

ILLINOIS COMMUNITY COLLEGE SYSTEM HISPANIC\LATINO EMPLOYMENT PLAN REPORT



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INTRODUCTION

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

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

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

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

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

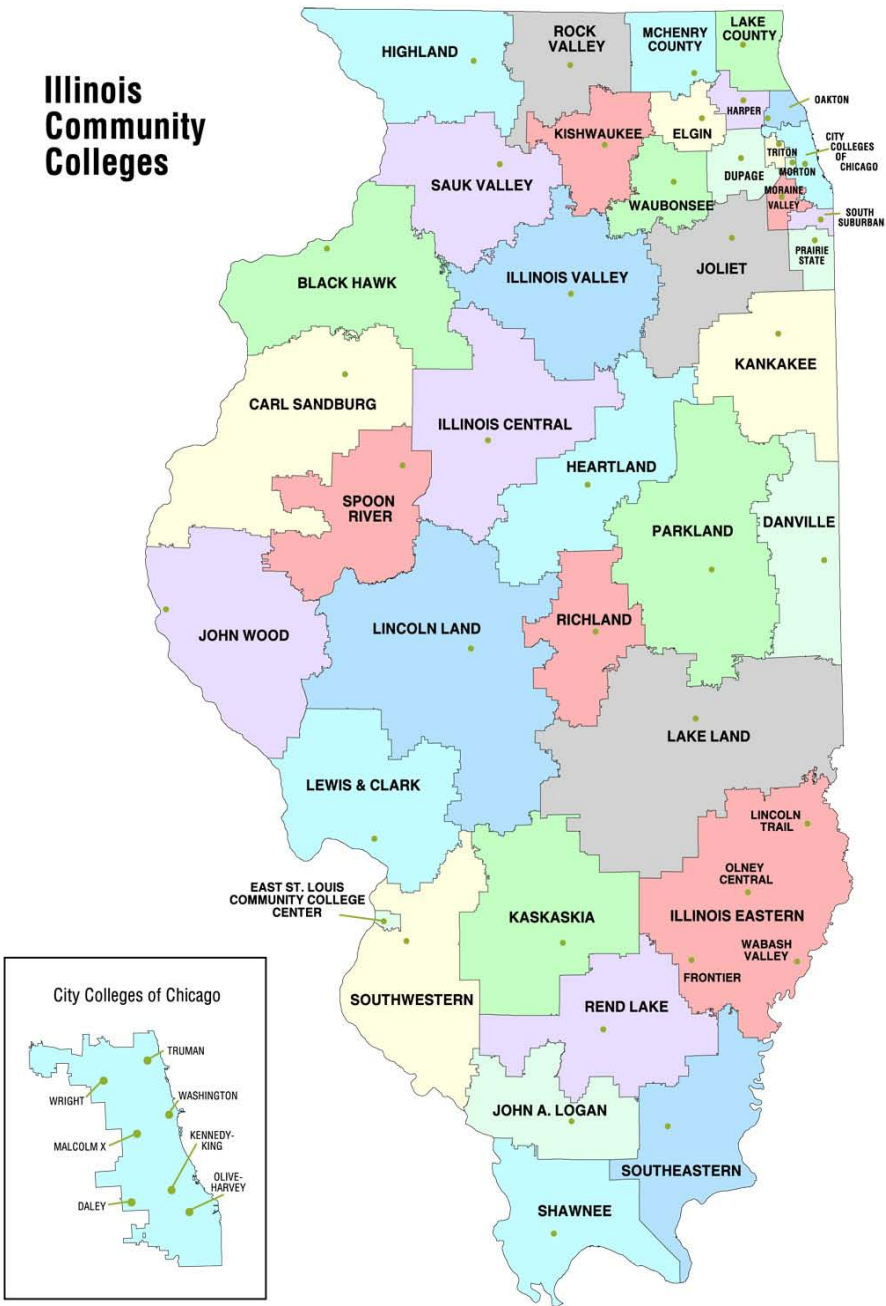
The Illinois Community College System consists of 48 colleges that blanket the state and provide equal education, training, and employment opportunities to all individuals. A map of the System appears on page 3 of this document. College officials recognize that a diverse faculty, staff, and student body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

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

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

MAP OF ILLINOIS COMMUNITY COLLEGES



DEMOGRAPHIC INFORMATION

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

Minority populations were responsible for Illinois' overall population growth from 2000 to 2010.

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

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

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

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

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

Racial/Ethnic Distribution Community College System Credit Programs –

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

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

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

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

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

SOURCE OF DATA: Annual Enrollment and Completion (A1)

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

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

SOURCE OF DATA: Annual Enrollment and Completion (A1)

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

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

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

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

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

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

SOURCE OF DATA: Annual Enrollment and Completion (A1)

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

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

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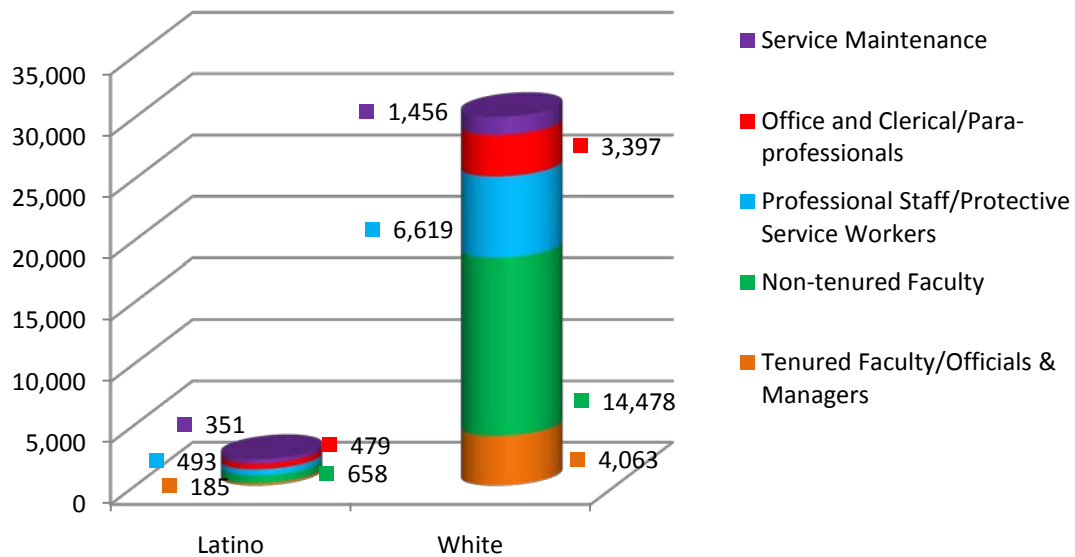
clerical/para-professionals, and 21.7 percent of service maintenance employees. American Council on Education (1999), Humphreys (1999), American Association of Community Colleges (2009), Alger & Carrasco/American Association of University Professors (1997) and Brown-Glaude (2009) found that a diverse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

Table 5						
Fiscal Year 2010 Minority Faculty and Staff in Illinois Community Colleges						
	Tenured Faculty/ Officials & Managers	Non- tenured Faculty	Professional Staff/ Protective Service Workers	Office and Clerical/ Para- professionals	Service Maintenance	Other
African American %	7.7%	5.7%	11.7%	12.9%	11.2%	3.4%
Number	464	1,194	1,227	771	414	5
Latino %	3.1%	3.1%	4.7%	8.0%	9.5%	2.8%
Number	185	658	493	479	351	4
Asian* %	3.2%	2.8%	2.6%	2.6%	0.9%	0.0%
Number	193	596	274	154	32	0
Native American %	0.3%	0.3%	0.3%	0.3%	0.2%	0.0%
Number	16	59	28	17	8	0
Non Resident Alien %	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
Number	1	20	5	0	1	0
Minority Subtotal %	14.3%	12.0%	19.3%	23.8%	21.7%	6.2%
Number	859	2,527	2,027	1,421	806	9

*includes Native Hawaiian or Other Pacific Islander

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

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



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

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

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Community college officials are challenged by increasing enrollments and substantial delays in state support payments that put additional pressure on college staffing decisions. New positions and replacement worker hiring requires even more extensive justification than in better economic times. Delays in employee hiring for positions have become commonplace. Recruitment budgets have also been cut at some colleges. Efforts by local community college officials to promote diversity are occurring and must continue under these challenging conditions.

Prior to their involvement in this reporting initiative, local community college officials were not all aware that an *Illinois Statewide Hispanic Employment Plan* existed and are happy to hear that the resource is available (<http://www.state.il.us/cms/download/pdfs/HispanicPlan2010.pdf>). They look forward to carefully reviewing the document and incorporating appropriate action planning components into their local planning processes.

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.

The following pages contain the responses from individual colleges in Illinois' public *Community College System to the Hispanic Employment Plan Survey and the Bilingual Needs and Bilingual Pay Survey* (SB 3531/P.A. 96-1341). College responses appear in alphabetical order by college name. Information was collected on Hispanic/Latino employees, funded positions, and Hispanic/Latino employment initiatives at Illinois community colleges.

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
1	10	0	7	5	0	5	0	28

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
170	317	0	140	110	0	43	0	780

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

780

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
-8	-5	0	-3	-4	0	4	0	-16

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

Black Hawk does not provide budget allocations for recruitment of Hispanic faculty.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

N/A

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

Steps include recruitment ads in Hispanic Link a weekly online newsletter; recruitment ads in Spanish Language newspapers; and recruitment ads in the online Hispanic Outlook publication.

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List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

N/A

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

N/A

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2010 City Colleges of Chicago - Richard J. Daley College

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
11	3	0	21	25	0	19	0	79

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
94	17	0	135	112	0	129	0	487

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

700

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

No budget allocations for Hispanic employment initiatives are provided. The recruitment budget for advertising from District Office for district-wide (all 7 colleges) recruiting for FY2010 = \$1,980.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

There are no budget allocations for Hispanic employment initiatives. The recruitment budget for advertising from District Office for district-wide (all 7 colleges) recruiting for FY2009 = \$1,650.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

The City Colleges of Chicago is an equal opportunity employer with a diverse workforce. Our hiring, interviewing, and recruitment efforts are broad to ensure a wide range of applicants including advertising vacancies in publications geared to Hispanics. The City Colleges of Chicago strictly enforces its EEO Policy prohibits unlawful discrimination on the basis of race national origin any other legally protected category.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

The City Colleges of Chicago is currently working on development and implementation of a plan that will comply with state law.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

The City Colleges of Chicago is currently working on development and implementation of a plan that will comply with state law.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

City Colleges of Chicago counts our ethnic categories and reports per ICCB guidelines these six groups: Native American, Asian, Black, Hispanic, Hawaiian/Pacific Islander, & White.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

City Colleges of Chicago's number of employed (declared) Hispanics has increased by 44 employees. EOFY09- 1,010 employees; EOFY10- 1,054 employees.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2010 City Colleges of Chicago - Kennedy-King College

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
3	2	0	7	7	0	3	0	22

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
81	38	0	188	149	0	183	0	639

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

911

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
23	23	0	23	23	0	23	0	115

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

No budget allocations for Hispanic employment initiatives are provided. The recruitment budget for advertising from District Office for district-wide (all 7 colleges) recruiting for FY2010 = \$1,980.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

There are no budget allocations for Hispanic employment initiatives. The recruitment budget for advertising from District Office for district-wide (all 7 colleges) recruiting for FY2009 = \$1,650.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

The City Colleges of Chicago is an equal opportunity employer with a diverse workforce. Our hiring, interviewing, and recruitment efforts are broad to ensure a wide range of applicants including advertising vacancies in publications geared to Hispanics. The City Colleges of Chicago strictly enforces its EEO Policy prohibits unlawful discrimination on the basis of race national origin any other legally protected category.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

The City Colleges of Chicago is currently working on development and implementation of a plan that will comply with state law.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

The City Colleges of Chicago is currently working on development and implementation of a plan that will comply with state law.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

City Colleges of Chicago counts our ethnic categories and reports per ICCB guidelines these six groups: Native American, Asian, Black, Hispanic, Hawaiian/Pacific Islander, & White.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

City Colleges of Chicago's number of employed (declared) Hispanics has increased by 44 employees. EOFY09- 1,010 employees; EOFY10- 1,054 employees.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2010 City Colleges of Chicago - Malcolm X College

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
3	2	0	10	7	0	1	0	23

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
74	37	0	185	82	0	100	0	478

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

690

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
13	13	0	13	13	0	13	0	65

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

No budget allocations for Hispanic employment initiatives are provided. The recruitment budget for advertising from District Office for district-wide (all 7 colleges) recruiting for FY2010 = \$1,980.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

There are no budget allocations for Hispanic employment initiatives. The recruitment budget for advertising from District Office for district-wide (all 7 colleges) recruiting for FY2009 = \$1,650.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

The City Colleges of Chicago is an equal opportunity employer with a diverse workforce. Our hiring, interviewing, and recruitment efforts are broad to ensure a wide range of applicants including advertising vacancies in publications geared to Hispanics. The City Colleges of Chicago strictly enforces its EEO Policy prohibits unlawful discrimination on the basis of race national origin any other legally protected category.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

The City Colleges of Chicago is currently working on development and implementation of a plan that will comply with state law.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

The City Colleges of Chicago is currently working on development and implementation of a plan that will comply with state law.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

City Colleges of Chicago counts our ethnic categories and reports per ICCB guidelines these six groups: Native American, Asian, Black, Hispanic, Hawaiian/Pacific Islander, & White.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

City Colleges of Chicago's number of employed (declared) Hispanics has increased by 44 employees. EOFY09- 1,010 employees; EOFY10- 1,054 employees.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2010 City Colleges of Chicago - Olive-Harvey College

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
3	0	0	2	10	0	0	0	15

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
64	22	0	122	84	0	108	0	400

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

511

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
19	19	0	19	19	0	19	0	95

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

No budget allocations for Hispanic employment initiatives are provided. The recruitment budget for advertising from District Office for district-wide (all 7 colleges) recruiting for FY2010 = \$1,980.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

