

# **ILLINOIS COMMUNITY COLLEGE SYSTEM**

## **HISPANIC/LATINO**

### **EMPLOYMENT PLAN REPORT**



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## Hispanic/Latino Employment Plan Report Fiscal Year 2012

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## INTRODUCTION

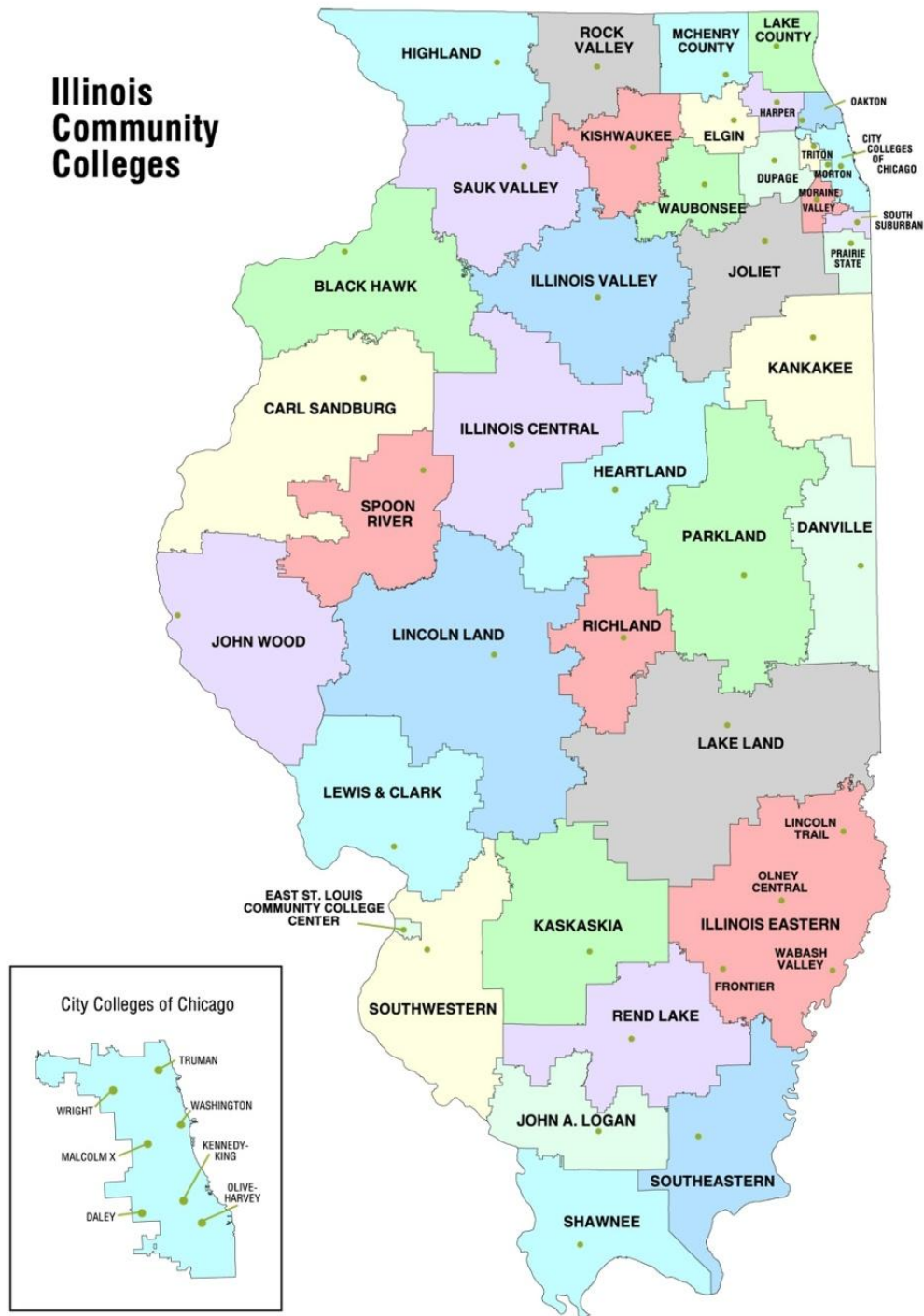
The enclosed materials contain fiscal year 2012 (July 1, 2011 through June 30, 2012) responses from Illinois' public Community College System to the *Hispanic Employment Plan Survey and the Bilingual Needs and Bilingual Pay Survey* (SB 387/P.A. 96-1286 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1286&GA=96>). 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 third year that community colleges and public universities have been given the opportunity to respond to this important legislation. Many state agencies have been reporting their activities and initiatives under the act since 2005. The initial legislation dates back to 1993.

The Illinois Community College System consists of 48 colleges that blanket the state and provide equal education, training, and employment opportunities to all individuals. A map of the System appears on page 2 of this document. College officials recognize that a diverse faculty, staff, and student body enriches and improves the educational environment for everyone. These 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 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>. Other complimentary initiatives are the *African American Employment Plan Survey* (SB 3531/P.A. 96-1341 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1341&GA=96>) and the *Asian-American Employment Plan Survey* (HB4510/P.A. 97-0856 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=097-0856&GA=97>). These reports provide an annual assessment of activities and progress implementing strategies to hire and promote African American and Asian American persons by local community college officials.

