9,600 per year.

☐ The college also has a Spanish call hotline and is posted on various marketing ads across the community. Since the college went remote, a prompt was added to the main college phone menu that directs callers to a Spanish Speaking staff member who can appropriately direct them. On average, the college receives about 25 calls per month on this line during peak registration times, and about half of that during non-peak times. However, these numbers have fluctuated during the pandemic.

☐ The college has developed an on-line New Student Orientation with Spanish sub-titles to assist English Language Learners in the on-boarding process.

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

Yes

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

Yes

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

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

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

Yes

Hispanic Employment Plan Report  
Fiscal Year 2020

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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2020, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	5
Total Hispanic faculty that experienced separation from the college	1

What percentage of your community college employees are union?

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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Yes, the Director of HR conducts an exit interview with each departing employee to learn of the reason(s) of the departure. This information is shared with the immediate supervisor and VP of Business Affairs. If concerning, it is also shared directly with the President.

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

It is one of the college's institutional priorities to have our staff and faculty be more representative of our district's demographics. HR is also in the process of developing training for screening committee members that will include implicit bias training, as well as the role the screening committee plays in the recruitment/hiring process.

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

No

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

No

**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.

Strategies in development currently to meet the increasing numbers and need of our minority students and our community include, but are not limited to, the following: Humanities and Social Sciences faculty are presently developing a 3-credit hour Equity, Diversity, and Inclusion course available to all students in the Fall 2021. Instructors wishing to teach the course will participate in extensive professional development. This course will be included in the Black Studies Associate in Arts Program (BSP) also presently in development and set to begin with an initial cohort of 24 students in the Fall 2021. Students enrolled in the initial cohort will have a dedicated faculty mentor, advisor, and peer mentor and will receive the technology needed to succeed in their coursework. We are hopeful that these and the re-design of all college courses to infuse elements of EDI will also help us to attract educators of color so that our students and our community will see more instructors on campus who resemble the students we teach. Additionally, representatives from Student Affairs and Academic Affairs have partnered in the creation of a peer mentor program for underserved campus populations, including Black males, which will begin in the Fall 2021. The college has also received grant funds through our Foundation for the creation of an English and Math

Summer Bridge Program for Black males, which will be launched in the Summer 2021 term. The Miner Memorial Library has been building its collection of and will create a dedicated home for titles relevant to multiculturalism. These will be available to the entire community. Plans are under way, as well for an evening lecture series hosted by various faculty on issues currently affecting our community and the nation. Our President has recently assembled an EDI Advisory Council of community members and KCC staff and faculty to address issues of EDI on our campus. And, finally, the college hired an EDI Coordinator last year who is presently spearheading the construction of an EDI Center on campus for all students. She has been instrumental, as well, in developing course content to be delivered in our First Year Experience course.

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

Yes

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

Yes

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

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?

No

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, 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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

No

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 increase 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 information to community partners. Additionally the College has begun to utilize the Illinois Job Network and Higher Ed Jobs. These resources are widely used by Illinois job seekers and help to promote diversity searches.

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

**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.

While we are a rural college and do still have a need to advertise in local newspapers, the College has expanded recruiting to increase 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 information to community partners. Additionally the College has begun to utilize the Illinois Job Network and Higher Ed Jobs. These resources are widely used by Illinois job seekers and help to promote diversity searches.

**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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? We use PeopleAdmin for recruiting and hiring and the Executive Director of HR reviews recruiting and hiring statistics and reports. We do offer all employees the option of completing an exit interview.

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

The College consistently utilizes publications, job fairs, job boards and social media that appeal to a diverse audience of candidates. We conduct searches for Hispanic applicants and clearly communicate our commitment to affirmative action employment goals to search committees. We previously implemented community meetings to direct target Hispanic/Latino families. The College continues to meet 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 & 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 performance review to help us recognize employees seeking additional opportunities. We offer tuition reimbursement for employees wishing to further their educational goals.

**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 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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, 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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? A demographic questionnaire is optionally provided form to all applicants. HR reviews these responses of each applicant pool.

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 online 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 biannual staff development either internally or utilizing outside sources and conferences.

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

No

**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 wide diversity awareness and celebrations are provided to all staff and students. Diversity awareness training is provided to all 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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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	5	0	0

As of June 30, 2020, 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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

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 applicants who meet the minimum requirements of the position for which the prospective employee applied. All such applicants are specifically defined as minority applicant 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 Recruiting Specialist when appropriate.

The HR Recruiting Specialist is responsible for reviewing all open postings. She then assesses all minority applicants who meet minimum requirements of the position and makes recommendations for interview to the HR Director and or hiring committee chairs when appropriate.

As noted above, surveys for monitoring the recruitment and retaining of Hispanic employees exists through software utilized by the HR Recruiting Specialist. The College does not currently engage campus-wide committees that study or monitor the recruitment or retaining of such employees. However, the College is currently undergoing executive level discussions on re-structuring that involve the creation of a high-level position that will lead in Diversity and Inclusion initiatives across student and employee frameworks on campus. Enhancing the recruitment and retainment process of minority employees would certainly be a key function of any such new position that the College considers with the expectation that additional resources to do so would be made available.

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

The composition of the College district is represented by approximately 2.5% Hispanic American. 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 within our workforce. Currently, the College's workforce consists of representative percentages that either meet or exceed at these levels.

Most of the College's job openings are posted via PeopleAdmin; this links all of our postings to Indeed, Glassdoor, Simplyhired and Zip Recruiter as well as diversifying the College brand and job openings across multiple social media platforms so that we not only casting a regional, bi-state net, but in some cases we are also casting a nationwide net for positions on campus. Our Human Resource Recruiting Specialist notifies the hiring committee chairperson of all qualified applicants and further details any applicants who self-identify as Hispanic American. These applicants' applications are carefully considered by the search committee. Inclusion is valued 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. The Human Resources department is actively engaged in seeking best practices from other institutions that utilize other recruiting platforms and software programs to attract more - Hispanic American candidates.