There are no budget allocations for Hispanic employment initiatives. The recruitment budget for advertising from District Office for district-wide (all 7 colleges) recruiting for FY2009 = \$1,650.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

The City Colleges of Chicago is an equal opportunity employer with a diverse workforce. Our hiring, interviewing, and recruitment efforts are broad to ensure a wide range of applicants including advertising vacancies in publications geared to Hispanics. The City Colleges of Chicago strictly enforces its EEO Policy prohibits unlawful discrimination on the basis of race national origin any other legally protected category.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

The City Colleges of Chicago is currently working on development and implementation of a plan that will comply with state law.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

The City Colleges of Chicago is currently working on development and implementation of a plan that will comply with state law.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

City Colleges of Chicago counts our ethnic categories and reports per ICCB guidelines these six groups: Native American, Asian, Black, Hispanic, Hawaiian/Pacific Islander, & White.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

City Colleges of Chicago's number of employed (declared) Hispanics has increased by 44 employees. EOFY09- 1,010 employees; EOFY10- 1,054 employees.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2010 City Colleges of Chicago - Harry S. Truman College

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
14	1	0	15	25	0	3	0	58

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
135	22	0	173	151	0	103	0	584

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

912

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
11	11	0	11	11	0	11	0	55

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

No budget allocations for Hispanic employment initiatives are provided. The recruitment budget for advertising from District Office for district-wide (all 7 colleges) recruiting for FY2010 = \$1,980.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

There are no budget allocations for Hispanic employment initiatives. The recruitment budget for advertising from District Office for district-wide (all 7 colleges) recruiting for FY2009 = \$1,650.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

The City Colleges of Chicago is an equal opportunity employer with a diverse workforce. Our hiring, interviewing, and recruitment efforts are broad to ensure a wide range of applicants including advertising vacancies in publications geared to Hispanics. The City Colleges of Chicago strictly enforces its EEO Policy prohibits unlawful discrimination on the basis of race national origin any other legally protected category.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

The City Colleges of Chicago is currently working on development and implementation of a plan that will comply with state law.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

The City Colleges of Chicago is currently working on development and implementation of a plan that will comply with state law.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

City Colleges of Chicago counts our ethnic categories and reports per ICCB guidelines these six groups: Native American, Asian, Black, Hispanic, Hawaiian/Pacific Islander, & White.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

City Colleges of Chicago's number of employed (declared) Hispanics has increased by 44 employees. EOFY09- 1,010 employees; EOFY10- 1,054 employees.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2010 City Colleges of Chicago - Harold Washington College

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
9	0	0	13	8	0	3	0	33

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
112	20	0	196	131	0	87	0	546

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

774

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
16	16	0	16	16	0	16	0	80

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

No budget allocations for Hispanic employment initiatives are provided. The recruitment budget for advertising from District Office for district-wide (all 7 colleges) recruiting for FY2010 = \$1,980.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

There are no budget allocations for Hispanic employment initiatives. The recruitment budget for advertising from District Office for district-wide (all 7 colleges) recruiting for FY2009 = \$1,650.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

The City Colleges of Chicago is an equal opportunity employer with a diverse workforce. Our hiring, interviewing, and recruitment efforts are broad to ensure a wide range of applicants including advertising vacancies in publications geared to Hispanics. The City Colleges of Chicago strictly enforces its EEO Policy prohibits unlawful discrimination on the basis of race national origin any other legally protected category.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

The City Colleges of Chicago is currently working on development and implementation of a plan that will comply with state law.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

The City Colleges of Chicago is currently working on development and implementation of a plan that will comply with state law.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

City Colleges of Chicago counts our ethnic categories and reports per ICCB guidelines these six groups: Native American, Asian, Black, Hispanic, Hawaiian/Pacific Islander, & White.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

City Colleges of Chicago's number of employed (declared) Hispanics has increased by 44 employees. EOFY09- 1,010 employees; EOFY10- 1,054 employees.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2010 City Colleges of Chicago - Wilbur Wright College

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
9	2	0	13	22	0	8	0	54

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
131	18	0	124	130	0	107	0	510

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

870

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
8	8	0	8	8	0	8	0	40

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

No budget allocations for Hispanic employment initiatives are provided. The recruitment budget for advertising from District Office for district-wide (all 7 colleges) recruiting for FY2010 = \$1,980.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

There are no budget allocations for Hispanic employment initiatives. The recruitment budget for advertising from District Office for district-wide (all 7 colleges) recruiting for FY2009 = \$1,650.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

The City Colleges of Chicago is an equal opportunity employer with a diverse workforce. Our hiring, interviewing, and recruitment efforts are broad to ensure a wide range of applicants including advertising vacancies in publications geared to Hispanics. The City Colleges of Chicago strictly enforces its EEO Policy prohibits unlawful discrimination on the basis of race national origin any other legally protected category.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

The City Colleges of Chicago is currently working on development and implementation of a plan that will comply with state law.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

The City Colleges of Chicago is currently working on development and implementation of a plan that will comply with state law.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

City Colleges of Chicago counts our ethnic categories and reports per ICCB guidelines these six groups: Native American, Asian, Black, Hispanic, Hawaiian/Pacific Islander, & White.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

City Colleges of Chicago's number of employed (declared) Hispanics has increased by 44 employees. EOFY09- 1,010 employees; EOFY10- 1,054 employees.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
3	3	2	8	1	0	0	0	17

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
87	136	2	243	46	0	18	9	541

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

539

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

Danville Area Community College does not have a specific budget allocation for the recruitment of Hispanic faculty.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

N/A

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

Administrative staff recommend candidates on the basis of acceptability. Strengths and weaknesses of acceptable candidates are reviewed with the President by the appropriate Dean. This way the diversity of the entire campus can be taken into account with offers of employment are given.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

N/A

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

Emphasis was placed on the availability of a bilingual/ Spanish speaking employee in the successful employment of a Student Retention Counselor who is Hispanic. Additionally the Director Human Resources has taken a Spanish class to enhance her ability to communicate effectively with Spanish speaking employees, students, and the public.

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

Training has been conducted by a top Administrator who is Hispanic.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
6	59	0	17	19	0	34	0	135

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
311	1,838	0	393	334	0	106	0	2,982

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

2,982

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
-10	-9	0	-8	-6	0	19	0	-14

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

DuPage has a general recruitment initiative budget for advertisement of all open positions. This also includes advertisement for diverse groups including Hispanic faculty. We don't have specific dollars set aside for bilingual initiatives but our overall diversity advertisement does cover Hispanic advertisement initiatives. Our recruitment initiative/advertisement budget for FY2010 is \$100,000.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

We didn't have a specific budget allocation in FY09 for Hispanic Employment Initiatives or Bilingual Initiatives but we did have budget for overall diversity initiatives targeted to recruit diverse candidates.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

Our Institution has an expansive Affirmative Action plan that includes goals and action plans targeting minority hiring which also includes targeting Hispanic candidates. One major goal is that all search committee members attend diversity training in order to gain full understanding of our goals and commitment to minority hiring.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

Our institution has an expansive Affirmative Action Plan that also includes employment strategies for all minority groups including Hispanic groups. Our strategies have been to: Request minority referrals from administrators; Encourage all faculty and administrators to network to identify qualified minority referrals; Monitor the status of applicant pools at each stage of the process for minority composition; and Require Diversity Training for all search committees. A member of Human Resources meets with each hiring committee chair to encourage the committee to include more minorities in its interview pools encourage the acceptance of diversity and discuss procedures and minority/female hiring goals at the first search committee meeting.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

N/A

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

In our 2010 Affirmative Action Plan we reported successes in hiring Hispanics from the previous plan year in meeting and/or exceeding our Hispanic hiring goals for administrator, secretarial, skilled craft, and service maintenance positions. We had 5 Hispanic hires on a goal of 3 in these categories.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

In our 2010 Affirmative Action Plan we recorded an increase in Hispanic hires when reviewing the total Hispanics hired in the previous year which was a total of 5 compared to the prior year of 3 Hispanics hired.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

Advertise open positions to specific Hispanic organizations and/or online sites to increase the number of Hispanic candidates. Attend Hispanic job fairs to promote our open positions. Encourage Hispanic referrals from faculty administrators and from search committee members. Continue to require search committee members to attend diversity training to encourage Hispanic and overall minority hiring.

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
3	35	0	34	25	0	69	0	166

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
117	578	0	272	144	0	93	0	1,204

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

1,204

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
21%	18%	0	11%	7%	0	-50%	0	---

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

A portion of ECC's \$175,000 recruitment budget is spent recruiting Hispanic faculty, staff and administrators. ECC has not established a separate budget for Bilingual (Spanish-speaking option) Initiatives.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives: **N/A**

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

Employees within the college attend conferences, seminars, meetings and training sessions related to employment law and diversity. The Human Resources Department monitors the applicant pool of each job posting to ensure that recruitment activities generate a diverse pool of qualified candidates. The Human Resources Department ensures that recruitment, selection and hiring processes adhere to all applicable state and federal laws as well as college policies, procedures, and collective bargaining agreements. The Human Resources Department works directly with search committees to ensure that hiring and selection procedures/practices and compensation philosophies are applied consistently and equitably. Periodic reviews are conducted to ascertain the validity and appropriateness of existing recruitment and hiring practices and to identify any possible issues. Hiring procedures are evaluated to ensure that our hiring processes will successfully pass

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

internal and external compliance audits. Internal reviews are conducted on the recruitment and employment processes to ensure compliance. Employees are required to complete a web-based diversity training series in order to participate in the hiring process. The training series has two modules, one focused on diversity and another focused on respect, inclusion and bias. Recruitment plans are developed for each position. Employees have an opportunity to participate in diversity related professional development activities.

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

ECC has been selected as one of five Illinois community colleges to participate in the national Achieving the Dream initiative. Achieving the Dream – Community Colleges Count is a multi-year, national initiative to improve student success, particularly among students of color and low-income students. A cornerstone of the initiative is broad engagement of faculty, staff, students and the community. ECC has convened a college-wide Equity Action Team to assist the president in defining, planning for, and implementing infrastructures to build and sustain cultural competence in the areas of diversity, equity, and inclusion. The Director of Community Engagement & Legislative Affairs is responsible for developing and executing community relations strategies that effectively support and achieve the vision, mission, goals and objectives of the college. Members of the Alliance for College Readiness work in faculty and staff teams to establish a common understanding of college and career readiness, to better align curriculum and instruction and to foster effective communication systems between students, educators, and parents. The Multicultural And Global Initiatives Committee (MAGIC) was established to prepare individuals to succeed in a diverse society by providing and supporting multicultural learning experiences in an inclusive environment. ECC's commitment to international education is evident in the accomplishments of our cross-functional team, Global/International Studies Taskforce (GIST), which was charged with expansion of international programs. Position vacancies are posted for a minimum of 10 business days to give all employees an equal opportunity to apply for open positions within the institution. The Human Resources Department is responsible for the integration of a systematic approach to identifying external recruitment sources and referring internal and external candidates to open vacancies. ECC participates in district wide employment/career fairs sponsored by colleges, and community and civic activities. Additionally, ECC hosts two annual fairs (diversity recruitment and career). ECC employees maintain memberships to minority professional associations and societies. The ECC Human Resources Department tracks demographic information of applicants who submit an ECC application for employment. The Human Resources Department assists applicants by mail, email, telephone, in person and Internet with completing and submitting an online application and general information regarding the hiring process. The Human Resources Department provides hard copy and electronic documents related to the hiring process in both English and Spanish. Additionally, Spanish-speaking employees are available to assist internal and external customers. Applicants respond to questions related to multiculturalism during the application and interview process.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

Depending on the position and type of public contact an employee would encounter in the performance of job duties with customers requiring assistance we may utilize any or a combination of the following assessments: structured interviews, presentation, and oral and written document translation.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public: N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

ECC recognizes the benefits of continued education and professional growth. Professional development funds, tuition reimbursement, and a variety of professional development activities are offered to employees.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements: N/A

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories: N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details. N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

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

documents related to the hiring process in both English and Spanish. ECC has convened a college-wide Equity Action Team to assist the president in defining, planning for, and implementing infrastructures.

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
4	6	0	6	5	0	13	0	34

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
265	717	0	299	189	0	98	0	1,568

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

1,568

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
-12	-12	0	-11	-11	0	0	0	-46

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

Harper College allocated \$8,825 or just under 13% of its FY 10 budget specifically for recruiting Hispanic faculty, managers, and administrators as well as for positions requiring Bilingual Spanish. These funds were used to target Spanish language publications, Hispanic associations, and advertising in Spanish speaking venues as well as to educate faculty search committees on hiring Hispanics. This is a 4% increase over the previous year.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

Harper College allocated \$5,500 or just over 9% of its FY 09 budget specifically for recruiting Hispanic faculty managers and administrators as well as for positions requiring Bilingual Spanish. These funds were used to target Spanish language publications Hispanic associations and advertising in Spanish speaking venues as well as to educate faculty search committees on hiring Hispanics

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

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

Harper College has long established policies and procedures for ensuring that the institution is an equal opportunity employer. These include but are not limited to: institutional wide-strategic goal in place to attract and retain underrepresented employees in higher level faculty and administrator roles; regular reviews of all recruiting practices to ensure that there are adequate pipelines for attracting well-qualified Hispanic candidates; collection and analysis of candidate diversity statistics for each search; regular reviews of all hiring practices to ensure compliance with Federal and State laws; required training for all faculty search committees to educate interviewers on diversity issues and legal compliance in the hiring process; and annual completion and analysis of workforce and utilization data by EEOC category.