The *Hispanic/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 2011.

**State of Illinois' Racial/Ethnic Distribution** – State census data show that Illinois' population grew to nearly 12.87 million in 2011 compared to 12.42 million in 2000 ([www.census.gov/census2000/states/il.html](http://www.census.gov/census2000/states/il.html) and Index of Need, Table 1). These detailed Illinois census data indicate that the state's population grew 3.6 percent between 2000 and 2011. Illinois' 2011 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 2011, as the percent of Caucasians decreased from 73.5 percent to 71.3 percent of the population. ([www.census.gov/census2000/states/il.html](http://www.census.gov/census2000/states/il.html), Select Table 1; and Index of Need, Table 1).

The racial/ethnic data collection methodology changed for the 2000 census and continued in the 2011 census data. The 2011 census data showed that 1.7 percent of all Illinoisans identified themselves as two or more races. These individuals are included in the "Some Other Race\*\*" column in Table 1 below. The question on Latino ethnicity was asked independently from an individual's race beginning in 2000 and is reflected in the 2011 data in the table. These duplicated Latino population counts show substantial growth, from 1,530,262 in 2000 to 2,079,697 in 2011 ([www.census.gov/census2000/states/il.html](http://www.census.gov/census2000/states/il.html), Select Table 1; and Index of Need, Table 1).

The largest minority group in Illinois in 2000 was African American and in 2011 was Latino. Compared to 2000, African American counts in 2011 decreased from 15.1 percent to 14.8 percent, whereas Asian American counts increased from 3.4 percent to 4.9 percent, Native American from 0.2 percent to 0.6 percent, and Latino from 12.3 percent to 16.2 percent.

<b>Table 1</b>						
<b>State of Illinois Racial/Ethnic Distribution (Census)</b>						
	<b>White/ Caucasian</b>	<b>African American</b>	<b>Asian* American</b>	<b>Native American</b>	<b>Some Other Race**</b>	<b>Latino*** (Duplicated)</b>
<b>2000</b>	73.5%	15.1%	3.4%	0.2%	7.7%	12.3%
<b>2011</b>	71.3%	14.8%	4.9%	0.6%	8.4%	16.2%

\*Includes Pacific Islander

\*\*Includes two or more races

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

SOURCE OF DATA: U. S. Census Bureau, 2000 and 2011 Index of Need, Table 1.

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

Overall in fiscal year 2012, minority students accounted for over one-third (39.3 percent) of the individuals enrolled in credit coursework at Illinois community colleges whose ethnicity was known. FY 2012 data show that minority representation was similar to the prior year (FY 2011 = 38.4 percent). FY 2012 results are above the five-year average (37.2 percent). African American students – 117,227 in FY 2012 – accounted for the largest number of minority enrollments for the first time since FY 2000. Students identifying themselves as Latino – 112,746 in FY 2012 – constitute the second largest minority group in the latest data. The FY 2012 proportionate representation by the Latino students was slightly higher than the previous year (16.5 percent in FY 2012 versus 16.4 percent in FY 2011). African-American student representation was higher by almost one percentage point in comparison to the prior year (17.2 percent in FY 2012 versus 16.3 percent in FY 2011). Over the longer term – over the past five years – the Illinois Community College System's enrollments have increased across most racial/ethnic groups. Non-Resident Alien (-51.6 percent) was the only minority group with a decrease compared to FY 2008.

*Latino students – now numbering 112,746 – became the largest minority group in 2000, but have become the second largest minority group in FY 2012 behind African American students – now numbering 117,227.*

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 almost three-fourths (71.2 percent) of the individuals enrolled in community college Adult Education coursework. In fiscal year 2012, African American students accounted for more than one-third (36.9 percent) of the adult education enrollments. The latest figures show that Latino students accounted for almost one-third (31.9 percent) of the individuals enrolled in Adult Education coursework. Additionally, minority students accounted for more than eight out of every ten (83.5 percent) individuals enrolled in community college ESL coursework during fiscal year 2012. Latino students accounted for over two-thirds (68.3 percent) of the community college ESL students.

**Table 2**  
**Fiscal Year 2012 Minority Students Enrolled in Adult Education (ABE/ASE)**  
**and English-as-a-Second Language (ESL)**

<b>Program</b>	<b>African American</b>	<b>Latino</b>	<b>Asian</b>	<b>Nonresident Alien</b>	<b>Native American</b>	<b>Pacific Islander</b>	<b>Minority Subtotal</b>
<b>ABE/ASE %</b>	<b>36.9%</b>	<b>31.9%</b>	<b>1.7%</b>	<b>0.0%</b>	<b>0.5%</b>	<b>0.2%</b>	<b>71.2%</b>
<b>Number</b>	<b>15,827</b>	<b>13,703</b>	<b>750</b>	<b>12</b>	<b>229</b>	<b>73</b>	<b>30,594</b>
<b>ESL %</b>	<b>4.3%</b>	<b>68.3%</b>	<b>10.3%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>0.1%</b>	<b>83.5%</b>
<b>Number</b>	<b>1,945</b>	<b>30,694</b>	<b>4,646</b>	<b>59</b>	<b>85</b>	<b>66</b>	<b>37,495</b>

**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 2012, minorities comprised three out of every ten (30.9 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 (14.0 percent), followed by Latino students (10.9 percent), Asian students (4.9 percent), Native American students (0.4 percent), Pacific Islander students (0.4 percent), and Nonresident Alien students (0.3 percent). Table 3 also shows that about three out of every ten students enrolled in career and technical programs were members of a Minority group (30.4 percent). African-American students had the highest representation among Minorities in Career/Technical programs and accounted for 15.3 percent of the population. Latino students had the second largest Career/Technical

program enrollment (10.3 percent), followed by Asian students (3.8 percent), Native American students (0.4 percent), Pacific Islander students (0.3 percent), and Nonresident Alien students (0.2 percent).