The College is actively considering the addition of an elevated position within the leadership structure that focuses on the recruitment and retainment of minority employees on both the academic and support side of the institution. In addition to concentrating on enhancing the current structure focused on D&I initiatives, the College will ideally be considering the diversification of budget and resources to supplement in this area.

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

**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.

District Enrolled Students	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
All IPEDS Ethnicities	5024	4170	3899	3767	2759

Non-High School Partnership Enrollment by Race (Fall 2016 to Fall 2020)

Not including Lewis and Clark Community College's high school partnership enrollment numbers, IPEDS enrollments by ethnicities are decreasing. African American students represent 8.9% of the total enrollment, down 1.9% over last fall. Hispanic enrollment represent 88 students of the total enrollment. This represents an decrease over the previous year.

Fall to Fall Retention – Degree Seeking Students

Year	All	Native	Asian	Black	Hispanic	Unknown
2017		77.40%	50.00%	43.70%	40.00%	56.10%
2018		50.00%	72.70%	56.00%	67.90%	54.20%
2019		66.70%	25.00%	36.65%	49.30%	54.61%

Since 2010, Lewis and Clark has pursued initiatives related to an ongoing institutional goal to increase access, retention and completion of Hispanic American, Asian and African American students. Certain initiatives have made a positive impact:

Community recruitment of students by African American Enrollment staff;

Work Study employment;

Support services including tutoring, financial aid assistance, food pantry, library research, career services, and activities offered through the Diversity and Inclusion office.



In general, the more engagement of students with any of these support services positively effects retention.

- Lewis and Clark Community College demographics continue to show very small populations of Asian, Native American/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 Asian, Native American/Latino American cultures.
- 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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, 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 2020 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.)

LLCC has a budget for advertising position vacancies to all groups and at all position levels. For FY2020, LLCC spent \$69,646.57. Of this amount, \$1,045.00 was spent on advertising specific to the recruitment of minorities.

**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.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

The Human Resources office does review the demographics of applicants, interviewees, and new hires in relation to the EEO 4/5ths rule. The Human Resources office does an exit interview with departing employees and those responses are reviewed.

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

Programs at colleges and universities that would guide students toward a career at a community college would be extremely beneficial for the student and the many community colleges across the state. It would generate a pool of educated and trained professionals for our industry and the program could help ensure the diversity of the students.

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".)

Staff members can have regular tuition & fee costs associated with LLCC credit courses waived upon successful completion of course. Additionally, all staff members also have access to funds of up to \$1,500 annually and there are development days.

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

No

**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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, 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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

McHenry County College collects recruitment and employment data by way of an Applicant Tracking and ERP Systems. Data relative to Hispanic applicants and/or employees is monitored and analyzed periodically by Talent Acquisition and Human Resources Administration Teams. Results of employment efforts and departures are shared with Hiring Chairs, Board of Trustees, Executive Leadership, and Search Committees and stakeholders.

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

Recommendations for increasing the number Hispanic teaching/administrative staff are to continue to regularly monitor progress towards hiring and retaining Hispanic any Spanish language speaking bilingual employees. Identify areas of opportunity for increased representation among employee classifications, and share findings with College administration. Human Resource Administration and Talent Acquisition partner with internal and external stakeholders to implement initiatives/activities which foster improvement and advance efforts (i.e. search committee activities, targeted job posting announcements, supportive new hire onboarding) . Provide Diversity, Equity, and Inclusion training for Hiring Chairs, Search Committees, and stakeholders.

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".)

Employee Benefits: Tuition Wavier for MCC credit courses, Tuition Reimbursement (books, fees, & courses); Pay incentives for completion of training/coursework. Variety of on campus training is delivered by the Employee & Faculty Development Teams.

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

No

**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.

McHenry County College (MCC) employs ongoing strategies to meet the increasing needs of Spanish

speaking students and public by regularly monitoring McHenry County demographic growth projections and statistical data, MCC enrollment, academic achievement, and retention rates of students to appropriately allocate supportive resources to foster student success. Collaborating with district high schools to provide Dual Credit/College and Career Readiness Programs. Routinely, conducting division/department program reviews and assessments of services provided to identify and address potential areas of opportunity. The College's Coordinator of Multicultural Affairs, under the Direction of the Assistant Vice President of Student Affairs, along with the Recruitment Team, under of the Director of Admissions and Recruitment conduct targeted outreach efforts. Increasing the employment culturally competent and Spanish speaking staff in positions in key areas of Student Affairs/Services such as, Admissions, Recruitment, Enrollment, and Advising. MCC Student Life programs are additional efforts to meet these unique needs, i.e. Affinity Student Organizations to include intentional activities for networking and self-development: Latinos Undios, First Generation Students, etc. The Talent Acquisition Team, Chief Human Resources Officer, and Administration strive to fulfill the College's established values and 4th designated, Institutional Goal: "Attract, retain, engage, and value diverse and dynamic faculty, staff, and administrators who are committed to excellence in our ever-changing context." Partnerships with businesses in the community affords the College opportunity to deliver training needs, and promote accessibility to educational programs and services. Form robust collaborations with MCC Research and Development Team to seek and secure grant opportunities to provide additional funding resources to advance efforts and maximize the delivery of critical services the College provides to the community and students, e.g. Upward Bound/Trio, Title III, Workforce Training, etc.

**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 2020

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### 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?

Yes

As of June 30, 2020, 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, 2020, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

Yes

Provide the FY 2020 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.)

MVCC does allocate budget for the recruitment of Hispanic/ Latinx employees in all job categories. Recruitment, career fairs, advertisement, etc. for FY20 remained flat at \$8,000.