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

Harper College is currently in the process of refining a 3 year Hispanic Faculty and Staff Employment Recruitment strategy. Every year a targeted plan for hiring Hispanics is developed. This includes identifying Hispanic specific advertising venues such as Reflejos Latinos in Higher Ed and Hispanic Outlook. Harper College's Diversity Recruiter attended several diversity specific conferences such as NCORE (National Conference on Race and Ethnicity) and the IMDiversity.com conference. Active recruiting activities and meetings were held at traditionally Hispanic serving institutions. Training classes were run for all faculty search committee members to educate interviewers on diversity issues and legal compliance in the hiring process. Harper College is in the process of up-dating and revising the Harper College Diversity Plan. The College has had a diversity plan since 2003. The College is also re-designed the Jobs at Harper Web-site to create a more welcoming environment and to encourage persons from under-represented groups to apply.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

Harper College uses a structured oral interview administered by a native Spanish speaker.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

Jobs requiring Spanish language bi-lingual skills are placed at a higher salary grade than comparable positions that do not require a language.

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

The Diversity Committee is part of the College's Corporate Governance structure. The College has an Associate Dean of Multicultural Learning responsible for staff development activities regarding multicultural issues. The Associate Dean also serves as a liaison with our Spanish speaking public and students. A mentoring program called the Diverse Relationships Engaged in Affirming Multiculturalism: (DREAM) Affinity Group has been established to mentor diverse second year faculty. The Group's goals are to facilitate the recruitment, professional development, and retention of a diverse workforce through programs that support workforce, diversity, and the college's core values. This year there were 4 mentees and 15 active faculty/deans mentors. Hispanic faculty and staff employees are provided with professional development dollars of up to \$1,500 to enhance their skill sets and eligibility for promotion. On-line courses and workshops are available for faculty to develop skills for supporting Hispanic students. The Center for Multiculturalism has established a Multicultural Faculty Fellows Program which provides Faculty training incorporating diversity modules and approaches into their curricula. Harper College hosted our third annual Diversity Symposium for all employees. Aurora College was brought in to provide 2 graduate level courses in multiculturalism and Diversity in Higher Education for faculty. All graduate courses purchased or acquired for faculty professional development that are provided by Harper College have a multiculturalism dimension. 61 employees attended the Academic Enrichment and Language studies department's Symposium for Developmental Educators to improve their Spanish.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

Harper College has long established policies and procedures for ensuring that the institution is an equal opportunity employer. These include but are not limited to: Regular reviews of all recruiting practices to ensure that there are adequate pipelines for attracting well-qualified Hispanic candidates; Diversity statistics are reviewed for each search by the Search Chair and Chief Human Resources Officer; Any concerns are reviewed to ensure compliance with both Harper College policy and Federal/State Laws; All interview questions are reviewed by Human Resources to ensure they are in compliance with federal and state laws as well as Harper College policies; Feedback/concerns from candidates and employees are reviewed for compliance purposes and to improve internal procedures and practices; Required training is in place for all faculty search committee members to educate interviewers on diversity issues and legal compliance in the hiring process; and Completion and analysis of workforce and utilization data by EEOC category is completed annually.

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

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

In FY 2010 the number of underrepresented employees was 18.85% of the total population with increases in the Executive/Administrative/Managerial and Faculty levels.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

The percentage of total underrepresented employees in FY2010 was 18.85% this is up from 18.30% in FY 09 and continues a 5 year upward trend from 16.05% in 2005.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
1	7	0	2	0	0	0	0	10

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	1	0	0	0	0	1

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
52	380	0	302	61	0	8	0	803

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

803

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	-2	0	-3	-3	0	-3	0	-11

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

N/A

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

N/A

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

The College has detailed Hiring Guidelines and employees involved in hiring, interviewing, recruitment, and EEO receive training regarding the Hiring Guidelines. We are reviewing the legislative mandates to determine whether any changes to the Hiring Guidelines are necessary and we will adjust training of employees accordingly.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

Employment opportunities are advertised in the Hispanic Outlook publication and posted on the Diversifying Faculty in Illinois Higher Education job board in addition to other publications and job boards.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

Structured oral interview.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

A variety of professional development opportunities are available to all employees. Opportunities may include tuition waivers, tuition reimbursement, professional conference attendance, on-campus workshops and seminars, technical and interpersonal skills training, etc.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

N/A

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

The College tracks employment levels by race/ethnicity, age, and gender and prepares a demographic report annually for analysis and comparison purposes.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

The total number of Hispanics employed remained approximately the same in FY2010 as in FY2009.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	2	0	2	1	0	0	0	5

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	1	0	0	0	1

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
65	185	0	92	46	0	31	0	419

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

419

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
-3	-2	0	-1	-1	0	-3	0	-10

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

This is a new regulation for community colleges and a new requirement for Highland. Highland Community College has a small recruitment budget rather than a designated budget to recruit specific populations. We are interested in promoting diversity and are currently utilizing the DFI project to help in locating minority faculty and administrators as well as HBCU Connect (online recruiting to historically black colleges and universities) Diverse Issues in Higher Ed; and mailings to area African American ministers. We will make it a priority in the future financial plan to allocate some funding to Hispanic and African American Employment strategies and initiatives.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

In FY09 Highland Community College had a small recruitment budget rather than a designated budget to recruit specific populations. The College did utilize the DFI project to help in locating minority faculty and administrators as well as distributed ads translated into Spanish for certain positions (i.e. Even Start Classroom Aide and Kitchen Assistant). In the past we have also used Black Issues in Higher Education iminorities.com diversitylink.com imdiversity.com Latinos in highered.com hispanic-jobs.com and minority nurse.com when the recruitment budget and the position allowed for their use. Responses from these venues though have not been successful in obtaining candidates.

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

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

This is a new regulation for community colleges and a new requirement for Highland Community College. We look forward to answering this question with more information in the future. The College's Human Resources Department, Affirmative Action Officer, and the College's Equal Employment/Affirmative Action Committee are dedicated to a recruitment and selection process that ensures nondiscrimination provides equal access and opportunity to all and complies with all Federal and State regulations. A representative of the EE/AA Committee is assigned to each faculty and administrative search to participate in the review interview and selection of position candidates. All Highland employees participate in educational sessions to understand the dimensions of diversity and treating everyone with respect.

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

This is a new regulation for community colleges and a new requirement for Highland Community College. The Human Resources Department Affirmative Action Officer and the College's Equal Employment/Affirmative Action Committee are excited to take a part in this new initiative and in the development of a Hispanic Faculty and Staff Employment Recruitment Plan for the College that will support the State Plan as well as the College's Affirmative Action Plan. In doing this the College will look at improvements to our current processes involved in recruitment interviewing and selection as well as retention. We look forward to answering this question with more information as we progress in this new initiative.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none). N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

Highland Community College has only a small number of requests for bilingual services each fiscal year and has been able to provide immediate assistance when needed through contact with bilingual/Spanish instructors or other employees that have fluency in oral and/or written communication in Spanish. Through our Partners for Employment (PfE) Grant Program the Secretarial position for PfE's provides Spanish translation services when needed.

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

The College currently does not provide career ladder enhancement self-development training specific to enhancing the College's ability to meeting the needs of the Spanish-speaking public and our Hispanic employees. The College Library does purchase and circulate bilingual books to students and to staff if requested. HCC offers tuition-free classes including Spanish to employees eligible for tuition waiver. The College also offers ESL courses on campus through our Adult Education Program. The Adult Education staff have also presented community service events and social service fairs to promote programming for Adult Ed students. Due to grant limitations/regulations recruitment and promotion is geared toward Adult Ed learning. The College will develop strategies to assess the needs of Spanish-speaking individuals and Hispanic employees. Once complete we will be able to develop the appropriate initiatives to meet the needs. We look forward to answering this question with more information in the future.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

This is a new regulation for community colleges and a new requirement for Highland Community College. We look forward to answering this question with more information in the future.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

This is a new regulation for community colleges and a new requirement for Highland Community College. We look forward to answering this question in more depth with information resulting from our strategies and initiatives as noted above in the future. Currently the College monitors the employment of employees indicating they are Hispanic but we do not track Spanish-speaking bilingual employees.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.
The number of Hispanic employees dropped by 1 person (16%) from FY09 to FY10.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution. For certain positions we have in the past translated position ads to Spanish and placed the ads with area businesses managed and/or frequented by the Hispanic population. This may be a good thing to do for every position. Spanish classes are available to

faculty and staff through the tuition waiver program. We look forward to answering this question with more information in the future as the College's participation in this new regulation develops.

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
3	7	1	14	3	0	1	0	29

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
209	608	0	651	181	0	184	0	1,833

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

1,833

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
1	5	0	4	1	0	0	0	11

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

Our institution has a diversity and Affirmative Action initiative that incorporates the recruitment of Hispanic faculty and staff. There is no specific budget set aside for bilingual initiatives. The approximate FY 10 budget allocation for minority employment initiatives is \$20,000.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

The approximate FY 10 budget allocation for minority employment initiatives is \$20,000.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

We are currently updating our Affirmative Action Plan which will entail specific strategies relating to the Hispanic Employment Plan.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

N/A

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

N/A

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

We are currently in the process of updating our Affirmative Action Plan. Results will be available upon completion of this process.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

Levels remained the same.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

We have established "Workforce" as a strategic priority at the college and will incorporate actions steps for our Hispanic Employment Plan within the Affirmative Action initiative.

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

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2010 Illinois Eastern Community Colleges - Frontier Community College

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	1	0	0	1	0	0	0	2

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
23	225	0	23	14	0	5	0	290

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

290

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

N/A

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

N/A

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

All hiring committees review information presented by the HR dept on EEO compliance.

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

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

N/A

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

N/A

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2010 Illinois Eastern Community Colleges - Lincoln Trail College

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
1	0	0	0	0	0	0	0	1

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
36	76	0	30	19	0	13	0	174

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

174

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

N/A

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

N/A

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

All hiring committees review information presented by the HR dept on EEO compliance.

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

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

N/A

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

N/A

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2010 Illinois Eastern Community Colleges - Olney Central College

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
55	85	0	56	17	0	10	0	223

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

223

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

N/A

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

N/A

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

All hiring committees review information presented by the HR dept on EEO compliance.

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

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

N/A

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

N/A

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2010 Illinois Eastern Community Colleges - Wabash Valley College

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
51	86	0	38	20	0	13	0	208

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

208

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

N/A

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

N/A

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

All hiring committees review information presented by the HR dept on EEO compliance.

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

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

N/A

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

N/A

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
22	286	0	137	72	0	17	0	534

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

534

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
8	5	0	6	5	0	8	0	32

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

There is no budget established for Bilingual Initiatives. However, all advertising dollars include advertising in minority publications.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

Total Budget for FY09 Advertising: \$15,000.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

Steps include: established a policy and procedure for the hiring process; all selection committee members are trained on the policy and procedures prior to serving on committee; and scoring sheets with key characteristics required for the position are used to score each applicant based on materials included in the cover letters, resumes, and applications.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

The Board has adopted an Affirmative Action Policy. The Equal Employment Opportunity statement is incorporated in the following publications and forms: purchase orders, leases, construction contracts, purchasing guidelines, college catalog, faculty handbook, employee guidebook, and other publications where necessary. All job vacancies include the equal opportunity statement.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

N/A

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

This is the first year we have studied this information and don't have a comparison to make for a previous year.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

Utilize free publication through newspaper that is utilized by Hispanic population. Post positions with the Hispanic Council.

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
9	29	0	21	20	0	16	0	95

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
225	979	0	373	208	0	163	0	1,948

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

1,948

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
11	11	11	9	5	4	6	0	57

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

Currently the college does not provide specific budget allocations for recruitment specifically for Hispanic faculty. However the college allocates an adequate amount towards the total recruitment budget and we use traditional, contemporary, and non-contemporary methods to attract a diverse applicant pool. The college will explore the feasibility of assigning cost centers to track the employment plan initiatives.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

Not specifically designated at this time.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

The Senior Leadership Team (SLT) is charged with accepting responsibility for accomplishing progress towards the legislative mandates of the Hispanic Employment Plan. Responsibilities include: employee and faculty compliance implementation of policies and procedures; promotion of equal employment opportunities; cooperating with investigations; sound employment decisions utilizing data; and developing, delivering, and participating in diversity training programs. A comprehensive and assertive Inclusion/Diversity plan has been developed

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which applies to all personnel practices including recruitment and job advertising, hiring selection for training, promotion, separation, demotion, lay-off, transfer, and rates of pay and all other terms conditions and privileges of employment. JJC has: 1) Standardized the search committee process and procedures by providing mandatory training for search committee members technical assistance and support. 2) Held college-wide diversity forums to gain insight into issues as it pertains to staffing patterns and communication issues. 3) A Diversity Leadership Council with membership appointed by the college president. 4) Gained additional community partners as a result of our outreach efforts with local high schools churches and community organizations. 5) Works with the Illinois Department of Employment Security to post vacancies to identify applicant pool within District 525. JJC collaborates with area colleges and universities to tap into their alumni as prospective candidates. JJC is working collaboratively with South Metropolitan Higher Education Consortium on two projects including Diversifying Faculty in Illinois Initiative. The college has created a welcoming environment through Open Doors Open Hearts and Open Minds: Statement on Diversity and Inclusiveness which incorporates a desire to have a community that reflects a wide representation of attribute diversity.

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

The college utilizes a variety of diverse employment strategies. Starting with recruitment we utilize advertisements which reach broad populations such as the Chicago Suburban News publications, the Chronicle for Higher Education, and the Chicago Tribune. The college utilized Hispanic based publications such as Laraza and Hoy. If necessary advertisement and recruitment materials are provided in both English and Spanish. Recruitment sources are actively encouraged to refer qualified candidates and to assist in the implementation of JJC's diversity/inclusion programs. We also welcome suggestions for additional sources from the public. The Human Resources Department maintains a directory of local educational institutions community organizations and agencies serving minority group members and females is reviewed annually for their effectiveness as sources for employee recruitment. We also reach out the colleges and universities with large Hispanic student faculty and alumni populations. Non-discrimination statements are included in all job applications vacancy notices on the college website and online-application processes and public advertisements.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

Depends on the needs of the department. More are structured oral interview.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

The college provides tuition waivers for eligible employees to participate in the college's World Languages curriculum. Employees may start with beginning level classes, conversational classes, or advanced level classes. Additionally the college seeks opportunities to collaborate with minority and ethnic organizations to advise educate and provide technical assistance regarding JJC's equal employment policies and procedures. The College has also partnered with the Committee for African American and Latino Concerns (CAALAC) to hold Community Leaders Focus Groups and Minority Community dinners.