<b>Table 3</b> <b>Fiscal Year 2012 Minority Students Enrolled in</b> <b>Baccalaureate Transfer and Career and Technical Programs</b>							
<b>Program</b>	<b>African American</b>	<b>Latino</b>	<b>Asian</b>	<b>Nonresident Alien</b>	<b>Native American</b>	<b>Pacific Islander</b>	<b>Minority Subtotal</b>
<b>Bacc./Transfer %</b>	<b>14.0%</b>	<b>10.9%</b>	<b>4.9%</b>	<b>0.3%</b>	<b>0.4%</b>	<b>0.4%</b>	<b>30.9%</b>
Number	39,412	30,728	13,820	921	1,170	1,088	87,139
<b>Career/Tech. %</b>	<b>15.3%</b>	<b>10.3%</b>	<b>3.8%</b>	<b>0.2%</b>	<b>0.4%</b>	<b>0.3%</b>	<b>30.4%</b>
Number	30,158	20,292	7,383	313	857	669	59,672

**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 2012. It provides a point in time or cross cutting count of the number of degrees and certificates awarded to Minority students within the Illinois Community College System during fiscal year 2012.

*During fiscal year 2012, almost three times as many Minorities completed Career/Technical programs as completed Baccalaureate/Transfer programs.*

Across all Minority groups in 2012, Career/Technical program graduates far outnumbered Baccalaureate/Transfer program graduates. Table 4 shows that during fiscal year 2012, almost three times as many Minorities completed Career/Technical programs (N = 13,721) as completed Baccalaureate/Transfer programs (N = 4,724). Minority students accounted for 31.2 percent of all Career/Technical graduates, compared to 26.2 percent of Baccalaureate/Transfer graduates. Fewer than 15 percent of Career/Technical program completers were

African-American (13.9 percent), followed by Latino (11.2 percent), Asian (5.3 percent), Native American (0.4 percent), Pacific Islander (0.3 percent), and Nonresident Alien (0.2 percent). The proportion of the Latino Baccalaureate/Transfer graduates (11.7 percent) was similar to the proportion of the Latino Career/Technical graduates (11.2 percent). Latino students accounted for the largest group of Baccalaureate/Transfer Minority graduates (11.7 percent), followed by African-American students (9.5 percent), Asian students (3.9 percent), Nonresident Alien students (0.5 percent), Native American students (0.4 percent), and Pacific Islander students (0.3 percent).

<b>Table 4</b> <b>Fiscal Year 2012 Minority Student <u>Completers</u> in</b> <b>Baccalaureate Transfer and Career and Technical Programs</b>							
<b>Program</b>	<b>African American</b>	<b>Latino</b>	<b>Asian</b>	<b>Nonresident Alien</b>	<b>Native American</b>	<b>Pacific Islander</b>	<b>Minority Subtotal</b>
<b>Bacc./Transfer %</b>	<b>9.5%</b>	<b>11.7%</b>	<b>3.9%</b>	<b>0.5%</b>	<b>0.4%</b>	<b>0.3%</b>	<b>26.2%</b>
Number	1,716	2,109	702	82	68	47	4,724
<b>Career/Tech. %</b>	<b>13.9%</b>	<b>11.2%</b>	<b>5.3%</b>	<b>0.2%</b>	<b>0.4%</b>	<b>0.3%</b>	<b>31.2%</b>
Number	6,113	4,908	2,335	77	177	111	13,721

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



Table 5 shows that in fiscal year 2012, Minority faculty and staff accounted for 17.1 percent of tenured faculty/official and managers, 14.9 percent of non-tenured faculty, 23.7 percent of professional staff/protective service workers, 27.3 percent of office and clerical/para-professionals, and 39.6 percent of service maintenance employees.

*In fiscal year 2012, Minority faculty and staff accounted for 17.1 percent of tenured faculty/officials and managers, 14.9 percent of non-tenured faculty, 23.7 percent of professional staff/protective service workers, 27.3 percent of office and clerical/para-professionals, and 39.6 percent of service*