**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.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

The college does internal surveys for monitoring the recruitment and retention of Hispanic employees. Moraine Valley conducts employee engagement surveys and also performs exit interviews for department employees. Additionally, surveys of training courses offered internally are evaluated by participants via surveys.

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

Moraine Valley should continue and also increase recruitment activities and outreach in Latinx communities through community linkages and partnerships.

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".)

Training is 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 are also options.

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

No

**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. Moraine hosts a Latino Empowerment Conference bi-annually specifically targeted to attract high school students to the institution within district. Moraine Valley Community College has also partnered with the Illinois Equity in Attainment Initiative (ILEA) focused on addressing and supporting the shared goal of closing equity and completion gaps of our minority students, specifically Hispanic, African American, and low income students.

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

**No**

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

Yes

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

Quarter-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, 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 2020 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.)

Morton College allocated \$70K for diversity recruitment; use the following sites-DiversityJobs.com WeHireWomen.com, VeteranJobs.net, AllHispanicjobs.com, LatinoJobs.org, DisabilityJobs.net, and AllLGBTJobs.com, Minoritynurse.com, HACU, HERC

**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.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Morton College has a formal recruitment and hiring process in place, all following the EEO guidelines and Collective Bargaining Agreements.

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

Morton College plans to continue to advertise and recruit from diverse applicant pools using a variety of diverse recruitment tools. Morton College job descriptions and applications have as desired qualification of bilingual (English/Spanish).

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".)

Morton College budgeted for professional development, faculty development, and tuition waivers and reimbursement. There are Collective Bargaining Agreements in place as well.

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".)

Morton College budgeted for professional development, faculty development, and tuition waivers and reimbursement. There are Collective Bargaining Agreements in place as well.

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

No

**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 meet the needs of all of its students is reflected in its board policies and mission statement. In addition, Morton College's Equity Plan details a number of strategies that the college is implementing college-wide not only to recruit minority students but to retain and ultimately graduate them. In addition to strategies outlined in the plan, recognizing our students and community is largely Spanish-speaking, we have implemented the following:

- Translate recruitment material in Spanish.
- Staff in student services qualifications updated to be bilingual (Spanish), mostly for student facing positions.
- Offer Advising services in Spanish.
- Offer diverse programming in Student Activities throughout the year, encourage participation of professional development activities such as attendance to Hispanic Association of College and Universities and USHLI Conferences.

**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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	4	3	1	0

As of June 30, 2020, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

Yes

Provide the FY 2020 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.)

\$15,000 in FY20 on advertisement including: Latinos in Higher Ed , Diverse Jobs, IMDiversity, Chicago Diversity, Minority Nursing, Inside Higher Ed, The Chronicle of Higher Education and Higher Ed Jobs Inc.

**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.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Yes, the College conducts national and regional searches to fill all administrative, staff and full-time faculty openings. Human Resources has developed cultural competency workshops used to train all search committee members bias in the hiring process, diversity sensitivity and effective interviewing techniques. Attendees are certified as able to serve on search committees. Designated HR staff meets with all search committees prior to applicant review to ensure compliance with all Equal Employment Opportunity laws and address Affirmative Action issues. We maintain a deliberate and continuous effort in complying with the College's Equal Opportunity/Affirmative Action Program. Additionally, we engage in exit interviews when possible to gather and collect data on an employee's time at Oakton.

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

- We conduct broad, wide, and deep searches for Hispanic American applicants.
- 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):

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".)

Nominal Funds are available for prof. development, training, conferences. We provide internal training/dvlpmt opps, from Project Management workshops, High Impact Practice courses, Cultivating Meaningful Conversations to Cultural competency training

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

No

**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.

!ANDELE! An Association for Nurturing the Development and Advancement of Latinos in Education. We have recently dedicated financial resources to move our part time Andele coordinator position to full time. The College is engaged in a high impact practice project – Persistence Project. Participating faculty members commit to meeting with students for 15 minutes within the first several weeks of class in order to engage students in meaningful dialogue to support their persistence in their respective 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 2020

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### 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, 2020, 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, 2020, 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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?  
no

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

We recently partnered with an employment marketing company that helps us with marketing and recruiting more qualified candidates, including targeting diverse candidates and sources.

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".)

We have a Center for Excellence in Teaching and Learning. We have a Professional Development Committee for Faculty and allocate funds for individual's professional development.

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

No

**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.

Translating marketing materials into 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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, 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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? Prairie State College embraces and encourages diversity in the workplace. All employees receive annual diversity training.

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 continues to increase in Prairie State College's district, the college continues to actively recruit from the growing population. Direct advertisement and recruitment options are being identified to attract talent.

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

**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.

Various 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

Hispanic Employment Plan Report  
Fiscal Year 2020

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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, 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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Rend Lake College does not conduct internal studies or have surveys to monitor the recruitment of Hispanic employees. We make job postings as broadly as possible to reach as many qualified minority applicants as possible. Unfortunately we do not have very many applications from Hispanics despite our efforts. Human Resources monitors all departures of employees equally.

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 continues to advertise in socially diverse ways to reach as many minorities as possible. We offer a competitive benefit package.

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 professional development. The college provides free tuition for full time employees and some tuition reimbursement at other 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".)

All employees are encouraged to apply for open positions that would allow for promotions for them. Professional development is supported and encouraged and often paid for by the college.

**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 offers free tuition for dual credit classes in an

attempt to introduce postsecondary options to more Hispanic students while in high school. We also offer TRIO programs and other programs to help with financial restraints.

**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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, 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 2020 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 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.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

We do not conduct specific studies. All employees have the opportunity to meet with a member of the human resources staff to do a formal exit interview. All exit interviews are reviewed by the Director of Human Resources.

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

All employment opportunities are posted internally. Using the College's website and our employment management system, job opportunities are made available to all employees and students, as well as external candidates. We frequently post job openings on a variety of diverse websites in order to attract a more diverse pool of candidates.