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

Promotional initiatives include: the development of career clusters which provide vision and clear expectations for advancement opportunities within certain areas (eg: Information Technology.); development of core competencies and succession planning; and communication of all the above referenced initiatives.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

The College is not under a hiring and promotion monitor. However as part of our inclusion/diversity plan we do monitor the applicant pools and minority hiring and promotions through the annual utilization analysis process.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

Additional funding for training & diversity efforts. Sharing best practices at a state or national community college/university level. Provide strong internships and mentoring programs.

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
4	4	0	1	7	0	4	0	20

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
101	259	0	58	119	0	22	0	559

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

559

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
-3	-5	0	-5	-1	0	11	0	-3

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

N/A

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

N/A

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

Human Resources oversees the screening and hiring process for every staff and faculty position to maintain consistency in the process. Each screening committee is trained in the process and required to submit a confidentiality agreement. Human Resources tracks the applicant pool using Neo.gov at each stage of the screening process to ensure that a diverse pool of applicants are considered.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

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

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

Oral interview.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

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

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

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

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

The percentage of Hispanic KCC employees is less than the surrounding population.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

Continue to maintain strong ties with the local Hispanic community to recruit qualified candidates for KCC positions. Offer tuition assistance and professional development opportunities for employees looking to learn a second language.

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	5	0	0	0	0	0	0	5

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
94	311	0	107	95	0	76	0	683

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

683

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
2	1	0	2	2	0	2	0	9

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

Kaskaskia College budgets additional funds for advertising on The Affirmative Action List to reach Hispanics with information on employment opportunities. In FY 2010 \$900 was spent for these advertisement expenses.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

In FY 2009 \$1,350 was spent for these advertising expenses.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

The hiring process is centralized through the Human Resources Office to ensure that everyone is receiving equal treatment and that it is in compliance with all legislative mandates.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

In general recruitment activities are directed to a diverse pool of applicants; none are specifically directed to a particular race or ethnic group.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

Structured Oral Review and for faculty a teaching demonstration in appropriate languages.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

Promotional development and advancement opportunities are provided equally for all employees.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

The hiring process is centralized through the Human Resources Office to ensure that everyone is receiving equal treatment and that it is in compliance with all legislative mandates.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

Additional state funding would be required.

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
1	10	0	8	1	0	1	0	21

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
81	225	0	109	58	0	30	0	503

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

503

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
11	7	0	4	10	0	8	0	40

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

Yes, the FY2010 recruitment budget was \$10,000.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

The FY09 budget allocation was \$9,200.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

The college will provide additional Search Committee training.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

Diversity Job Fairs Community-wide Diversity summit and follow up diversity training and board membership on Hispanic community organization are both activities undertaken by the College.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

Prior experience.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

Community advertising and community partnerships.

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

Tuition waiver and tuition reimbursement.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

N/A

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

Ongoing community outreach efforts.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

No change.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

The college will provide more targeted job advertising.

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
2	52	0	26	45	0	7	0	132

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
63	1,145	0	234	232	0	72	0	1,746

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

1,746

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
-16	-15	0	-8	0	0	-10	0	-49

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

Yes the College provides budget allocations for recruitment of Hispanic faculty and employment initiatives. The FY10 budget allocation for recruitment was \$200,000. The institution has established a budget for Bilingual (Spanish-speaking option) initiatives as part of the College's overall staff recruiting budget.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

The FY09 budgeted allocation for recruitment was \$220,000.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

Currently the College provides search committee and EEO representative training to ensure that all administrative staff responsible for hiring interviewing recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan. Human Resources also ensures that the applicant pools are diverse for all positions with emphasis on Administrative and Faculty positions before the applications are released to the search committee. If the pool is not diverse as defined by the area Vice President the position is reopened

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

especially for Faculty and Administrative positions.

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

As part of the 2008-2009 Academic Quality Improvement Program project the College of Lake County established a Diversity Committee to develop a comprehensive plan to continuously improve the process of infusing diversity in the college. The committee studied strategies to develop measurable goals and objectives that demonstrate the college's commitment to valuing respecting and learning about diverse people and perspectives. To accomplish this goal the committee has recommended the creation of a Diversity Commission within the college's current shared governance structure. The Commission will include four subcommittees with responsibilities related to instructional and faculty development; services for students and retention; multicultural events communication and outreach; and human resources and staff professional development. Membership will include representatives from all employee Senates Student Government Association and the Lake County community. Creation of the Diversity Commission has been endorsed by the Senate the Student Government Association and approved by the Board of Trustees. This Committee also spent a year visiting colleges and universities to benchmark best diversity practices. In addition the President developed a Hispanic/Latino Alliance made up of community members. The College is a member of the Historically Black Colleges and Universities (HBCU) website. The College also attends job fairs geared towards Hispanic recruitment annually. The College of Lake County received an award from the HBCU for recognition for being an active participant in recruiting minorities. The College was listed as number four out of their top 50 employers for putting in real effort to reach out to and recruit minorities. In addition the College received a Diversity Sprit Achievement Award for our active support of diversity in the community and the workplace.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

When positions require bilingual employees one or more of the following methodologies may be used: the College administers written tests in Spanish and English; interview questions are asked in Spanish and asked to be responded to in Spanish; and a structured oral interview that asks for responses in Spanish.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

The College is placing additional advertisements emphasizing bilingual skills which are targeted in minority and Hispanic speaking publications.

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

Career development training sessions are offered through the College's Professional Development Center. Employees are also offered tuition waiver at the College as well as tuition reimbursement for courses beyond the Associate's degree level. The College also offers professional development reimbursement for employees for attending conferences, seminars, and workshops. Employees who are participating in tuition wavier/tuition reimbursement are eligible for salary increases through career development.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

The Institution has increasingly recognized the need to have bilingual skilled employees in positions that engage with the College's bilingual populations. These skills are valued within the institution more than any other skills which demonstrated through the advertisement of positions that require bilingual skills.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

We currently track information for studying and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by the College through exit interviews, turnover reports, and performance evaluations.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

The College is developing strategies and training to encourage the EEO representative of each search committee to better understand the qualifications of Hispanic applicants. Human Resources is also developing strategies for more stringent monitoring of candidate selection for

interviews to ensure the search committee includes minority representation in their selection. The College will also develop a formal mentoring program as well as additional outreach to the Hispanic community.

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	3	0	0	0	0	0	0	3

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
119	216	21	308	67	0	34	4	769

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

748

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
1	1	1	1	1	0	1	0	6

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

We have not specifically allocated dollars in the budget; however a sufficient budget is available to broaden our employment search.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

We did not provide specific budget allocations for Hispanic and Bilingual initiatives.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

Hiring committee training and oversight.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

Utilization of appropriate resources for diverse recruitment efforts. Target specific publications media and other venues to aid in our recruitment efforts.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

Add a bilingual section in our application process.

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

Hiring committee training and oversight.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

Retention of faculty members in humanities and social science areas.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

Implementation of a link from our employment site to the college social media sites. Expand recruitment to diverse publications that target Hispanics and Spanish-speaking bilinguals.

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

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2010 Lewis & Clark Community College

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
1	2	0	3	1	0	0	0	7

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
139	430	18	260	122	0	20	0	989

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

971

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
1	0	0	1	1	0	1	0	4

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

N/A

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

N/A

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

In addition to complying with the EEO guidelines we will utilize a new employment program PeopleAdmin in February 2010 that will afford us the opportunity to better identify and assess minority candidates.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

Recently appointed a new HR Director who has been tasked with creating networks in the community to better meet the State Hispanic Employment Plan.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

Researching compliance guidelines.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

Have determined that Hispanic representation is especially low in Madison County as well as immediate area. Current minority representation is at or near county average.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

Better assess data provided to institution using the new PeopleAdmin program.

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
5	2	0	7	1	0	0	0	15

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
192	456	0	338	93	0	47	0	1,126

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

1,126

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
-1	2	0	0	1	0	2	0	4

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

Lincoln Land Community College (LLCC) has an annual budget of \$2,550 for the recruitment of faculty and staff. A portion of those budget dollars are used for recruitment events that will provide exposure to diverse individuals who may be interested in employment at LLCC. There is no established budget for Bilingual Initiatives.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

The budget for FY09 was \$2,150.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

LLCC does not have any specific training for administrators regarding the legislative mandates of the Hispanic Employment Plan. Administrators are expected to comply with all College policies and procedures as well as local state and federal mandates.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

LLCC employs a wide variety of strategies to ensure that the applicant pools of all vacancies include diverse individuals including Hispanics and to employ a workforce that reflects the district it serves. LLCC participates in many local and regional recruitment events. Many events are selected based on the exposure to diverse applicants. The College advertises in many publications and on many websites geared toward diverse applicants including Diverse Issues in Higher Education, Hispanic Outlook, Insight Into Diversity, Diversifying Faculty in Illinois, HBCU Career Center, and Latinos in Higher Education. The College has identified community groups organizations and leaders representing diverse constituents. The Human Resources Office direct-mails each vacancy announcement to these community groups. The College also works with the local school district to expose 7th grade students to the educational and employment opportunities available at LLCC in hopes that will affect future enrollments and applicant pools. The College also has opportunities annually to expose district high school students to careers at LLCC. As it is difficult to attract diverse applicants to the Central Illinois area exposure to local youth representing diverse backgrounds could impact future applicant pools as they may stay in the area as adults. By establishing the College as a possible future employer we hope to impact future applicant pools. In order to retain a diverse workforce the College strives to create a culturally-rich environment. The College's Multicultural Awareness Center provides cultural programming throughout the year including programs dedicated to African-American and Hispanic history and culture. The College has an annual Multicultural Fair in which employees of all races ethnicities and nationalities have the opportunity to share their history and culture as well as learn about others. The College works to ensure that a fair and competitive compensation and benefits package is offered to all employees as well.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

N/A

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	5	0	1	0	0	0	0	6

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
1	3	0	0	0	0	0	0	4

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
130	250	0	135	99	0	59	0	673

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

673

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

N/A

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

N/A

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

Monthly Reports/Meetings with College Council/Campus Diversity Com

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

Two activities include Institutional involvement with Diversity Committee and Benchmark Data from Legal Council Data Utilization Analysis

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

Frequent Hiring Com Meetings/Diversity Com Meetings/Stand Alone EEOC meetings with College Legal Council

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

0.7% Hispanic, which are contained in Instructional division. 100% are female.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

1 to 0

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

Begins with the availability of workforce. Our legal counsel performed a Utilization Analysis: percentage of qualified Hispanics within total Hispanic population in our district - 0.7% for administrative, 0% engineering/computers, 1.40% business field. There has to be an increase in numbers of a qualified Hispanic workforce before an increase Utilization can occur.

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
3	18	0	16	1	0	4	0	42

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
119	363	0	262	32	0	37	0	813

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

813

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
9	6	0	5	8	0	1	6	35

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

The College's Affirmative Action Program encompasses directives for increasing staff diversity with employment initiatives focused on attracting and recruiting minorities and hiring candidates with bilingual skills and diverse population experience.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

Percentage of the diversity budget of \$7,000; No FY10 budget bilingual allocation.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

Analysis and progress report on efforts will be furnished by the Affirmative Action Coordinator.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

None specifically for State HEP for FY 2010; efforts in progress for FY 2011.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

Oral interview.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

N/A

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

Increase Affirmative Action Program initiatives and encourage and provide professional development opportunities for bilingual Spanish skills.

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	27	0	10	13	0	4	3	57

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
179	866	0	215	197	0	78	122	1,657

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

1,657

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
-12	-9	0	-7	-6	0	-7	-10	-51

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

Moraine Valley Community College does participate in specific recruitment strategies in an effort to attract talent from the Hispanic American employment population. FY10 allocated funds were \$3,945.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

FY09 allocated funds were \$3,520.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

The College conducts annual faculty search committee training prior to the start of the recruitment process. Search committees are composed of diverse members. There is continuous human resources involvement during the recruitment and hiring process to ensure compliance.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

Several strategies are in place utilizing various activities: recruitment through National Society of Hispanics with MBA's; recruitment through HigherEdJobs.com affirmative action eblasts; participation in diversity career fairs; Diversity & Inclusion Community Dialogue with representatives from the communities we serve; celebration of Hispanic History month with students and staff; Spanish learning lab for faculty and staff; internship partnership with National Latino Education Institute in Chicago IL; mentors provided for new faculty and staff; additional training and development courses are offered through the Center for Teaching and Learning where faculty and staff may self-enroll; and required diversity training session for all new hires.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

Positions have bilingual option as preferred not required. Bilingual options include Spanish Arabic or Slavic which is based on the needs of the student and community population the College serves.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

Additional recruitment efforts in Hispanic communities.

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

The college does not offer preference to any one class/category of employees over another in hiring placement and promotion decisions.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

Ongoing training and the human resources department review of all hires and promotions.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

As this is the first year of reporting the College does not have appropriate information to accurately report comparisons of success.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

Increasing recruiting efforts within Hispanic communities.

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
5	19	0	6	17	0	6	1	54

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
69	252	0	46	92	0	27	10	496

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

496

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

N/A

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

N/A

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

Our hiring practices follow EEO guidelines.

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

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

N/A

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

Oral interview.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

N/A

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

Our annual fact sheet provides figures by race/ethnicity of our employees.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

In terms of percentages Hispanic/Latino employees remained at 21% for FY2010 and FY2011. In terms of numbers the college increased from 88 to 91 Hispanic/Latino employees over the same time period.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

Continued state support of the operating budget. Morton College is an Hispanic/Latino Serving Institution. More than half of employees have bilingual qualifications.