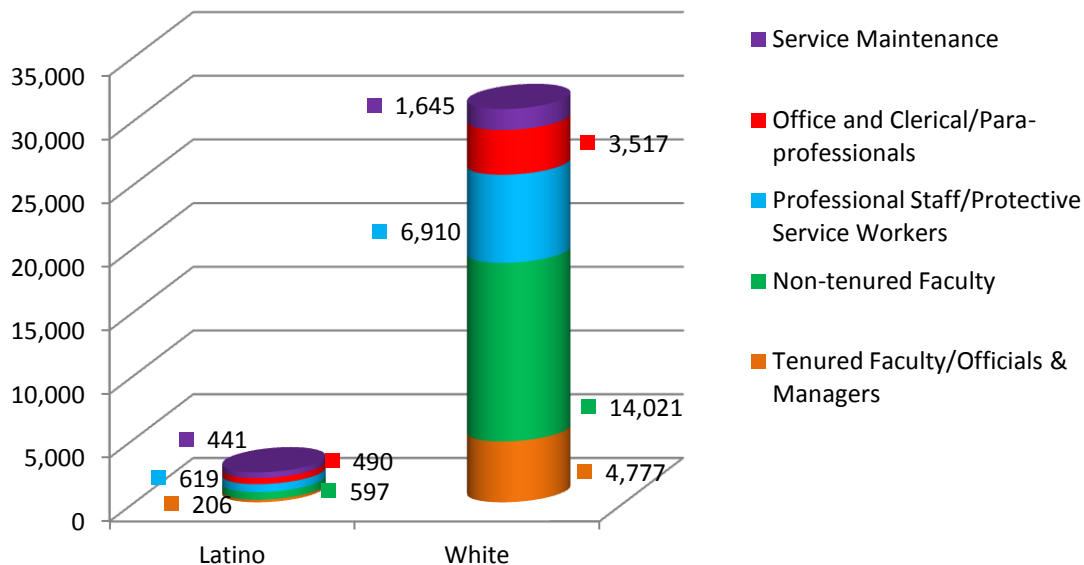
**Table 5**  
**Fiscal Year 2012 Minority Faculty and Staff in Illinois Community Colleges**

	Tenured Faculty/ Officials & Managers	Non- tenured Faculty	Professional Staff/ Protective Service Workers	Office and Clerical/ Para- professionals	Service Maintenance	Other
African American %	9.8%	7.8%	13.7%	14.4%	23.4%	4.2%
Number	581*	1,420*	1,332	720	707	1
Latino %	3.5%	3.3%	6.4%	9.8%	14.6%	0.0%
Number	206	597*	619	490	441	0
Asian %	3.4%	3.4%	3.1%	2.6%	1.0%	4.2%
Number	205*	614*	297	129	29	1
Native American %	0.3%	0.3%	0.3%	0.4%	0.5%	0.0%
Number	15	56	34	19	14	0
Non-Resident Alien %	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%
Number	4	18	2	0	1	0
Pacific Islander %	0.1%	0.1%	0.2%	0.1%	0.1%	0.0%
Number	3	16	16	6	3	0
Minority Subtotal %	17.1%	14.9%	23.7%	27.3%	39.6%	8.3%
Number	1,014*	2,721*	2,300	1,364	1,195	2

\*includes revised college figures

**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 2012**



\*includes revised college figures

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

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

The Illinois Community College Board will continue to be a part of the Hispanic Employment for Higher Education Committee to increase the number Hispanic employees in Illinois. The ICCB will collaborate with IBHE to refine Hispanic Plan survey questions as needed to ensure appropriate Hispanic employee information is being captured by postsecondary institutions.

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. Please note: a negative percent for question four represents an underutilization for that employment category.

**HISPANIC/LATINO EMPLOYMENT PLAN SURVEY RESULTS**

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

**Black Hawk**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
2	9	0	5	5	0	3	24

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
164	342	0	143	102	0	45	796

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 772

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-6	-5	0	-4	-3	0	-1	-19

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

21	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Black Hawk College has an Affirmative Action Plan that is updated annually. Utilization analyses for women and minorities by job group are performed. The College ensures that it advertises its employment website in the local Spanish language newspaper. The College trains individuals who serve on hiring committees about conducting a fair and legal hiring process.

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

The College will continue to advertise its employment web address in the Spanish language newspaper. It will also continue to assure that employees who serve on hiring committees receive training regarding EEO considerations in the hiring process.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

N/A

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

N/A

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

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

14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N

15. Is the center Director/Coordinator Hispanic? N

16. Does the center Director/Coordinator speak fluent Spanish? N

17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N

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

19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never

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

Employees with career ladder enhancement: N

N/A

Self-development training: N

N/A

Other: N

N/A

Other: N

N/A

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

Employees involved in hiring receive Hiring Committee Training. Promotions occur through posting of a vacant position and are conducted in accordance with appropriate collective bargaining agreements.

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

N/A

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

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

4	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No. CCC has a total annual budget for all employees.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

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 the Hispanic/Latino population. The City Colleges of Chicago strictly enforces its EEO Policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

No recommendations.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

None



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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
Self-development training: N  
Other: N  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

***CITY COLLEGES of CHICAGO UTILIZATION***

*Cook County Total	3,962,395	%
African Am	923,363	23.3%
Hispanic	822,242	20.8%
Asian	256,892	6.5%