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 opportunities for career options communications are built into the College's Performance Evaluation system and 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 are offered throughout the year and budget dollars are allocated annually for professional development for employees. Additionally, the Richland Foundation provides funding for professional development as well.

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

No

**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 and diversity, equity and inclusion. Faculty and staff work together to develop programs and services that meet the needs of a diverse student population. We utilize a coaching model instead of an advising model for all students that emphasizes a more intrusive approach to advising students and monitoring academic progress to intervene early when necessary to address issues that may arise that could potentially interfere with a student's ability to reach their academic 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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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 #	187	260	3	2

As of June 30, 2020, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	78
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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

No

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:

- Diverse Jobs
- HigherEd Jobs
- Indeed
- Carpenter's Place
- Winnebago County Diversity Council
- Womanspace
- Monster
- Glassdoor
- Chronicle Careers
- La Voz Latina
- Linked In

HR Generalists are looking to attend job fairs to focus on making an awareness with the diverse population. Job announcements 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".)

Professional development opportunities are offered to employees, in addition to interdepartmental training opportunities. The College offers tuition reimbursement and free tuition for employees who 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

**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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, 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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? The College provides statistics and educates administrators, hiring supervisors, and committees on the recruitment/retention of underrepresented groups which include Hispanic candidates/employees.

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 underrepresented groups in an attempt to increase the number of Hispanic teaching/administrative staff 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

**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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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	6	0	0

As of June 30, 2020, 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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

No surveys, but the EEO officer is involved in every aspect of the hiring to monitor employment

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

No longer focusing on local news media only but to utilize online advertising which would reach a broader span of applicants than those in our region.

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

Internships      Mentorship of a new Hispanic Faculty

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

Employees with career ladder enhancement

Yes

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

Employees are encouraged to further their degree. We've got an advancing Shawnee program to compensate those who get their Bachelors, Masters or Doctorates while employed

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".)

Self development is encouraged and allowed to be conducted while on work time.

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

No

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

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

SCC offers adult basic education, GED, citizenship and credit recovery classes that might be of interest. A volunteer literacy tutor program is in place to reach out and help those who need it.

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

No

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

No

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

South Suburban College 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. Every February, a compilation and analysis of the current workforce and utilization data by EEOC category is completed and submitted to the President's Council team for review. In addition, an exit interview is conducted on all Board-Approved employees. The results of the exit interview are then shared with the College President.

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 committees. Each committee offers 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

**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. In 2017, 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 Liaison 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 AARC Director/Coordinator. (NOTE: THIS ITEM ONLY ACCEPTS RESPONSES IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)**

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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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	7	0	0

As of June 30, 2020, 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?

Yes

Provide the FY 2020 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.)

\$30,500 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.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Yes, our human resources department as well as our diversity committee monitors recruitment, employment, and departure of employees at Southeastern Illinois College.

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 that 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

**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?

N/A

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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 #	132	682	3	9

As of June 30, 2020, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	63
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.

Does your institution conduct internal studies, 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. Our recruitment efforts include sharing vacancy announcements with the Latino Roundtable and utilizing the Affirmative Action package provided by HigherEdJobs.com.

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 tuition assistance.

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

No

**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 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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, 2020, 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 2020 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.)

Advertising and Job Fairs

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.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

No

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

Continued recruitment at job fairs.

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

**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.

TriO grant and advisors on Canton and Macomb 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?

N/A

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, 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	2	0

As of June 30, 2020, 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	2

What percentage of your community college employees are union?

More than 50%

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

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.



Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? The diversity of applicant pools and minority hiring is assessed on an ongoing basis between Human Resources and the College's senior administration.

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 & 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

**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

Half-Time

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2020

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic 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, 2020, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2020, 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.

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

We offer Support Staff, FT Faculty and Administrators are all invited to participate in the Exit Interview Questionnaire. Data is collected and compiled along with the Employee Engagement data received via our annual engagement survey offered to all employees. Insights are gathered by the Employee Engagement Team (Committee) to identify, consider, prioritize and implement opportunities accordingly with our overall strategic plan.

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

Waubonsee posts all its open jobs on various recruitment sites, social media sites and publications. We also attend and host job fairs and share job opportunities with diverse professional associations. Hiring managers are trained in effective interviewing of people from diverse backgrounds. Waubonsee is building a brand as a top employer in the area and building a culture of inclusiveness

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 Reimbursement

Certificate and Skills based training

Professional development budgets allowed by department

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

No

**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 improved our website and social media tools to reflect our inclusive culture and mission. We have created the Council for Access and Inclusion. Waubonsee hosts community events that focus on college recruitment including registration rally events.

Waubonsee offers tutoring, college visits, workshops and cultural field trips to first-generation college

students, low-income students and/or students with disabilities.

Connect 4 Success (C4S) program pairs eligible students with a personal academic coach for motivation and academic support.

TRIUMPH (Transforming and Inspiring Undergraduate Men Pursuing Higher Education) program is a minority male retention program, designed to increase the number of minority males graduating from college by providing increased student services, academic support, service learning projects, community service projects and mentoring.

**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

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## BILINGUAL NEEDS AND BILINGUAL PAY SURVEY RESULTS

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2020**

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.

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 2020 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 2019? (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

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2020**

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.

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?

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?	
at least once a month?	
at least once a year?	100

**Total %**

100

Was interpretation or translation of English into a source language necessary in FY 2020 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 2020 to facilitate the accessibility of institution services or information to non-English-speaking clients.

33

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	
16 minutes to 60 minutes?	100
61 minutes to half of a work day?	
more than half of a work day?	

**Total %**

100

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 2019? (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

Hispanic Employment Plan Report  
Fiscal Year 2020

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 2020**

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.

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 2020 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 2020 to facilitate the accessibility of institution services or information to non-English-speaking clients.

55

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>	55
<b>16 minutes to 60 minutes?</b>	45
<b>61 minutes to half of a work day?</b>	0
<b>more than half of a work day?</b>	0

**Total %**

100

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 2019? (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 2020**

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.