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
4	18	0	11	9	0	14	0	56

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
161	669	0	164	149	0	69	0	1,212

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

1,212

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
-6	-6	0	-2	-3	0	12	0	-5

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

Recruitment activities are placed into general budget lines. When a position is open and is scheduled to be recruited and filled a general strategy is developed on places and sources to recruit potential applicants which will provide a broad, deep, and diverse pool including Hispanic representation without specifically recruiting for one demographic group.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

Recruitment activities are placed into general budget lines and there is no budget specifically earmarked for the recruitment of any demographic group nor is there a budget line specifically earmarked for the recruitment of English-Spanish Bilingual employees.

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

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

The College is not subject to the legislative mandate of the Plan. However the College's Affirmative Action Plan sets goal and activities for employment of underrepresented groups including Hispanics. An annual meeting is convened by the Associate Vice President for Human Resources with the entire College administration to explain the intent of the Affirmative Action Plan and to reiterate Oakton's commitment to equal opportunity and affirmative action. Goals for recruitment are discussed and roles are determined in assisting the College in meeting its responsibilities to provide equal employment opportunities and Oakton's commitment to be an affirmative action employer. This commitment is also communicated to each search committee by the Associate Vice President for Human Resources at the initial meeting of the search committee as are the recruitment goals for the College and for the particular position. The commitment is reinforced by the supervising administrator at the initial search committee meeting in the directions and charges given to the search committee. Activities subsequently undertaken by the search committee and the supervising administrator are monitored for compliance by the Associate Vice President for Human Resources.

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

Oakton practices broad and deep recruitment. In the most recent 12 month period Oakton has placed ads or posted vacancy announcements to 24 different Hispanic centered publications and websites. In addition direct mail recruitment was utilized for specific faculty positions to Diversifying Faculty in Illinois participants with degrees in disciplines aligned with specific faculty positions in an attempt to reach potential applicants who were most likely to be Hispanic.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

Oakton Community College has no positions designated with an English-Spanish bilingual option. We cast a broad, wide, and deep net in posting and advertising job openings and specifically target sources where it is more likely to draw applicants from Hispanics and individuals bilingual in English and Spanish.

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

There are no promotional initiatives undertaken which are earmarked solely for Hispanic employees. Oakton offers credit and non-credit courses, staff development workshops, and other training as needs are determined to broaden and deepen the skills of our workforce.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

The College's commitment to affirmative action and equal employment opportunity is stressed to each search committee. The supervising administrator's charges and directions to each search committee reinforce the College's commitment. College wide recruitment and employment goals are given to the search committee. Activities subsequently undertaken by the search committees and supervising administrators are monitored by the Associate Vice President for Human Resources.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

Oakton tracks in EEO-6 employment categories which vary from the EEO-1 categories and result in us not having hires in some of the listed employment categories. Studies of the recruitment efforts undertaken in the July 1 2009-June 30 2010 Affirmative Action Program year show the following hire statistics: Executives Administrators and Managers: 2 hires, 1 Hispanic hire; Full Time Faculty: 5 hires, 0 Hispanic hires; Part Time Faculty: 71 hires, 1 Hispanic hire; Professional and Non-faculty: 5 hires, 2 Hispanic hires; Technical and Paraprofessional: 3 hires, 0 Hispanic hires; Clerical and Secretarial: 12 hires, 1 Hispanic hire; Service and Maintenance: 3 hires, 0 Hispanic hires; Skilled Crafts: 0 hires. Oakton does not track Spanish speaking bilingual employee hires.

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

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

As reported in the 2010-11 Affirmative Action Plan the number of employees from demographic groups other than Caucasian have increased over the previous five years (year ending 6/30/2005 to 6/30/2010). Executives, Administrators, and Managers: non-Caucasian participation increased from 12.9% to 18.8%. Full Time Faculty: non-Caucasian participation increased from 11.8% to 14.3%. Part Time Faculty: non-Caucasian participation increased from 12.3% to 16.2%. Beginning with the year ending June 30 2007 Oakton has broken out the employment statistics from Classified Staff (all categories other than Faculty and Executives Administrators and Managers) to the EEO-6 categories of Professional and Non-Faculty Clerical and Secretarial Technical and Paraprofessional Skilled Crafts and Service and Maintenance. Generally the Classified Staff saw non-Caucasian participation increase from 21.0% on June 30 2005 to 28.4% on June 30 2010. Professional and Non Faculty: non-Caucasian participation increased from 15.9% on June 30 2007 to 20.7% on June 30 20120. Clerical and Secretarial: non-Caucasian participation increased from 20.5% to 23.0%. Technical and Paraprofessional: non-Caucasian participation increased from 29.4% to 39.7%. Skilled Crafts: non-Caucasian participation increased from 0% to 10%. Service and Maintenance: non-Caucasian participation increased from 46.5% to 47.8%.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

Conduct broad, wide, and deep searches for applicants of Hispanic backgrounds. Clearly explain the intent of the Affirmative Action Plan and reiterate the commitment to equal employment opportunity and affirmative action with all college administrators. Clearly communicate commitments to affirmative action and employment goals to each search committee. Have supervising administrators set clear directions and charges to each search committee. Monitor the activities and progress of search committees and supervising administrators. Maintain a welcoming environment so that individuals from demographic groups other than Caucasian desire employment with the College, accept employment offers retained by the College, and willingly assist the College in broadening the selection pool of applicants.

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
1	11	0	15	0	0	1	0	28

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
57	634	0	490	64	0	63	0	1,308

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

1,308

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

\$70,000 is budgeted for employment advertising initiatives.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

N/A

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

Parkland College has a rigorous internal EEO policy that while not specifically tailored to address the referenced legislative mandates effectively does so. Parkland College makes concerted efforts to recruit and hire traditionally under-represented groups including Hispanics. Parkland includes as a part of its recruitment philosophy a goal to reflect the demographic groups it serves in its employees.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

N/A

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

Structured oral interview.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

In faculty recruitment and retention Hispanic and other employees are mentored to provide new employees with every opportunity to succeed.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

We train several employees throughout the College to serve as EEO representatives on search committees. EEO representatives work with Hiring Managers on making sure advertising recruitment applicant screening interviewing and the entire selection process is compliant with EEO laws.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

While no formal studies have been performed there are 28 Hispanic employees and 9 Spanish speaking bilingual employees of Parkland College.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

These numbers have not been tracked so as to allow an accurate response to this inquiry.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

Advertising employment vacancies in Hispanic and Spanish publications and resources.

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
1	10	0	15	13	0	1	0	40

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
81	336	0	147	125	0	35	0	724

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

724

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
-22	-13	0	-1	-2	0	-12	0	-50

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

N/A

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

N/A

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

All search committees are required to read and affirm the College's efforts through affirmative action to attract a pool of candidates that is diverse in terms of ethnicity. The College informs hiring committees of the employment areas in which Hispanics are under-represented or non-represented at the College.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

Prairie State College advertises employment opportunities in publications that target minorities employed or seeking employment in higher education. In the past year the College advertised openings in: 1. Diverse Issues in Higher Education; 2. Hispanic Outlook in Higher Education; and 3. Illinois African American and Latino Higher Education Alliance. In addition Prairie State has been an active member in several state-wide initiatives to raise awareness and create forums to address concerns for issues confronting Latinos in higher education. Prairie State College participates in events associated with the Diversifying Faculty in Illinois Higher Education (DFI) program. Vice Presidents from the College attended conferences in the recent past. The College recruited at state-wide events to encourage participation in applying for scholarships from DFI that supported the advancement of minorities in M.A. and Ph.D. programs at state institutions. Prairie State College attends conferences organized by the Illinois Latino Council on Higher Education (ILACHI) and the Illinois Latino Legislative Caucus. The College provides opportunities for faculty staff and students to participate at events and conferences hosted by these groups to foster awareness of issues impacting Latinos in higher education in Illinois. Prairie State executives and staff also serve on the Latino Advisory Committee. The College hosted a state-wide quarterly meeting of the Committee and in March 2010 executives from the College attended the first-ever Latino Education Summit in Illinois. Subsequently Prairie State College organized its own district-wide Latino Summit in June 2010.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

Prairie State College lists Bilingual Skills as a preferred qualification for openings that require substantial interaction with students. Candidates who indicate Bilingual Skills on their applications are asked about their experience and skill level during the interview process. Candidates who reach the final round of interviews may be asked to demonstrate skills as determined by the hiring manager.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

As described in 9a and 9b above Prairie State College monitors positions in Student Services Financial Aid and other departments that benefit from Spanish-speaking employees. Job openings in these departments include Bilingual Skills as a preferred qualification. All such postings are cross-advertised in higher education publications that serve Hispanic and/or Spanish-speaking higher education professionals.

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

For full-time faculty positions the College follows policies and procedures to encourage academic departments to recruit from our qualified minority adjunct faculty employees. Our faculty and staff participate in the Student Latino Leadership Institute designed to bring Latino students and administrators together for a dialog about administrative roles and policies to support Latinos in higher education at Prairie State College.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

Prairie State College routinely updates and distributes reports to ensure that administrators and appropriate staff understand Affirmative Action and Equal Opportunity Policies and the annual status of underrepresented groups at the College. The first: The Affirmative Action/Equal Opportunity Policies & Status Report provides an overview of relevant laws and board policies delineates the responsibilities for implementation of AA and EO policies at the College and reviews workforce conditions to determine in which job categories Hispanics are underrepresented. The second: The Underrepresented Groups Report defines the College's goals and objectives for recruiting new administrators, faculty, and staff. The report describes employment turnover and the results of the College's efforts to increase the representation of underrepresented faculty staff and administrators to reflect the diversity of our students. The third: is our annual EEO1 report which identifies all full-time employees by position and ethnicity. (LG) In combination these three reports enable the President and Vice Presidents to monitor hiring and promotions in all job categories at Prairie State College.

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

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

Prairie State College's most recent analysis in the Affirmative Action/Employment Opportunity Policies and Status Report records the representation of Hispanics in positions defined by educational requirements. The College defines the relevant labor pool based on the EEOC's definition and monitors U.S. Census figures for the education attainment of the U.S. population. The analysis found no substantial disparity in the College's workforce and the relevant labor pools for each job category. For executive and administrative positions the College's Hispanic representation meets or exceeds the relevant labor pool of professionals with Bachelor's Degree or more education. In addition Hispanic representation meets or exceeds the relevant labor pool in all professional technical and clerical jobs categories that require an Associate's Degree or more education. Among clerical technical or maintenance positions that require a High School Diploma Hispanic representation at the College meets or exceeds the relevant labor pool in all job categories with one exception. The Underrepresented Groups Report also shows that Prairie State College's efforts to recruit Hispanic faculty members have been effective. The College hired one Hispanic full-time Faculty and added eight additional adjunct faculty over a three-year period.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

In addition to the increased number of Hispanic faculty at Prairie State College the Underrepresented Groups Report also determined that the College increased the number of Hispanics employed in administrative roles and among the support staff at all levels. Between 2005 and 2008 the representation of Hispanic administrators (n = 30) increased 100% while the representation of Hispanic support staff increased by 14% (n = 131).

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

Prairie State College's participation in the Diversifying Faculty in Illinois Higher Education program has not proven beneficial in its efforts to hire minority faculty. The DFI fellows are largely doctoral candidates with aspirations to teach at the university level. It would be helpful if the DFI Conference developed more tools and networks for community colleges to connect with early-career or career-change professionals who aspire to teach at the community-college level.

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
1	1	0	0	0	0	0	0	2

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
1	0	0	0	0	0	0	0	1

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
66	216	25	154	36	0	52	0	549

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

524

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	1	1	1	1	1	1	0	6

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

With less than 1% of the population Hispanic it is not feasible to provide a budget allocation except in the case of spending a proportionate amount of allocated advertising money for the recruitment of bilingual, in particular Spanish speaking, instructors.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

The college has certain dollars allocated for advertising for instructors to teach Spanish; however this would be a very small part of this budget since there is only a demand for 1 Spanish instructor.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

All hiring staff and managers have been sent the Hispanic Plan to make them aware of the Hispanic employment initiative. In Rend Lake College administrative cabinet meetings administrators evaluate the hiring practices of those who report to them and discuss the options and advantages of hiring minority personnel.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

We work with and alert the Workforce Investment Act the Department of Employment Security to encourage Hispanic and minority recruitment. The college also advertises by policy in the Southern Illinoisan a regional newspaper located in Carbondale IL which is more demographically diverse than our primary counties of Franklin and Jefferson. Additionally all job ads are sent in accordance with the College's Affirmative Action plan which stipulates the elimination of job requirements that are unnecessary and may disproportionately screen out minorities. We also encourage minority employees to recommend candidates for vacant positions in underutilized job groups. The college notes on all job postings that women minorities and those with disabilities are encouraged to apply.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

Oral interview and evaluation of the transcripts to ascertain their bilingual skills by the Department Chair.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

While Rend Lake College advertises for Spanish speaking instructors we have had little success in our recruitment efforts most likely due to the small percentage both bilingual and Hispanic people in our area. Be advised that we have spent an disproportionate number of advertising dollars in attempting to hire language instructors.

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

There is currently not a program in place due to the fact that our Hispanic instructor has interest only in a teaching position at the college and not an administrative position at the college.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

They are monitored by the respective administrators.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

By evaluations by both staff and students we have determined that she has been successful in her career pursuits.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

We will continue our efforts to recruit, especially in the language area, and would hope that our Hispanic population increases dramatically so that we can offer more Hispanic opportunities.