***College Employee Population\*\* EOFY 2012***

<b>Daley</b>	<b>787</b>	<b>%</b>	<b>Disparity from Area</b>
African Am	249	31.6%	<b>8.3%</b>
Hispanic	216	27.4%	<b>6.7%</b>
Asian	33	4.2%	<b>-2.3%</b>
<b>Harold Washington</b>	<b>869</b>	<b>%</b>	
African Am	341	39.2%	<b>15.9%</b>
Hispanic	111	12.8%	<b>-8.0%</b>
Asian	91	10.5%	<b>4.0%</b>
<b>Kennedy-King</b>	<b>921</b>	<b>%</b>	
African Am	735	79.8%	<b>56.5%</b>
Hispanic	53	5.8%	<b>-15.0%</b>
Asian	16	1.7%	<b>-4.7%</b>
<b>Malcolm X</b>	<b>794</b>	<b>%</b>	
African Am	525	66.1%	<b>42.8%</b>
Hispanic	109	13.7%	<b>-7.0%</b>
Asian	35	4.4%	<b>-2.1%</b>
<b>Olive-Harvey</b>	<b>558</b>	<b>%</b>	
African Am	440	78.9%	<b>55.5%</b>
Hispanic	57	10.2%	<b>-10.5%</b>
Asian	18	3.2%	<b>-3.3%</b>
<b>Truman</b>	<b>1017</b>	<b>%</b>	
African Am	286	28.1%	<b>4.8%</b>
Hispanic	169	16.6%	<b>-4.1%</b>
Asian	124	12.2%	<b>5.7%</b>
<b>Wright</b>	<b>994</b>	<b>%</b>	
African Am	160	16.1%	<b>-7.2%</b>
Hispanic	198	19.9%	<b>-0.8%</b>
Asian	59	5.9%	<b>-0.5%</b>

\*US Census Bureau 2010 (18y/o and over) used for relative % numbers

\*\*District-Wide Demographic Query June 30, 2012

Note: The ICCB allowed CCC to report disparity calculations that are used internally for CCC's Diversity reports for this answer. CCC has been reporting this way for 3 years.

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

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

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non- Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para- professionals	Skilled Craft Workers	Service Maintenance	Total
2	5	0	20	10	0	4	41

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
68	216	0	214	97	0	194	789

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

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

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

2	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

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 the Hispanic/Latino population. The City Colleges of Chicago strictly enforces its EEO Policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

None

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

No recommendations

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

None

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
Self-development training: N  
Other: N  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
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 the Hispanic/Latino population. The City Colleges of Chicago strictly enforces its EEO Policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**CITY COLLEGES of CHICAGO UTILIZATION**

*Cook County Total	3,962,395	%
African Am	923,363	23.3%
Hispanic	822,242	20.8%
Asian	256,892	6.5%

**College Employee Population\*\* EOFY 2012**

<b>Daley</b>	<b>787</b>	<b>%</b>	<b>Disparity from Area</b>
African Am	249	31.6%	8.3%
Hispanic	216	27.4%	6.7%
Asian	33	4.2%	-2.3%
<b>Harold Washington</b>	<b>869</b>	<b>%</b>	
African Am	341	39.2%	15.9%
Hispanic	111	12.8%	-8.0%
Asian	91	10.5%	4.0%
<b>Kennedy-King</b>	<b>921</b>	<b>%</b>	
African Am	735	79.8%	56.5%
Hispanic	53	5.8%	-15.0%
Asian	16	1.7%	-4.7%
<b>Malcolm X</b>	<b>794</b>	<b>%</b>	
African Am	525	66.1%	42.8%
Hispanic	109	13.7%	-7.0%
Asian	35	4.4%	-2.1%
<b>Olive-Harvey</b>	<b>558</b>	<b>%</b>	
African Am	440	78.9%	55.5%
Hispanic	57	10.2%	-10.5%
Asian	18	3.2%	-3.3%
<b>Truman</b>	<b>1017</b>	<b>%</b>	
African Am	286	28.1%	4.8%
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Note: The ICCB allowed CCC to report disparity calculations that are used internally for CCC's Diversity reports for this answer. CCC has been reporting this way for 3 years.

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

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

4	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

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

No recommendations

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

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Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

None



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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
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Self-development training: N  
Other: N  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
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 the Hispanic/Latino population. The City Colleges of Chicago strictly enforces its EEO Policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

***CITY COLLEGES of CHICAGO UTILIZATION***

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**City Colleges of Chicago  
Olive-Harvey College**

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

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non- Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para- professionals	Skilled Craft Workers	Service Maintenance	Total
6	9	0	12	15	0	4	46

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
66	131	0	108	72	0	104	481

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

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

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

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 the Hispanic/Latino population. The City Colleges of Chicago strictly enforces its EEO Policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

No recommendations

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

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Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

None

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

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17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
Self-development training: N  
Other: N  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
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***CITY COLLEGES of CHICAGO UTILIZATION***

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Asian	91	10.5%	<b>4.0%</b>
<b>Kennedy-King</b>	<b>921</b>	<b>%</b>	
African Am	735	79.8%	<b>56.5%</b>
Hispanic	53	5.8%	<b>-15.0%</b>
Asian	16	1.7%	<b>-4.7%</b>
<b>Malcolm X</b>	<b>794</b>	<b>%</b>	
African Am	525	66.1%	<b>42.8%</b>
Hispanic	109	13.7%	<b>-7.0%</b>
Asian	35	4.4%	<b>-2.1%</b>
<b>Olive-Harvey</b>	<b>558</b>	<b>%</b>	
African Am	440	78.9%	<b>55.5%</b>
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**City Colleges of Chicago  
Harry S Truman College**