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 2020 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 2020 to facilitate the accessibility of institution services or information to non-English-speaking clients.

55

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>	0
<b>more than half of a work day?</b>	0

**Total %**

100

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 2019? (choose one)

Monthly

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

0

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

Yes

How many institution employees receive a bilingual pay supplement?

0

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

0

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

0

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

- 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 2020**

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.

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

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

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2020 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 2020 to facilitate the accessibility of institution services or information to non-English-speaking clients.

7

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?	15
61 minutes to half of a work day?	15
more than half of a work day?	0

**Total %**

100

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 2019? (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 2020**

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.

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 2020 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 2020 to facilitate the accessibility of institution services or information to non-English-speaking clients.

10

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
<b>15 minutes or less?</b>	100
<b>16 minutes to 60 minutes?</b>	0
<b>61 minutes to half of a work day?</b>	0
<b>more than half of a work day?</b>	0

**Total %**

100

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 2019? (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 2020**

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**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 2020 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 2020 to facilitate the accessibility of institution services or information to non-English-speaking clients.

8

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>	0
<b>61 minutes to half of a work day?</b>	0
<b>more than half of a work day?</b>	0

**Total %**

100

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 2019? (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 2020**

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

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

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 2020 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 2020 to facilitate the accessibility of institution services or information to non-English-speaking clients.

55

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>	55
<b>16 minutes to 60 minutes?</b>	45
<b>61 minutes to half of a work day?</b>	0
<b>more than half of a work day?</b>	0

**Total %**

100

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 2019? (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 2020**

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**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 2020 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 2020 to facilitate the accessibility of institution services or information to non-English-speaking clients.

55

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>	87
<b>16 minutes to 60 minutes?</b>	10
<b>61 minutes to half of a work day?</b>	3
<b>more than half of a work day?</b>	0

**Total %**

100

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 2019? (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 2020**

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

**College of DuPage**

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 2020 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 2020 to facilitate the accessibility of institution services or information to non-English-speaking clients.

1700

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?	15
more than half of a work day?	10

**Total %**

100

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

5

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

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2019? (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?

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% Spanish speaking. Data collected at intake and reported through state adult education data system. 50% of front line staff are bilingual English/Spanish.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2020**

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**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?	

**Total %**

100

Was interpretation or translation of English into a source language necessary in FY 2020 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 2020 to facilitate the accessibility of institution services or information to non-English-speaking clients.

2568

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	75
16 minutes to 60 minutes?	25
61 minutes to half of a work day?	
more than half of a work day?	

**Total %**

100

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 2019? (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?

27

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?

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?

At the College of Lake County departments ensure that at least one employee is available to assist students that are Spanish speaking at the College. The Adult Education and ESL division evaluates the percentage 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. We Include "bilingual preferred" in all position announcements.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2020**

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

**Danville Area Community College**

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 2020 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 2019? (choose one)

Quarterly

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

2

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

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report  
Fiscal Year 2020

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 at this time. We have Spanish speaking employees available when needed.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2020**

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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.

**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 2020 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 2019? (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



Hispanic Employment Plan Report  
Fiscal Year 2020

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 2020**

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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.

**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

**Total %**

100

Was interpretation or translation of English into a source language necessary in FY 2020 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 2020 to facilitate the accessibility of institution services or information to non-English-speaking clients.

50

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	49
16 minutes to 60 minutes?	49
61 minutes to half of a work day?	1.5
more than half of a work day?	.5

**Total %**

100

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 2019? (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

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 2020**

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

**Heartland Community College**

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 2020 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 2020 to facilitate the accessibility of institution services or information to non-English-speaking clients.

71

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?	98
16 minutes to 60 minutes?	
61 minutes to half of a work day?	2
more than half of a work day?	

**Total %**

100

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 2019? (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?

General consideration is given with regard for supervisory recommendations.

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

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2020**

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

**Highland Community College**

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 2020 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 2020 to facilitate the accessibility of institution services or information to non-English-speaking clients.

360

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?	95
16 minutes to 60 minutes?	5
61 minutes to half of a work day?	0
more than half of a work day?	0

**Total %**

100

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 2019? (choose one)

Daily

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

1

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

Yes

How many institution employees receive a bilingual pay supplement?

0

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

0

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

4

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

The bilingual service needs are determined on an as needed basis when a student, parent or client makes a request for language services, or as we see the need. In addition, the information collected for the purpose of this report is also utilized to determine if there is a significant need for translation services. We are currently considering contracting for translation services. The majority of the cases that were noted in this report resulted from our English-as-a-Second Language Program through Adult Education. For that program a part-time position is utilized to provide translation of written, spoken and electronic English language for non-English speaking clients.



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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2020**

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.

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 2020 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 2019? (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

Hispanic Employment Plan Report  
Fiscal Year 2020

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

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2020**

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**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 2020 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 2019? (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

Hispanic Employment Plan Report  
Fiscal Year 2020

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 2020**

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.

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 2020 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 2019? (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

Hispanic Employment Plan Report  
Fiscal Year 2020

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 2020**

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.

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 2020 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 2019? (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

Hispanic Employment Plan Report  
Fiscal Year 2020

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 2020**

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.

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 2020 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 2019? (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

Hispanic Employment Plan Report  
Fiscal Year 2020

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 2020**

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.

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 2020 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 2019? (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

Hispanic Employment Plan Report  
Fiscal Year 2020

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 2020**

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.

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 2020 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 2020 to facilitate the accessibility of institution services or information to non-English-speaking clients.

165

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?	
more than half of a work day?	

**Total %**

100

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

100

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

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2019? (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 2020**

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.

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

**John A. Logan College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2020 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 2020 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?	0
16 minutes to 60 minutes?	100
61 minutes to half of a work day?	0
more than half of a work day?	0

**Total %**

100

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

5

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

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 2019? (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?