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
3	1	0	0	1	0	0	0	5

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
110	152	0	27	50	0	7	0	346

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

346

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

Yes, budget resources are allocated for recruitment of Hispanic faculty for associated employment initiatives. Budget resources are not separated from the total Advertising and Recruitment budgets. The institution does not establish budget allocations for Bilingual (Spanish-speaking option) Initiatives.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

Budget resources are not separated from the total Advertising and Recruitment budgets.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

Search committees are formed at the College to assist with the recruiting efforts and to review and select employment candidates. All Search committee members participate in the College's Diversity in Hiring training before serving on a College Search Committee. All Search Committee members participate in a procedural review prior to the start of any individual search which includes reinforcement of the Colleges commitment to diversity and the Committee's role in supporting this objective.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

Employment opportunities are posted internally. Using the College website job opportunities are made available to College employees including minority protected class and members of potentially under-represented groups. The opportunity for Career Options communications and discussions for all employees is also built into the College's Performance Evaluation processes. In addition career development opportunities made available to all employees include Foundation Funds available to support career development an attractive tuition reimbursement benefit and ongoing professional development and training offerings. External recruitment efforts routinely include solicitations to Decatur Black Chamber of Commerce and the NAACP Decatur Branch. Depending on the employment opportunity other outreach efforts might include the Higher Ed.com, Affirmative Action, diversity supplement, Minority Nurse.com, MinorityNetwork.com, Hispanic Outlook in Higher Education, and Latinos in Higher Education. To optimize the selection process the designated Search Committee will typically include a minority representative to assist with recruiting ideas and help maintain fair consideration standards. Job announcement communications include our statements regarding the College's commitment to diversity an affirmative invitation directed to members of potentially under-represented groups and a non-discrimination statement.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

Employment opportunities are posted internally. Using the College website job opportunities are made available to College employees; including minority protected class and members of potentially under-represented groups. The opportunity for Career Options communications and discussions for all employees is also built into the College's Performance Evaluation processes. In addition career development opportunities made available to all employees include Foundation Funds available to support career development, an attractive tuition reimbursement benefit, and ongoing professional development and training offerings.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

Search committees are formed at the College to assist with the recruiting efforts and to review and select employment candidates. All Search committee members participate in the College's Diversity in Hiring training before serving on a College Search Committee. All Search Committee members participate in a procedural review prior to the start of any individual search which includes reinforcement of the Colleges commitment to diversity and the Committee's role in supporting this objective.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

Employee population summaries by race are reviewed at least annually. Employment transaction summaries (Hires Promotions Demotions Terminations) are reviewed annually. No troublesome trends were reported for the preceding calendar year.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

The Hispanic employee population at the College increased from three employees to five employees from 2008 to 2009. The hire results increased by two; promotions demotions and termination activity remained unchanged.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
5	3	0	7	4	0	1	0	20

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
169	281	0	149	144	0	24	0	767

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

767

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
10	11	11	10	11	11	11	0	75

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

N/A

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

N/A

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

A member of HR meets with the search committee to review hiring guidelines and RVC strategic initiatives to increase diverse staff. HR also requires each individuals serving on the search committee to go through a search committee training which includes diversity awareness. Once a committee has been selected HR provides the search committee with a list of self identified minority candidates. Once the search committee has determined who will be interviewed they are to provide HR with a list of who they have chosen to interview. Once the hiring process has been completed they are to report to HR the list of candidates who were not chosen and a explanation as to why.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

Advertise vacancies for minorities in the DiverseJobs.net, Diversifying Faculty in IL, LoVoz Latina, and HigherEdJobs.com.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

N/A

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	2	0	3	2	0	1	0	8

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
65	188	0	172	25	0	36	0	486

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

486

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
3	3	3	3	3	3	3	3	24

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

Yes. Carl Sandburg College has an advertising budget of \$33,000 for recruitment of applications for new and vacant positions. Reviews of all employment processes for compliance and improvement opportunities are routinely conducted. Recent enhancements to the selection process include advertisement of job opportunities on www.highereducationjobs.com and www.hotjobs.com. This change was made in order to connect with a more diverse population of potential candidates. At times Affirmative Action Emails are used to help recruit a diverse applicant pool for job search.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

There is not a specific budgetary line item for Hispanic Employment Initiatives. All hiring situations are administered following our hiring process. Fairness and equity to all applicants is the goal.

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

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

The objective of increased employment diversity at Carl Sandburg College is strategic not compliance-oriented. As such one of the stated beliefs of the College is that the educational experience is enriched through diversity in its people curricula and environment. To that end one of the main focal points of the College is a caring environment. Our objectives are to (1) Shape an environment that recognizes the need for diversity (2) Create opportunities for all within the College community to interact with understanding tolerance and respect for others and (3) Promote sensitivity to individual needs and aspirations of those throughout the College community. We work to meet these objectives through continuous review and improvement of our policies processes and practices. Carl Sandburg College Policy #2.10 Equal Employment Opportunity is maintained in order to assure that the College provides equal employment opportunities to all employees and applicants for employment without regard to race color religion sex national origin ancestry age disability citizenship marital status veteran status sexual orientation or status in a group protected by applicable federal state or local laws. The policy applies to all terms and conditions of employment including but not limited to hiring placement promotion termination layoff recall transfer leaves of absence compensation training and discipline. This policy is publicly posted on the College website and bulletin boards. Electronic documents are maintained in the College Policy Procedure and Regulation section of Docushare on the College website. This policy is revised based on applicable law. Processes/Practices Human Resource administration attended a presentation on Disability Works grant funded by the Illinois Department of Commerce and Economic Opportunity. This initiatives mission is to increase employment opportunities for people with disabilities while meeting business workforce needs. Awareness of this resource will be beneficial in improvement of processes designed to increase employee diversity.

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

Fiscal year 2010 employment planning included adding a Coordinator of Transfer Service and Minority Outreach position. Position responsibilities include developing contacts and relationships with the minority community.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

Carl Sandburg College Policy#2.10: Equal Employment Opportunity, is maintained in order to assure that the College provides equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, national origin, ancestry, age, disability, citizenship, martial status, veteran status, sexual orientation, or status in an group protected by applicable federal state or local laws. The policy applies to all terms and conditions of employment including but not limited to hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, training, and discipline. This policy is publicly posted on the College website and bulletin boards. Electronic documents are maintained in the College Policy Procedure and Regulation section of Docushare on the College website. This policy is revised based on applicable law.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by

your Institution.
N/A

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
1	5	0	6	1	0	1	0	14

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
55	172	0	69	39	0	23	0	358

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

358

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
8	0	0	2	0	0	1	0	11

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

Recruitment for Bilingual Initiatives was included in our total recruitment budget of \$15,000.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

Recruitment for Hispanic Employment Initiatives and Bilingual Initiatives was included in our FY09 total recruitment budget of \$15,000.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

When supervisors notify Human Resources staff that vacancies have occurred in underutilized or utilized areas the HR office meets with the hiring supervisor and screening committee emphasizing their EO/AA and Hispanic Employment Plan obligation to adhere to such laws. The HR Director provides periodic updates to the President regarding the College's responsibility to attract hire or promote highly qualified Latinas/Latinos/Hispanics in the workforce. The HR Director meets regularly with the HR staff to develop strategies to increase the numbers of Latinas/Latinos/Hispanics in the College workforce.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

In addition to using the College's website all faculty and administrative positions are advertised in multiple ways including local newspapers and websites in nearby metro areas. SVCC has recently begun utilizing the Diversifying Faculty in Illinois High Education publications.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

We have a Multi-Cultural Coordinator who assesses skills orally and written.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

The Human Resources Director reviews all vacant positions to determine if a bi-lingual option is suitable. When a position is posted as bi-lingual it is indicated on our website job posting as well as advertised in local metro area media.

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

We have tuition reimbursement and SVCC tuition waivers for staff who would like to advance their careers through education. All SVCC jobs are posted on the website for 5 days so employees have the opportunity for advancement through internal promotion. We also provide career counseling for our employees through our Human Resources department and Academic Advising department.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

All supervisors received training in FY10 on hiring techniques and training.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

2009 Hispanic Employee Summary: 1 - Tenured Faculty/Official and Manager; 6 -Non-Tenured Faculty; 6 -Professional Staff; 1 -Office and Clerical; 1 -Service Maintenance. 2010 Hispanic Employee Summary: 1 - Tenured Faculty/Official and Manager; 5 -Non-Tenured Faculty; 6 - Professional Staff; 1 -Office and Clerical; 1 -Service Maintenance.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

In FY10 we had one non-tenured Hispanic faculty resign.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

We will begin advertising in Hispanic publications. The local radio station also has Hispanic Programming on weekends and we will advertise during these programs in Spanish for appropriate open positions.

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	1	0	0	1	0	0	0	2

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
55	199	18	72	33	0	6	0	383

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

365

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
1	0	2	2	1	0	0	0	6

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

There is not a separate budget item. Fiscal responsibility for employment/recruitment is shared across departmental lines.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

N/A

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

Copies of the act are distributed to appropriate staff; discussions take place at management level meetings regarding these areas; and discussions take place between the VP of instruction and division chairs.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

The college's student Hispanic population is 2.5% of the total student headcount. Therefore all minority positions are covered in the college Minority Recruitment and Retention Process as follows: SHAWNEE COMMUNITY COLLEGE MINORITY RECRUITMENT AND RETENTION INITIATIVE Minority Teacher Recruitment and Retention: Establish a committee to examine current policies and procedures to make recommendations to modify and improve on those policies and procedures. The committee should assist in the overall expansion of activities and initiatives to further the employment of minority faculty and staff, seek out current college and university students who are enrolled in teacher education programs and have the capacity to be community college instructors, invite them to the college for a meeting and lunch with the president, Send representatives to local universities job fairs to speak with and begin relationships with potential candidates for employment, establish positive relationships with deans and advisors of teacher education programs at the universities who have influence with minority candidates, and develop strategies that will allow the employment of minority faculty prior to their completion of graduate degrees in full-time non-tenured track faculty positions. This will require modifications in the faculty negotiated contract. Following employment mentoring of the new faculty members is very important. Support and inclusion will insure that the new employee is accepted and appreciated. Other strategies for retention should be developed. Minority Staff Recruitment and Retention follow the same initiatives as listed above and continue to improve the salary base for all administrative staff. Minority Teacher/Education Program: Develop and implement a program starting with 6th grade to identify students who have the qualities that teachers must possess and begin encouraging them to consider education as a career path, provide leadership and training to this special group of students, provide summer enrichment programs and programs throughout the year which will foster an interest in the profession of teaching. The Educational Talent Search staff can assist in this initiative. The Teacher Education lead instructor will also be a major player in building the program. The goal will be to have a significant number of students choose teacher education at an early age and develop during their junior high and high school years. Those students would attend Shawnee Community College the first two years and easily transfer to SIU-C (preferably) into the teacher education program of their choice. Minority Student Recruitment Retention and Completion: identify strategies that are working and improve on those. evaluate what other institutions are doing and selectively implement those strategies, and work with faculty and staff on improving the completion rates of all minority students with an emphasis on black males.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A Our applicants have not needed or requested this assistance.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

We have not run into difficulties filling the limited part-time positions that we need for this population.

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

College faculty and staff serve as presenters and/or participate in the Closing The Gap Conference and attended, in particular, a diversity workshop entitled "Sundown Towns" on March 26 2010. The college expanded its library magazine offerings with the purchase of the magazine "Diverse Issues in Higher Education".

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

The Affirmative Action/EEO reports are completed as required by the college's Affirmative Action/EEO officer. This position also serves on all employment screening committees.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

The college tracks Hispanic enrollment trends and revises yearly. The information is also reported on the annual Equal Enrollment Opportunity Report.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

Our Hispanic population remains about even from year to year. This is a very small portion of our student population.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

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

The college seeks to hire qualified personnel and provide equal access to all segments of the population. A concerted effort will be made to assure a staff composite which is reflective of our student population.

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
2	7	0	7	4	0	2	0	22

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
132	272	0	112	83	0	32	0	631

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

631

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
7	6	0	3	4	0	3	0	23

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

N/A

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

N/A

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

Established Affirmative Action Plan Officer and Committee along with Board of Trustees Affirmative Action policy.

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

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

Advertise in the Hoy newspaper.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

Oral interview.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

Posters, ESL offerings at other locations, adjusting schedules to meet needs, new class, and GED for ESL involvement with SMHEC - South Metropolitan Higher Education Consortium.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

Annual Ethnicity Report

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
64	113	0	52	46	0	18	0	293

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

293

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

N/A

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

N/A

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

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

It is the policy and practice of Southeastern Illinois College to assure that no person will be discriminated against or be denied the benefit of any activity program or employment process in the areas of recruitment advertising hiring upgrading promotion transfer demotion lay off termination rehiring employment rates of pay and/or other compensation. Southeastern Illinois College is an affirmative action/equal opportunity employer and is strongly committed to all policies which will afford equal opportunity employment to all qualified persons without regard to race color religious creed age marital status national origin ancestry sex sexual orientation and disabilities of all nature. (Board of Trustee Equal Opportunity policy attached) Southeastern amended its board policy in 2006 (attached) to ensure that all individuals were given equal employment opportunities. Southeastern Illinois College is committed to providing equal opportunity through its employment practices and educational programs and through the many services it provides to the community. The Board of Trustees of Community College District No. 533 will make all personnel decisions without regard to race color religion sex age national origin citizenship status ancestry marital status parental status pregnancy family status military discharge status sexual orientation gender identity disability or handicap unrelated to an individual's ability to perform the essential functions of the job association with a person with a disability or handicap military status source of income housing status or any other category protected by law. Furthermore the Board of Trustees is committed to expanding equality of employment opportunity. The Board of Trustees will develop and maintain educational programs and services that are sensitive to the emerging needs of members of minority groups and women. And finally the Board of Trustees will initiate programs that will increase on the part of all personnel sensitivity to the interests and needs of those who have historically been discriminated against.

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

- 9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

Southeastern Illinois College recruitment practices are to advertise applicable positions in national publications to ensure that all ethnic groups have the same exposure to career opportunities. Budgetary considerations at this time have prohibited the institution from advertising in exclusive Hispanic advertising media but a plan of action will be established to develop strong relationships with leading organizations that share Southeastern's commitment to increase Latino representation of faculty and staff within our institution.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

- 9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

- 9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

- 9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

- 9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

Southeastern encourages managers to recruit widely for positions at all levels of the work force. Also we are dedicated to raising awareness among high level administrators of their responsibilities in ensuring a diverse work force.