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non- Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para- professionals	Skilled Craft Workers	Service Maintenance	Total
17	36	0	34	33	0	6	126

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
136	340	0	208	120	0	103	907

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 781

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

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

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

10	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

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

No recommendations

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

n/a



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

None

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

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14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N

15. Is the center Director/Coordinator Hispanic? N

16. Does the center Director/Coordinator speak fluent Spanish? N

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

19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never

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

Employees with career ladder enhancement: N

Self-development training: N

Other: N

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

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Hispanic	198	19.9%	<b>-0.8%</b>
Asian	59	5.9%	<b>-0.5%</b>

\*US Census Bureau 2010 (18y/o and over) used for relative % numbers

\*\*District-Wide Demographic Query June 30, 2012

Note: The ICCB allowed CCC to report disparity calculations that are used internally for CCC's Diversity reports for this answer. CCC has been reporting this way for 3 years.

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

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

5	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

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 the Hispanic/Latino population. The City Colleges of Chicago strictly enforces its EEO Policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

No recommendations

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

None

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

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

14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N

15. Is the center Director/Coordinator Hispanic? N

16. Does the center Director/Coordinator speak fluent Spanish? N

17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N

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

19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never

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

Employees with career ladder enhancement: N

Self-development training: N

Other: N

Other: N

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

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 the Hispanic/Latino population. The City Colleges of Chicago strictly enforces its EEO Policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

***CITY COLLEGES of CHICAGO UTILIZATION***

*Cook County Total	3,962,395	%
African Am	923,363	23.3%
Hispanic	822,242	20.8%
Asian	256,892	6.5%

***College Employee Population\*\* EOFY 2012***

<b>Daley</b>	<b>787</b>	<b>%</b>	<b>Disparity from Area</b>
African Am	249	31.6%	<b>8.3%</b>
Hispanic	216	27.4%	<b>6.7%</b>
Asian	33	4.2%	<b>-2.3%</b>
<b>Harold Washington</b>	<b>869</b>	<b>%</b>	
African Am	341	39.2%	<b>15.9%</b>
Hispanic	111	12.8%	<b>-8.0%</b>
Asian	91	10.5%	<b>4.0%</b>
<b>Kennedy-King</b>	<b>921</b>	<b>%</b>	
African Am	735	79.8%	<b>56.5%</b>
Hispanic	53	5.8%	<b>-15.0%</b>
Asian	16	1.7%	<b>-4.7%</b>
<b>Malcolm X</b>	<b>794</b>	<b>%</b>	
African Am	525	66.1%	<b>42.8%</b>
Hispanic	109	13.7%	<b>-7.0%</b>
Asian	35	4.4%	<b>-2.1%</b>
<b>Olive-Harvey</b>	<b>558</b>	<b>%</b>	
African Am	440	78.9%	<b>55.5%</b>
Hispanic	57	10.2%	<b>-10.5%</b>
Asian	18	3.2%	<b>-3.3%</b>
<b>Truman</b>	<b>1017</b>	<b>%</b>	
African Am	286	28.1%	<b>4.8%</b>
Hispanic	169	16.6%	<b>-4.1%</b>
Asian	124	12.2%	<b>5.7%</b>
<b>Wright</b>	<b>994</b>	<b>%</b>	
African Am	160	16.1%	<b>-7.2%</b>
Hispanic	198	19.9%	<b>-0.8%</b>
Asian	59	5.9%	<b>-0.5%</b>

\*US Census Bureau 2010 (18y/o and over) used for relative % numbers

\*\*District-Wide Demographic Query June 30, 2012

Note: The ICCB allowed CCC to report disparity calculations that are used internally for CCC's Diversity reports for this answer. CCC has been reporting this way for 3 years.

**City Colleges of Chicago  
Wilbur Wright College**

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

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non- Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para- professionals	Skilled Craft Workers	Service Maintenance	Total
22	35	0	36	32	0	21	146

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
125	379	0	153	113	0	101	871

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

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

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

8	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

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 the Hispanic/Latino population. The City Colleges of Chicago strictly enforces its EEO Policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

No recommendations

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

None



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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
Self-development training: N  
Other: N  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
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 the Hispanic/Latino population. The City Colleges of Chicago strictly enforces its EEO Policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**CITY COLLEGES of CHICAGO UTILIZATION**

*Cook County Total	3,962,395	%
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**College Employee Population\*\* EOFY 2012**

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<b>Harold Washington</b>	<b>869</b>	<b>%</b>	
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Asian	91	10.5%	<b>4.0%</b>
<b>Kennedy-King</b>	<b>921</b>	<b>%</b>	
African Am	735	79.8%	<b>56.5%</b>
Hispanic	53	5.8%	<b>-15.0%</b>
Asian	16	1.7%	<b>-4.7%</b>
<b>Malcolm X</b>	<b>794</b>	<b>%</b>	
African Am	525	66.1%	<b>42.8%</b>
Hispanic	109	13.7%	<b>-7.0%</b>
Asian	35	4.4%	<b>-2.1%</b>
<b>Olive-Harvey</b>	<b>558</b>	<b>%</b>	
African Am	440	78.9%	<b>55.5%</b>
Hispanic	57	10.2%	<b>-10.5%</b>
Asian	18	3.2%	<b>-3.3%</b>
<b>Truman</b>	<b>1017</b>	<b>%</b>	
African Am	286	28.1%	<b>4.8%</b>
Hispanic	169	16.6%	<b>-4.1%</b>
Asian	124	12.2%	<b>5.7%</b>
<b>Wright</b>	<b>994</b>	<b>%</b>	
African Am	160	16.1%	<b>-7.2%</b>
Hispanic	198	19.9%	<b>-0.8%</b>
Asian	59	5.9%	<b>-0.5%</b>