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?

No

How many institution employees receive a bilingual pay supplement?

1

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

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?

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?

Tracking students seeking counseling or advising services



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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2020**

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.

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 2020 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 2019? (choose one)

N/A

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

0

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

No

How many institution employees receive a bilingual pay supplement?

0

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

0

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

0

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

- \* The need of bilingual staff is based on the requests for services.
- \* There have been no requests for bilingual services.
- \* A plan for bilingual staff will be developed should requests occur.

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

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2020**

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**Joliet Junior 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?	33
at least once a month?	33
at least once a year?	34

**Total %**

100

Was interpretation or translation of English into a source language necessary in FY 2020 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 2020 to facilitate the accessibility of institution services or information to non-English-speaking clients.

25

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	50
16 minutes to 60 minutes?	50
61 minutes to half of a work day?	
more than half of a work day?	

**Total %**

100

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

5

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

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 2019? (choose one)

Daily

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

Yes

How many institution employees receive a bilingual pay supplement?

0

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

0

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

13

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?

Annual review; data collection and established recruitment, student success, and enrollment management plans.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2020**

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

**Kankakee Community College**

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 2020 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 2019? (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?

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report  
Fiscal Year 2020

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?

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?

n/a

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2020**

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.

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 2020 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 2019? (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 a rural college with a predominantly non Hispanic constituency there are very few if any Spanish speaking applicants.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2020**

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.

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.

Separate Budget

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?	20
at least once a month?	80
at least once a year?	

**Total %**

100

Was interpretation or translation of English into a source language necessary in FY 2020 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 2020 to facilitate the accessibility of institution services or information to non-English-speaking clients.

24

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?	5
61 minutes to half of a work day?	25
more than half of a work day?	

**Total %**

100

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

5

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

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2019? (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

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 enrollments of Hispanic students. Demographic data for our district.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2020**

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.

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 2020 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 2019? (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 current Spanish instructor as interpreter if needed.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2020**

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.

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 2020 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 2019? (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

Hispanic Employment Plan Report  
Fiscal Year 2020

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 2020**

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.

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 2020 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 2019? (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

Hispanic Employment Plan Report  
Fiscal Year 2020

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

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2020**

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.

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 2020 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 2019? (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?

5

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

No

How many institution employees receive a bilingual pay supplement?

0

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

4

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

22

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

McHenry County College monitors the enrollment and academic achievement of Latinx students in programs, courses, County and high school district demographic growth projections and statistical data, to appropriately allocate supportive resources which include staff to render effective services to Spanish speaking clients. Soliciting frequent feedback from students also is factor used in determining the number of position needed. Regular admission of program review, recommendations from leaders on staffing with the functional area during the annual budget process provides valuable feedback in determining the number of bilingual positions needed.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2020**

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.

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 2020 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 2019? (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?

Moraine Valley Community College is an open access institution with open enrollment for all. It is unknown if or how many times interpretation or translation of English into a source language was necessary in FY20 to facilitate the accessibility of institutional services or provide information to non-English-speaking individuals. In an effort to support parents, students, and 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 individuals with bilingual skills to apply. Moraine Valley does employ individuals who are bilingual in Spanish 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 orientations are held in Spanish for students and parents.

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

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2020**

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.

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 2020 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 2020 to facilitate the accessibility of institution services or information to non-English-speaking clients.

1017

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?	

**Total %**

100

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 2019? (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?

11

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

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-speaking. The majority of our staff in front line positions, including Advising, Admissions and Records, Financial Aid, and Adult Education are bilingual as are staff in every other department. In addition, 10 administrators are bilingual. These services are not quantified.



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

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2020**

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.

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 2020 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 2020 to facilitate the accessibility of institution services or information to non-English-speaking clients.

600

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	60
16 minutes to 60 minutes?	35
61 minutes to half of a work day?	5
more than half of a work day?	0

**Total %**

100

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.

40

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 2019? (choose one)

Weekly

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

0

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

Yes

How many institution employees receive a bilingual pay supplement?

0

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

0

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

0

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

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

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

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2020**

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.

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 2020 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 2020 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?	
16 minutes to 60 minutes?	100
61 minutes to half of a work day?	
more than half of a work day?	

**Total %**

100

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

0

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

Yes

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2019? (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?

Experience with our student population. Student demographic data.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2020**

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.

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 2020 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 2019? (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?

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?

Prairie State College consults with current employees providing language services regarding any additional support needed. Leadership evaluates and determines feasibility.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2020**

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.

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 2020 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 2019? (choose one)

N/A

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

0

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

No

How many institution employees receive a bilingual pay supplement?

0

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

0

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

1

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

We have an employee that could serve as a translator; however, it is not something we have needed to date.



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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2020**

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.

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 2020 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 2019? (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 trends and numbers. Vice Presidents and Deans over each division review these demographic numbers on an ongoing basis and work with staff to ensure student support services are available.

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

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2020**

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.

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 2020 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 2020 to facilitate the accessibility of institution services or information to non-English-speaking clients.

4753

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?	76
16 minutes to 60 minutes?	9
61 minutes to half of a work day?	9
more than half of a work day?	6

**Total %**

100

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.

24

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 2019? (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?

6

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

No

How many institution employees receive a bilingual pay supplement?

0

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

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 assesses the needs of the population.

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

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2020**

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

**Sauk Valley Community College**

Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?

No

Was interpretation or translation of English into a source language necessary in FY 2020 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 2020 to facilitate the accessibility of institution services or information to non-English-speaking clients.

45

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>	70
<b>16 minutes to 60 minutes?</b>	28
<b>61 minutes to half of a work day?</b>	
<b>more than half of a work day?</b>	2

**Total %**

100

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 2019? (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 bilingual positions with Spanish language options based on enrollment and demographics of our College area.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2020**

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.