- 10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

At this time Southeastern has one Hispanic/Spanish speaking person employed in the white ethnic category.

- 10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

Southeastern will be implementing in 2011 a strategy to nurture academic relationships with institutions that are part of the Hispanic

Association of Colleges and Universities by sending applicable career opportunity information to Hispanic departments for advertising.

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
2	5	1	8	0	0	1	0	17

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
150	917	105	638	58	0	122	0	1,990

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

1,885

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
2	18	0	8	1	0	2	0	31

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

N/A

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

N/A

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

We conduct periodic EEO workshops for hiring managers and we prepare quarterly demographic reports on our EEO status.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

During the hiring process we provide hiring managers with a count of the minority applicants and we extend the search when the number is insufficient.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

N/A

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	1	0	0	0	0	0	1

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
45	14	73	48	32	0	6	0	218

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

218

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
2	2	1	2	2	0	2	0	11

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

N/A

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

N/A

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

The college has expanded advertising of vacancies to web advertising to attract more diverse applicants.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

The college has expanded advertising of vacancies to web advertising to attract more diverse applicants.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

N/A

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
11	49	0	9	56	0	56	0	181

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
163	724	0	71	387	0	119	0	1,464

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

1,464

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
14	14	0	0	7	0	0	0	35

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

No budget allocations have been set aside for this purpose.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

No budget allocations were set aside for this purpose.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

We continue to follow action programs and policies contained in our Affirmative Action Plan.

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

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

We do not distinguish one protected class group from another in the implementation of our policies.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

We do not normally assess bilingual skills when filling positions.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

No program like this is currently in effect to report on.

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

We do not distinguish one protected class group from another in the implementation of our policies.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

By ensuring compliance with existing Triton Policies and Procedures.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

No budget allocations have been set aside for this purpose.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
1	33	0	43	20	0	29	0	126

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
78	742	0	392	159	0	69	0	1,440

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

1,440

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
25	22	0	15	13	0	-16	0	59

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

General recruiting budget includes funds for minority recruiting.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

General recruiting budget includes funds for minority recruiting.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

Interview training. Diversity training.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

LatinosinHigherEd.com, HispanicOutlook.com, Ward 2 Community Job Fair (Aurora), Higheredjobs.com, Affirmative Action emails, MinorityNurse.com, Careerbuilder.com, and an Affirmative Action Plan are all activities the college uses.

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

Oral interview and online multiple choice test for bilingual required positions. Test consists of assessing the test takers ability to read English and Spanish and answer questions regarding what they've read. Everyday scenarios involving business situations formalities definitions and mathematics are presented.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

N/A

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

We have a current Affirmative Action Plan that is reviewed and updated on a annual basis.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

We do not have the updates for 2010 yet so this is unknown.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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

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

Public Act 96-1286 requires community colleges to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at State Colleges and Universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

1. As of June 30, 2010, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
1	1	0	0	0	0	0	0	2

2. If applicable, as of June 30, 2010, provide the number of employees in **Spanish-speaking option positions** who receive bilingual pay employed within each of the following categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	0	0	0	0	0	0	0	0

3. As of June 30, 2010, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
88	211	0	41	71	0	15	0	426

4. As of June 30, 2010, provide total number of **Institution employees** on board; include full-time, part-time and LOA's:

426

5. As of June 30, 2010, provide the **underutilization** for Hispanics by category:

Tenured Faculty/Official & Managers	Non-Tenured Faculty	Administrative Staff/Technicians	Professional Staff/Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Other	Total
0	1	0	1	1	0	1	0	4

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment Initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) Initiatives? If yes, provide FY 10 budget allocation for these Initiatives:

JWCC does not provide specific budget allocations for recruitment of Hispanic faculty or any Employment Initiatives. A budget has not been established for Bilingual Initiatives for FY10.

7. Provide FY09 budget allocation for above Hispanic Employment Initiatives(s) and Bilingual (Spanish-speaking option) Initiatives:

N/A

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

Voluntary EEO form mailed to each applicant. For those who return the form and indicate that he or she is in a protected class the HR representatives require specific reasons as to why the applicant was not selected for interview or if selected for an interview why the candidate was not offered the position. HR requires a self-assessment quiz on EEO hiring procedures to be taken by every member on the search committee." Search committees are balanced as much as possible in regards to age race and gender.

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

List Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

N/A

If Applicable to your Institution; Bilingual Skills are for Institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as bilingual option? (Example; structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional Initiatives that provide Hispanic employees with career ladder enhancement, self-development training or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements:

N/A

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the EEOC categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

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

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

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

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

0

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

(i) 15 minutes or less? 0

(ii) 16 minutes or less? 0

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

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

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

0

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

No

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

0

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

0

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

0

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

(i) every day? N/A

(ii) at least once a week? N/A

(iii) at least once a month? N/A

(iv) at least once a year? N/A

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

No

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

No

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

0

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

No

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

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

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

N/A

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

N/A

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

Unknown.

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

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

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

City Colleges of Chicago Richard J. Daley College

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

100

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

(i) 15 minutes or less? 85

(ii) 16 minutes to 60 minutes? 15

(iii) 16 minutes to 60 minutes?

(iv) more than half of a work day?

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

0

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

No

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

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

0

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

0

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

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

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

Yes

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

No

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

0

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

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

No

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

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

N/A

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

N/A

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

N/A

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

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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City Colleges of Chicago Kennedy-King College

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

50

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

(i) 15 minutes or less? 85

(ii) 16 minutes to 60 minutes? 15

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

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

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

0

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

No

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

0

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

0

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

0

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

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

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

Yes

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

No

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

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

0

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

No

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

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

N/A

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

N/A

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

N/A

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

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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City Colleges of Chicago Malcolm X College

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

10

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

(i) 15 minutes or less? 85

(ii) 16 minutes to 60 minutes? 15

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

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

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

0

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

No

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

0

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

0

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

0

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

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

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

Yes

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

No

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

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

0

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

No

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

1

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

1

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

0

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

0

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

0

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

0

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

0

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

0

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

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

N/A

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

N/A

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

N/A

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

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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City Colleges of Chicago Olive-Harvey College

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

10

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

(i) 15 minutes or less? 85

(ii) 16 minutes to 60 minutes? 15

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

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

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

0

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

No

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

0

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

0

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

0

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

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

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

Yes

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

No

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

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0

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

No

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

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

N/A

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

N/A

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

N/A

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

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

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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City Colleges of Chicago Harry S. Truman College

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

100

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

(i) 15 minutes or less? 85

(ii) 16 minutes to 60 minutes? 15

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

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

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

0

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

No

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

0

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

0

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

0

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

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

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

Yes

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

No

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

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0

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

No

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

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

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

N/A

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

N/A

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

N/A

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

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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City Colleges of Chicago Harold Washington College

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

20

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

(i) 15 minutes or less? 85

(ii) 16 minutes to 60 minutes? 15

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

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

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

0

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

No

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

0

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

0

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

0

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

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

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

Yes

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

No

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

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

0

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

No

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

1

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

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

N/A

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

N/A

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

N/A

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

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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City Colleges of Chicago Wilbur Wright College

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

10

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

(i) 15 minutes or less? 85

(ii) 16 minutes to 60 minutes? 15

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

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

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

0

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

No

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

0

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

0

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

0

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

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

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

No

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

Yes

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

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0

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

No

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

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

N/A

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

N/A

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

N/A

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

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

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

Danville Area Community College

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

0

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

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

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

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

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

0

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

No

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

0

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

0

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

0

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

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

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

Yes

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

No

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

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0

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

No

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

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

We are a small institution and can effectively monitor our needs in this area. We have been fortunate to have several key Administrative Staff who are Hispanic or have bilingual communication skills.

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

With the Hispanic population in Vermillion County we are aware of the need for key staff to be bilingual. This past year the institution has hired two individuals who are bilingual. One individual is working in the Admissions / Records staff and has substantial contact with students. The Retention Counselor is also bilingual and Hispanic and works closely with all students and can converse easily with those Spanish speaking students. Additionally the HR Director has taken a Introduction to Spanish class to enable her to converse with employees students and members of the public should the need arise. Additionally, the Director of Counseling and Advisement (retired June 30 2010) also has taken the Introduction to Spanish class.

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

The institution monitors our staff and those with bilingual skills are called upon as needs arise.

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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

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

College of DuPage

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

0

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

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

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

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

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

0

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

No

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

0

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

0

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

0

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

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

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

No

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4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?
No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?
0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?
No

6. a) How many vacancy notices were posted for institution positions designated with language options?
0

6. b) Of those, how many positions were filled?
0

7. a) How many institution positions designated with language options were vacated?
0

7. b) How many institution positions designated with language options were revised to delete the language option?
0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?
0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?
0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?
0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?
0

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

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

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

12. c) How does the institution determine that it does not require any bilingual staff?
It is determined by each department and their requirements for each position and overall needs.

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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

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

Elgin Community College

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

0

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

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

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

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

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

0

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

No

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

5

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

0

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

0

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

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

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

Yes

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

Yes

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

5

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

Yes

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

4

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

4

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

2

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

0

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

0

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

0

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

0

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

0

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

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

ECC determines need based on the potential amount of public contact an employee would encounter in the performance of the job duties with customers requiring assistance.

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

ECC determines need based on the potential amount of public contact an employee would encounter in the performance of the job duties with customers requiring assistance in Spanish.

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

N/A

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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

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

Harper College

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

0

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

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

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

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

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

0

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

No

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

36

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

0

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

0

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

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

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

No

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

No

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

36

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

No

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

2

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

2

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

1

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

0

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

0

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

0

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

0

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

0

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

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

All jobs are analyzed using a Job Description Questionnaire Analysis Form that captures any foreign language/bilingual skills needed. In addition statistics on the student population and community usage of the College facilities are periodically reviewed to identify language needs.

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

All jobs are analyzed using a Job Description Questionnaire Analysis Form that captures any foreign language/bilingual skills needed. In addition statistics on the student population and community usage of the College facilities are periodically reviewed to identify language needs.

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

All jobs are analyzed using a Job Description Questionnaire Analysis Form that captures any foreign language/bilingual skills needed. In addition statistics on the student population and community usage of the College facilities are periodically reviewed to identify language needs. Please note that language requirements have not been removed from any job description.

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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

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

Heartland Community College

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

100

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

(i) 15 minutes or less? 90

(ii) 16 minutes to 60 minutes? 8

(iii) 61 minutes to half a work day? 2

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

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

0

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

No

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

1

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

1

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

1

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

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 100

(iv) at least once a year? 0

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

No

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

No

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

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0

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

Yes

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

0

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

0

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

0

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

0

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

0

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

1

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

0

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

0

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

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

General assessment in consideration of supervisory recommendations.

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

General assessment in consideration of supervisory recommendations.

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

N/A

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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

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

Highland Community College

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

422

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

(i) 15 minutes or less? 90

(ii) 16 minutes to 60 minutes? 10

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

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

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

0

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

No

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

0

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

0

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

0

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

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

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

No

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

No

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

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0

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

No

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

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

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

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

The bilingual service needs are determined on an as-needed basis when a student or parent makes a request for language services. Needs are also brought to our attention through local employer requests. Effective bilingual staff are found through the awareness of resources developed by a number of resources.

We have been able to accomplish these needs on a case-by-case basis through ESL Program staff Literacy staff Partners for Employment (PFE) staff and other employees with known fluency in Spanish such as the instructors teaching Spanish courses for the College. We have enough known bilingual staff to assist with requests and have successfully met the needs through these resources. The PFE program receives 98.5% of the requests for bilingual services. The PFE program has a staff position that is responsible for providing Spanish translation services for clients although it is not a requirement of the position to provide the translation service themselves.

The current incumbent is fluent in Spanish and has been able to render these services as needed without locating an outside service. Three Adult Ed programs ESL Adult Volunteer Literacy and Family Literacy have a link to the bilingual community and serve a variety of first languages. Currently two staff members are bilingual in English and Spanish which have nicely served the needs arising in the Adult Education Program as well as in other areas. There is not additional pay for an instructor to provide translation and interpretation outside of the adult education department. The ESL partners with various HCC departments to provide small group or individual tours and orientations if the need arises. There may be times when an outside employer is looking for customized training in Spanish and in that case an instructor would be contracted to accommodate that service. The College's PFE program at times works with employers who are laying off individuals whose primary language is not English and the needs of the employer and the individuals have been successfully met.

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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

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

Illinois Central College

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

0

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

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

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

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

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

0

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

No

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

0

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

0

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

0

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

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

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

Yes

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

No

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

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0

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

No

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

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

N/A

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

N/A

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

Our bilingual needs are very limited and if needed we utilize current employees which have bilingual abilities or utilize contractual services.

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

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

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

Illinois Eastern Community Colleges – Frontier Community College

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

0

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

(i) 15 minutes or less? 0

(ii) 16 minutes or less? 0

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

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

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

0

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

No

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

0

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

0

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

0

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

(i) every day? N/A

(ii) at least once a week? N/A

(iii) at least once a month? N/A

(iv) at least once a year? N/A

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

No

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

No

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

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0

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

No

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

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

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

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

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

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Illinois Eastern Community Colleges – Lincoln Trail College

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

0

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

(i) 15 minutes or less? 0

(ii) 16 minutes or less? 0

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

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

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

0

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

No

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

0

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

0

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

0

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

(i) every day? N/A

(ii) at least once a week? N/A

(iii) at least once a month? N/A

(iv) at least once a year? N/A

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

No

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

No

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

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0

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

No

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

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

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

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

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Illinois Eastern Community Colleges – Olney Central College

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

0

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

(i) 15 minutes or less? 0

(ii) 16 minutes or less? 0

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

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

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

0

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

No

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

0

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

0

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

0

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

(i) every day? N/A

(ii) at least once a week? N/A

(iii) at least once a month? N/A

(iv) at least once a year? N/A

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

No

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

No

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

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0

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

No

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

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

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

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

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

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

Illinois Eastern Community Colleges – Wabash Valley College

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

0

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

(i) 15 minutes or less? 0

(ii) 16 minutes or less? 0

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

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

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

0

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

No

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

0

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

0

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

0

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

(i) every day? N/A

(ii) at least once a week? N/A

(iii) at least once a month? N/A

(iv) at least once a year? N/A

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

No

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

No

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

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0

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

No

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

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

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

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

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

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
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Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Illinois Valley Community College

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

50

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

(i) 15 minutes or less? Data not available.