\*US Census Bureau 2010 (18y/o and over) used for relative % numbers

\*\*District-Wide Demographic Query June 30, 2012

Note: The ICCB allowed CCC to report disparity calculations that are used internally for CCC's Diversity reports for this answer. CCC has been reporting this way for 3 years.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

**Danville Area Community College**

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

Is your institution a Hispanic Serving Institution (HSI)? Y

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

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

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
76	129	49	214	45	4	20	537

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 520

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

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

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

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

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

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

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

14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? Y

15. Is the center Director/Coordinator Hispanic? Y
16. Does the center Director/Coordinator speak fluent Spanish? Y
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? Y
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? Y
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
Self-development training: Y  
Other: N  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
We utilize an interview committee composed of equal gender and ethnicity.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

**College Of DuPage**

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

Is your institution a Hispanic Serving Institution (HSI)? Y

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
5	46	0	17	16	12	37	133

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
303	1464	48	377	314	88	145	2739

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 2606

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-11	-9	0	-8	-7	0	13	-22

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

12	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

Yes, our institution allocates \$100,000.00 for recruitment each year. As part of our recruitment efforts, we advertise Faculty and Administrator positions with diversity jobsites to target Hispanic applicants.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Our institution requires all hiring managers and search committee members to complete on-line diversity training. Additionally, the College's Board of Directors requires the Human Resources department to monitor the diversity of candidate pools overall, and at the interviewing stage. Based on the results, we do additional advertising specifically focused on the minority communities.

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

Increased community involvement and strengthening of presence of the College in the Hispanic community. Creating partnerships with Hispanic organizations to communicate openings and to offer mentorship programs to Hispanic employees.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

Our institution's Affirmative Action Plan (AAP) has established goals that speak to the long term and short term commitment to providing opportunity to Hispanic applicants. Our 2013 AAP indicates our intention of hiring Hispanic employees for the following categories: 1 Hispanic Full-time faculty member, 1 full-time professional, 1 Administrator, 2 Clerical and 1 Skilled Craft employee.

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

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

14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? Y

15. Is the center Director/Coordinator Hispanic? Y

16. Does the center Director/Coordinator speak fluent Spanish? Y

17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? Y

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

19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? Full-time

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

Employees with career ladder enhancement: N

Self-development training: Y

Employee Development Funds are made available for employees to develop skills; Community Outreach programs to build relationships with the Hispanic community; Partnerships with Local Schools with Hispanic representation to make students aware of the College's commitment to diversity.

Other: N

Other: N

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

Our Affirmative Action Officer receives a detailed monthly report that outlines Hires and Promotions here at the College. This report also indicates the ethnicity of the individuals impacted by these changes.

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

Our institution creates an annual Affirmative Action Plan that is used to highlight areas of focus in the Recruitment and hiring of minorities in various employee groups. We continue to monitor our candidate pools to ensure



compliance with our Board's Diversity policy. During our discussions with the Hiring Managers and Search Committee members, we share demographic information on our student population in comparison to our Faculty. These figures are at best, eye opening, and increase awareness of the importance of providing equal opportunity to minority groups

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2012**

**Elgin Community College**

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

Is your institution a Hispanic Serving Institution (HSI)? Y

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
12	33	0	26	30	0	86	187

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
227	489	0	204	142	0	113	1175

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 988

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-17	-16	0	-10	-2	0	53	8

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

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

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

ECC's commitment to diversity, equity, and inclusion is ingrained in the college's strategic plan as well as the college's EEO/AA policies and procedures. ECC is also one of a few Illinois community colleges that participate in the national Achieving the Dream initiative. 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 developed a college-wide Student Success Infrastructure model that connects all aspects of the college to student success. The committee/task force members assist the president in defining, planning for, and implementing infrastructures to build and sustain cultural competence in the areas of diversity, equity, and inclusion. The CMCO is responsible for developing and executing community relations strategies that effectively support and achieve the vision, mission, goals and objectives of the college. Members of the Alliance for College Readiness work in faculty and staff teams to establish a common understanding of college and career readiness, to better align curriculum and instruction and to foster effective communication systems between students, educators, and parents. 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 5 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 job 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. Anyone participating in the hiring process is required to complete cultural competency training. The college also offers a series of in-service professional development opportunities related to diversity, inclusion, and equity.