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 2020 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 2019? (choose one)

N/A

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

1

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

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report  
Fiscal Year 2020

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?

Assess as needed



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

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2020**

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.

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 2020 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 2020 to facilitate the accessibility of institution services or information to non-English-speaking clients.

252

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>	70
<b>16 minutes to 60 minutes?</b>	30
<b>61 minutes to half of a work day?</b>	0
<b>more than half of a work day?</b>	0

**Total %**

100

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

5

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

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2019? (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?

5

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

No

How many institution employees receive a bilingual pay supplement?

4

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

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?

Assessing the needs of current and prospective students and also the community.

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

**Bilingual Needs and Bilingual Pay Survey  
Fiscal Year 2020**

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.

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?	
at least once a week?	
at least once a month?	
at least once a year?	100

**Total %**

100

Was interpretation or translation of English into a source language necessary in FY 2020 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 2019? (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?

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.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2020**

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.

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 2020 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 2019? (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

Hispanic Employment Plan Report  
Fiscal Year 2020

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 2020**

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.

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 2020 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 2019? (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?

Analysis of student body

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2020**

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.

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 2020 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 2019? (choose one)

Daily

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

Yes

How many institution employees receive a bilingual pay supplement?

0

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

0



Hispanic Employment Plan Report  
Fiscal Year 2020

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

0

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

Each vacancy is assessed and needs are determined.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2020**

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.

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 2020 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 2019? (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 2020  
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	-4.6%	-4.7%	-2.3%	-0.8%	-2.1%	-3.5%
518	Carl Sandburg	-4.5%	-1.8%	-1.9%	-4.5%	-4.5%	-2.4%
508	City Colleges of Chicago	(-12.6%)	(-17.0%)	(-4.8%)	(4.5%)	(-12.0%)	(-10.0%)
	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	-10.1%	-9.7%	-7.1%	-3.5%	12.1%	-7.5%
532	College of Lake County	-15.4%	-12.7%	-1.7%	4.2%	-0.3%	-8.3%
507	Danville Area	-3.0%	-3.4%	0.4%	-1.4%	-4.3%	-1.7%
509	Elgin	-16.4%	-16.8%	-9.9%	-3.3%	39.6%	-9.5%
512	Harper	-11.6%	-9.4%	-2.0%	-5.6%	20.3%	-6.2%
540	Heartland	-3.2%	-2.3%	-0.1%	-2.0%	3.8%	-1.6%
519	Highland*	0.2%	-2.4%	0.2%	0.7%	-3.1%	-1.0%
514	Illinois Central	-0.6%	-1.7%	0.3%	-0.6%	0.7%	-0.6%
529	Illinois Eastern	(-2.2%)	(-1.6%)	(0.1%)	(-2.2%)	(-2.2%)	(-1.3%)
	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	-8.6%	-6.4%	-2.8%	-0.5%	-2.7%	-5.0%
530	John A. Logan	-2.0%	-3.1%	-3.1%	-3.1%	-3.1%	-2.9%
539	John Wood	-0.2%	-1.1%	-0.6%	0.8%	-1.9%	-0.6%
525	Joliet Junior	-9.9%	-10.0%	-1.1%	-0.2%	-6.3%	-6.3%
520	Kankakee	-6.8%	-6.4%	-1.1%	-3.1%	11.2%	-4.0%
501	Kaskaskia	-2.3%	-0.4%	-0.9%	0.2%	-2.3%	-1.0%
523	Kishwaukee	-10.3%	-5.3%	-3.7%	6.2%	-8.1%	-5.1%
517	Lake Land	-1.6%	1.0%	-0.2%	-0.4%	-1.6%	-0.1%
536	Lewis and Clark	-1.1%	1.0%	-0.2%	0.0%	-1.7%	0.1%
526	Lincoln Land	-0.1%	-2.2%	-1.0%	0.7%	-0.5%	-1.0%
528	McHenry County	-9.4%	-8.4%	-6.0%	0.5%	-12.1%	-7.0%
524	Moraine Valley	-13.9%	-12.3%	-6.9%	0.5%	-2.0%	-9.2%
527	Morton	-54.3%	-62.2%	-37.3%	1.1%	-25.5%	-46.9%
535	Oakton	-4.1%	-4.8%	3.4%	-4.4%	5.3%	-2.2%
505	Parkland	-2.2%	-2.1%	3.9%	-5.0%	0.3%	0.4%
515	Prairie State	-9.5%	-5.4%	6.1%	-1.8%	5.3%	-2.3%
521	Rend Lake	-2.3%	-1.6%	-2.3%	-2.3%	-1.0%	-1.8%
537	Richland	1.9%	1.0%	2.0%	-2.0%	-2.0%	1.1%
511	Rock Valley	-10.1%	-9.9%	-2.1%	-3.2%	-8.7%	-7.6%
506	Sauk Valley	-6.5%	-0.7%	1.4%	1.6%	10.6%	-0.2%
531	Shawnee	-3.1%	-0.4%	1.0%	-3.1%	-3.1%	-0.9%
510	South Suburban	-11.4%	-9.0%	-0.1%	-10.2%	1.6%	-7.3%
533	Southeastern Illinois	0.5%	0.1%	-1.6%	-1.6%	-1.6%	-0.3%
522	Southwestern Illinois	-1.3%	-2.3%	-2.5%	-3.6%	-2.5%	-2.3%
534	Spoon River	-3.0%	-3.0%	-3.0%	-3.0%	-3.0%	-3.0%
504	Triton	-17.4%	-18.3%	-2.2%	1.5%	26.9%	-9.3%
516	Waubensee	<u>-22.6%</u>	<u>-22.0%</u>	<u>-11.5%</u>	<u>-7.7%</u>	<u>-5.8%</u>	<u>-16.6%</u>
	TOTALS	-11.0%	-11.1%	-4.5%	-2.5%	-0.5%	-7.8%