(ii) 16 minutes to 60 minutes? Data not available.

(iii) 61 minutes to half a work day? Data not available.

(iv) more than half of a work day? Data not available.

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

0

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

No

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

0

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

0

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

0

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

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

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

Yes

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

No

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

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0

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

No

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

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

N/A

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

N/A

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

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

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Joliet Junior College

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

0

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

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

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

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

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

0

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

Yes

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

12

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

0

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

0

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

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

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

Yes

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

No

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

15

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

No

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

6

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

6

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

6

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

0

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

0

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

0

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

0

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

0

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

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

Student needs demands enrollment surveys and instructor feedback.

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

Student needs demands enrollment surveys and instructor feedback.

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

N/A

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Kankakee Community College

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

0

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

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

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

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

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

0

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

No

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

0

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

0

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

0

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

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

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

Yes

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

No

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

0

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

No

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

0

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

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

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

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

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

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

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Kaskaskia College

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

0

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

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

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

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

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

0

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

No

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

0

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

0

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

0

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

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

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

No

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

No

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

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

0

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

No

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

1

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

1

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

0

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

0

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

0

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

0

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

0

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

0

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

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

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

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

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

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

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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

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

Kishwaukee College

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

76

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

(i) 15 minutes or less? 75

(ii) 16 minutes to 60 minutes? 25

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

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

2

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

Yes

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

Analysis of the number of Hispanic students in ESL classes.

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

It is based on state grant funding for adult education.

12. c) How does the institution determine that it does not require any bilingual staff?

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

College of Lake County

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

0

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

No

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

Illinois Community College System Hispanic\Latino Employment Plan Report FY 2010

0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

Yes

6. a) How many vacancy notices were posted for institution positions designated with language options?

14

6. b) Of those, how many positions were filled?

13

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

The College recognizes that our most rapidly growing student populations are Hispanic/Latino therefore establishing a need for the College to increase the Hispanic/Latino employee population as well. We are doing this by taking an institutional look at positions as they become available and evaluating them for the necessity of bilingual skills. For example some departmental areas that have recognized this need includes Adult Education Counseling Human Resources Financial Aid Enrollment Services Admissions and Student Support Services.

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The College is recognizing the need to add bilingual positions to render those effected services. Part of the goals of the Diversity Commission is to formalize the structure. We are in the introductory stages however as we evaluate positions that become available and determine bilingual skills requirements. Those positions that serve Spanish speaking populations have bilingual skills requirements included on the job description and posting.

12. c) How does the institution determine that it does not require any bilingual staff?

We would make that decision based on the populations that the position serves on a predominant basis.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Lake Land College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

0

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

No

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

The application process and customer assessment.

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Assessment and requests.

12. c) How does the institution determine that it does not require any bilingual staff?

Through the application and orientation process.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Lewis and Clark Community College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

0

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

☒ Yes ☐ No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

☒ Yes ☐ No

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

☒ Yes ☐ No

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5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?



Yes



No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

12. c) How does the institution determine that it does not require any bilingual staff?

There is not a need.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Lincoln Land Community College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

10

1. b) In approximately what percentage of those cases was the time commitment?

- (i) 15 minutes or less?
- (ii) 16 minutes to 60 minutes?
- (iii) 61 minutes to half a work day?
- (iv) more than half of a work day?

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

- (i) every day? 0
- (ii) at least once a week? 0
- (iii) at least once a month? 0
- (iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

10

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

N/A

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

12. c) How does the institution determine that it does not require any bilingual staff?

The College looks at current district demographic information as well as previous experience to determine the need for bilingual staff.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

John A. Logan College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

0

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 15

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

Yes

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

1

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

1

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 5

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

1

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

Client Services tracked thru Student Services Office.

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Needs Surveys (Student & Staff) as well as Departmental Service Meetings.

12. c) How does the institution determine that it does not require any bilingual staff?

Needs Surveys (Student & Staff) as well as Departmental Service Meetings.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

McHenry County College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

0

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

2

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

2

3. c) What percentage of those employees used bilingual skills?

(i) every day? 100

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

Yes

6. a) How many vacancy notices were posted for institution positions designated with language options?

1

6. b) Of those, how many positions were filled?

1

7. a) How many institution positions designated with language options were vacated?

1

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

Assessment of customer and/or student population needs utilizing various methods e.g. dept/division program review monitoring enrollment data analyzing county demographics and consulting with stakeholders.

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Assessment of customer and/or student population needs utilizing various methods e.g. dept/division program review monitoring enrollment data analyzing county demographics and consulting with stakeholders.

12. c) How does the institution determine that it does not require any bilingual staff?

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Moraine Valley Community College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

0

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

Illinois Community College System Hispanic\Latino Employment Plan Report FY 2010

0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

10

6. b) Of those, how many positions were filled?

10

7. a) How many institution positions designated with language options were vacated?

7

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

12. c) How does the institution determine that it does not require any bilingual staff?

Bilingual staffing is preferred not required in some student services positions. Recruitment for these positions where bilingual is preferred uses standard terminology encouraging those with bilingual skills to apply. The College does have bilingual staff and maintains a contact list of volunteer employees with bilingual skills for various languages who can be contacted if bilingual skills are required.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Morton College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

0

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

As an Hispanic/Latino Serving Institution we have widespread use of bilingual services. At least half of workforce is bilingual. Most positions have a desired qualification for Spanish bilingual.

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

As an Hispanic/Latino Serving Institution we have widespread use of bilingual services. At least half of workforce is bilingual. Most positions have a desired qualification for Spanish bilingual.

12. c) How does the institution determine that it does not require any bilingual staff?

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Oakton Community College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

0

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

12. c) How does the institution determine that it does not require any bilingual staff?

The delivery of instruction our primary business is conducted in English and requires our students to have at a minimum conversational English skill. Those offering instruction in an ESL course are bilingual. There is insufficient demand for services requiring English-second language bilingual skills in any one position to require that an individual filling the position be bilingual. However we have bilingual staff in the major student support departments (Financial Aid Enrollment Services Student Outreach and Advising). Consequently there are no positions with bilingual pay supplements.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Parkland College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

0

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

Yes

6. a) How many vacancy notices were posted for institution positions designated with language options?

1

6. b) Of those, how many positions were filled?

1

7. a) How many institution positions designated with language options were vacated?

1

7. b) How many institution positions designated with language options were revised to delete the language option?

1

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

No formal studies have been performed.

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

No formal studies have been performed.

12. c) How does the institution determine that it does not require any bilingual staff?

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Prairie State College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

24

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 78

(ii) 16 minutes to 60 minutes? 22

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

Yes

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

16

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

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5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

4

6. b) Of those, how many positions were filled?

1

7. a) How many institution positions designated with language options were vacated?

1

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

Prairie State College tracks the need for bilingual positions of all types from demographic data collected by the U.S. Census Bureau and from the characteristics of our students. Overall the American Community Survey indicates that just under 10% of our district speaks a language other than English at home. The College tracks the number of minority students enrolled in our programs.

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Overall the American Community Survey indicates that the large majority of community members who speak a language other than English at home are Spanish-language speakers. In addition Hispanic students have been approximately 8% to 9% of our student headcount for the past 5 years. From these data the college estimates that up to one-in-ten of its contacts with students may require Spanish language skills. The number of bilingual positions is then determined by the number of departments that serve as an initial point of contact with students and the community. For the past ten years the College sought to hire at least one employee with Spanish-language skills across all areas. These core service areas include the Information Center Financial Aid Office Enrollment Services Student Life and Counseling as well as support services such as the Fitness Center and Child Care. In addition the College employs a Bilingual Advisor of Student Life and Multicultural Affairs who works with the ESL department to provide assistance and guidance for those students who complete the ESL program and seek to transition to college-level academic programs.

12. c) How does the institution determine that it does not require any bilingual staff?

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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Rend Lake College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

0

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

1

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

No

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

1

6. b) Of those, how many positions were filled?

1

7. a) How many institution positions designated with language options were vacated?

1

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

The President's cabinet accesses the needs on an annual basis to determine the number of employees needed render service to bilingual clients and/or students. Be advised that these needs are satisfied by the adult education department of the college that provides English as a second language instructors who meet the needs of the clients.

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The President's cabinet accesses the needs on an annual basis to determine the number of employees needed to render service to Spanish clients and/or students. Be advised that these needs are satisfied by the adult education department of the college that provides English as a second language instructors who meet the needs of the clients.

12. c) How does the institution determine that it does not require any bilingual staff?

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Richland Community College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

0

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

No

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

N/A

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

12. c) How does the institution determine that it does not require any bilingual staff?

Richland Community college's mission vision and Core Values focus on student success. Faculty and staff work together to develop programs and services that meet the needs of a diverse student population. The institution tracks and assesses enrollment numbers. Vice Presidents and respective Deans over each division review these demographic numbers daily and work with staff to ensure student support. Counselors are among the first College employees that prospective students encounter and as such they are critical components of a student's success. Counselors are available to assist students with registration for classes and making academic decisions and identifying any bilingual communication needs.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Rock Valley College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

0

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

No

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

12. c) How does the institution determine that it does not require any bilingual staff?

Directors make the determination regarding bilingual employees based upon the needs of the departments and the population they serve. The needs determination is completed during budget time.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Carl Sandburg College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

0

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

No

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

Illinois Community College System Hispanic\Latino Employment Plan Report FY 2010

0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

N/A

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

12. c) How does the institution determine that it does not require any bilingual staff?

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Sauk Valley Community College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

124

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 10

(ii) 16 minutes to 60 minutes? 75

(iii) 61 minutes to half a work day? 15

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

75

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

1

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

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1

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

We evaluate the College population demographics by our district as well as the student enrollment by semester.

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

We evaluate the College population demographics by our district as well as the student enrollment by semester.

12. c) How does the institution determine that it does not require any bilingual staff?

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Shawnee Community College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

0

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

No

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

12. c) How does the institution determine that it does not require any bilingual staff?

An annual workforce analysis and student analysis is completed to ensure a staff composition that is reflective of our student population. To date there have been no requests from students or no need based by observation and/or analysis of data collected.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

South Suburban College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

1000

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 100

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

4

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

4

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

No

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

Illinois Community College System Hispanic\Latino Employment Plan Report FY 2010

4

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

1

6. b) Of those, how many positions were filled?

1

7. a) How many institution positions designated with language options were vacated?

1

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

Student enrollment numbers and budget.

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Student enrollment numbers and budget.

12. c) How does the institution determine that it does not require any bilingual staff?

N/A

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Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

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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.

Southeastern Illinois College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

0

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

No

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

Illinois Community College System Hispanic\Latino Employment Plan Report FY 2010

0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

12. c) How does the institution determine that it does not require any bilingual staff?

Demographic/geographic needs.

Illinois Community College System Hispanic\Latino Employment Plan Report FY 2010

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

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Southwestern Illinois College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

0

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

Yes

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

No

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

12. c) How does the institution determine that it does not require any bilingual staff?

There are an insufficient number of non-English speaking Hispanic residents to be served.

Illinois Community College System Hispanic\Latino Employment Plan Report FY 2010

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Spoon River College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

0

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

No

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

12. c) How does the institution determine that it does not require any bilingual staff?

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Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Triton College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

0

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

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0

5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

0

6. b) Of those, how many positions were filled?

0

7. a) How many institution positions designated with language options were vacated?

0

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

Our institution does not have a formal program recognizing bilingual staff.

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

12. c) How does the institution determine that it does not require any bilingual staff?

Our institution does not have a formal program recognizing bilingual staff.

Illinois Community College System Hispanic\Latino Employment Plan Report FY 2010

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Waubonsee Community College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

0

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

No

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

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5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

6

6. b) Of those, how many positions were filled?

6

7. a) How many institution positions designated with language options were vacated?

2

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

In conjunction with the department hiring manager we look at the population being served and the services to be provided to determine whether or not a bilingual language skill should be required.

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

In conjunction with the department hiring manager we look at the population being served and the services to be provided to determine whether or not a bilingual language skill should be required.

12. c) How does the institution determine that it does not require any bilingual staff?

N/A

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Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2010

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community College

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

John Wood Community College

1. a) Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-Spanish-speaking clients.

0

1. b) In approximately what percentage of those cases was the time commitment?

(i) 15 minutes or less? 0

(ii) 16 minutes to 60 minutes? 0

(iii) 61 minutes to half a work day? 0

(iv) more than half of a work day? 0

1. c) What percentage of those cases required in-depth assistance?

0

1. d) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

3. a) How many institution employees receive a bilingual pay supplement?

0

3. b) Of those employees how many have utilized bilingual skills?

0

3. c) What percentage of those employees used bilingual skills?

(i) every day? 0

(ii) at least once a week? 0

(iii) at least once a month? 0

(iv) at least once a year? 0

4. a) Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

No

4. b) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. a) How many institution positions *subject to the provisions of the Personnel Code* exist for which a language option is indicated on the position description?

Illinois Community College System Hispanic\Latino Employment Plan Report FY 2010

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5. b) Are there any institution positions *not subject to the provisions of the Personnel Code* that require language interpretation or translation skills?

No

6. a) How many vacancy notices were posted for institution positions designated with language options?

6

6. b) Of those, how many positions were filled?

6

7. a) How many institution positions designated with language options were vacated?

02

7. b) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12a and 12b. Institutions with no bilingual staff, please answer only 12c.

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

12. b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

12. c) How does the institution determine that it does not require any bilingual staff?

The need of bilingual staff is based on the requests for services. There have been no requests for bilingual services therefore it is determined that we do not require any bilingual staff. A plan for bilingual staff will be developed should requests occur.

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