\*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 2020  
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	6	10	8	7	3	34
518	Carl Sandburg	0	4	4	0	0	8
508	City Colleges of Chicago	(119)	(155)	(363)	(133)	(107)	(877)
	Harold Washington	23	11	48	16	4	102
	Harry S Truman	16	28	53	15	13	125
	Kennedy-King	6	7	22	13	3	51
	Malcolm X	10	17	44	15	21	107
	Olive-Harvey	4	10	22	13	6	55
	Richard J. Daley	15	42	51	26	38	172
	Wilbur Wright	23	40	71	32	21	187
	District Office	22	0	52	3	1	78
502	College of DuPage	10	56	32	37	30	165
532	College of Lake County	12	59	70	36	21	198
507	Danville Area	1	1	8	1	0	11
509	Elgin	20	36	29	30	53	168
512	Harper	10	36	37	15	34	132
540	Heartland	2	7	12	1	1	23
519	Highland	2	1	2	2	0	7
514	Illinois Central	6	7	17	3	4	37
529	Illinois Eastern	(0)	(2)	(6)	(0)	(0)	(8)
	Frontier	0	1	2	0	0	3
	Lincoln Trail	0	0	1	0	0	1
	Olney Central	0	0	1	0	0	1
	Wabash Valley	0	1	2	0	0	3
	District Office	0	0	0	0	0	0
513	Illinois Valley	0	4	6	5	1	16
530	John A. Logan	1	0	0	0	0	1
539	John Wood	1	1	1	1	0	4
525	Joliet Junior	14	32	56	28	14	144
520	Kankakee	2	4	9	4	4	23
501	Kaskaskia	0	4	1	1	0	6
523	Kishwaukee	1	10	10	6	1	28
517	Lake Land	0	7	4	1	0	12
536	Lewis and Clark	1	10	1	3	0	15
526	Lincoln Land	4	1	4	3	1	13
528	McHenry County	4	13	6	14	0	37
524	Moraine Valley	4	23	16	31	11	85
527	Morton	17	29	41	28	22	137
535	Oakton	9	26	33	4	12	84
505	Parkland	5	12	44	0	3	64
515	Prairie State	2	18	30	18	4	72
521	Rend Lake	0	1	0	0	1	2
537	Richland	4	4	3	0	0	11
511	Rock Valley	4	6	13	9	1	33
506	Sauk Valley	1	9	5	4	4	23
531	Shawnee	0	3	2	0	0	5
510	South Suburban	2	11	16	2	4	35
533	Southeastern Illinois	1	2	0	0	0	3
522	Southwestern Illinois	3	9	4	0	1	17
534	Spoon River	0	0	0	0	0	0
504	Triton	13	51	72	62	41	239
516	Waubonsee	<u>8</u>	<u>25</u>	<u>52</u>	<u>21</u>	<u>20</u>	<u>126</u>
TOTALS		289	689	1,017	510	398	2,903

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 2020

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	139	239	120	86	44	628
518	Carl Sandburg	50	150	155	15	16	386
508	City Colleges of Chicago	(861)	(1,645)	(1,682)	(431)	(745)	(5,364)
	Harold Washington	130	345	206	62	62	805
	Harry S Truman	94	228	316	67	94	799
	Kennedy-King	89	119	192	62	135	597
	Malcolm X	149	253	251	57	127	837
	Olive-Harvey	76	114	138	46	119	493
	Richard J. Daley	85	256	141	49	119	650
	Wilbur Wright	119	330	224	75	82	830
	District Office	119	0	214	13	7	353
502	College of DuPage	290	1,435	491	367	117	2,700
532	College of Lake County	243	772	375	147	105	1,642
507	Danville Area	79	118	171	35	21	424
509	Elgin	231	439	192	138	82	1,082
512	Harper	310	671	290	164	97	1,532
540	Heartland	157	317	275	41	12	802
519	Highland*	61	135	60	53	31	340
514	Illinois Central	231	496	493	120	105	1,445
529	Illinois Eastern	(169)	(358)	(267)	(66)	(40)	(900)
	Frontier	28	140	26	12	5	211
	Lincoln Trail	24	65	59	17	13	178
	Olney Central	53	68	47	14	9	191
	Wabash Valley	41	81	85	15	9	231
	District Office	23	4	50	8	4	89
513	Illinois Valley	78	183	104	62	17	444
530	John A. Logan	93	197	86	66	44	486
539	John Wood	61	137	79	37	15	329
525	Joliet Junior	254	595	391	185	155	1,580
520	Kankakee	102	170	117	71	20	480
501	Kaskaskia	91	201	68	39	42	441
523	Kishwaukee	86	163	130	34	30	443
517	Lake Land	135	263	271	78	31	778
536	Lewis and Clark	172	381	70	176	52	851
526	Lincoln Land	171	319	262	93	51	896
528	McHenry County	144	351	98	111	14	718
524	Moraine Valley	194	631	178	189	79	1,271
527	Morton	76	200	104	36	43	459
535	Oakton	172	584	260	82	82	1,180
505	Parkland	180	407	495	54	57	1,193
515	Prairie State	108	301	172	188	24	793
521	Rend Lake	76	149	109	30	80	444
537	Richland	102	135	76	31	12	356
511	Rock Valley	187	260	128	100	28	703
506	Sauk Valley	51	117	51	40	21	280
531	Shawnee	45	111	49	22	3	230
510	South Suburban	110	266	122	67	27	592
533	Southeastern Illinois	47	116	52	11	4	230
522	Southwestern Illinois	132	682	366	39	97	1,316
534	Spoon River	48	80	43	24	5	200
504	Triton	156	690	306	228	78	1,458
516	Waubonsee	<u>176</u>	<u>490</u>	<u>332</u>	<u>108</u>	<u>94</u>	<u>1,200</u>
	TOTALS	6,068	14,954	9,090	3,864	2,620	36,596

\*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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