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

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

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

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

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

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

14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N

15. Is the center Director/Coordinator Hispanic? N

16. Does the center Director/Coordinator speak fluent Spanish? N

17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N

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

19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? Quarter-time
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
Self-development training: Y  
The college also offers a series of in-house professional development opportunities, tuition reimbursement, and professional development funds.  
Other: N  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
We are able to ensure compliance through HR and leadership oversight, training and awareness, various administrative procedures, practices, and policies as well as governing documents.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.  
Strategic Plan, ICCB Reports Overview, Performance Report, Underrepresented Report, Data and Characteristics Reports, Program Review & Accountability Reports

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2012**

**William Rainey Harper College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
8	17	0	14	17	0	28	84

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
278	716	0	327	246	0	119	1686

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1602

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-10	-10	0	-8	-6	0	11	-23

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

15	Total faculty that experienced separation from the university
1	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

Harper College allocated \$2,056 or 1.85% of its FY 11 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. In addition, \$3,640 or 3.3% of its FY11 budget was targeted for recruiting multiple diverse populations, including Hispanic, that are considered underrepresented in the academic workforce.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

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

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

Develop a multi-year plan targeting the recruitment and hiring of Hispanic Faculty and Staff. Identify Hispanic specific advertising venues such as Reflejos, Latinos in Higher Ed and Hispanic Outlook. Participate in diversity specific conferences such as NCORE (National Conference on Race and Ethnicity), SHRM Diversity and Inclusion Conference, and the IMDiversity.com conference. Coordinate recruiting activities and meetings at traditionally Hispanic serving institutions. Develop and mandate training classes for all faculty search committee members to educate interviewers on diversity issues and legal compliance in the hiring process. Develop or up-date institutional

Diversity Plan. Re-design Web-site to create a more welcoming environment and to encourage individuals from under-represented groups to apply

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

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

- The 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 several mentees and several active faculty/deans mentors. Hispanic faculty and staff employees are provided with professional development dollars of up to \$1,150 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. All graduate courses purchased or acquired for faculty professional development that are provided by Harper College have a multiculturalism dimension.
- Latino Summit - Outreach program for Hispanic students at local District High Schools.
- Provide financial-aid sessions in Spanish at the District High Schools.
- REACH Summer Bridge Program -- Targets underrepresented students for college preparation. Target goal of 50% Hispanic students in program population. In spring 2008, Harper College developed an off-campus site for the Certified Nursing Assistant (CNA) program so that enrollment in the program could be increased. The site selected for the additional CNA lab was at the College's Northeast Center which is located in a community that has a high Hispanic population. The building is within walking distance of several low income housing developments. Before 2008 all CNA classes had been conducted on the main campus. This limited both the number who could enroll and limited access to the Hispanic community. The project included remodeling space in a building that was originally designed as an elementary school and equipping the lab for a CNA program. This included hospital beds and medical equipment. Additional adjunct faculty were hired and oriented to the program.

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

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



14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? Y
15. Is the center Director/Coordinator Hispanic? Y
16. Does the center Director/Coordinator speak fluent Spanish? Y
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? Y
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? Y
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? Full-time
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
Self-development training: Y  
The College financially supports an individual's professional development, including a tuition-waiver offset for undergraduate, post-undergraduate and post-graduate education courses.  
Other: N  
Other: N
21. How is your institution ensuring 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: 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.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.  
The College has recently created a Presidential Task Force to examine and make recommendations regarding the College's diversity initiatives. Harper College faculty and staff have recently completed a Cultural Values Assessment and are currently awaiting data results that will help develop strategies that will assist the College in improving or enhancing its efforts and initiatives in areas of Diversity and Inclusion.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2012**

**Heartland Community College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
4	5	0	4	0	0	0	13

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
149	339	0	369	73	0	11	941

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 928

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-1	-2	0	-3	-4	0	-4	-14

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

The College provides a budget allocation for employee recruitment advertising. The FY 12 budget for employee recruitment advertising was approximately \$95,000, of which 5.4% was spent on advertising in venues oriented to minorities, including those of Hispanic background.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The College has comprehensive Hiring Guidelines and employees involved in hiring, interviewing, recruitment, and EEO receive training regarding the Hiring Guidelines.

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

Ensure that information regarding employment opportunities at the College is reaching qualified, Hispanic populations and those with ties to these populations.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: Y

The College is working to develop relationships with affinity groups at local employers in addition to reaching out to community organizations with ties to Hispanic populations.

12. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution?  
In addition to ESL programming, the College continues to provide an Academic English Language Program to prepare non-native English speakers for College-level coursework.

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? Y
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
Self-development training: Y  
Employees have access to a wide variety of professional development opportunities, including: seminars, workshops, training, webinars/conferences, professional journals and books, association/professional memberships, sabbaticals, tuition support  
Other: Y  
The College provides a comprehensive Leadership Institute, for which employees, including Hispanic employees, are eligible for selection.  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

**Highland Community College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

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

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
69	169	0	96	28	0	39	401

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 396

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

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

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

Highland allocates money for the specific recruitment of minorities for our faculty, professional and administrative positions. In FY12 we had a \$16,000 advertising budget for seven faculty/administrative/professional position openings. Of that 16% was used toward specific recruitment of minority applicants.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

HR staff is directed to review Highland's Affirmative Action Plan to include information specific to the Hispanic Employment Plan.

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

Highland continues to use latinoshighered.com, as an online posting venue for all positions. We have an annual posting package with them to increase Highland's exposure to the Hispanic/Latino populations. We also continue to advertise with Diversejobs.com and the Affirmative Action email blast add on to our regular Higherjobs.com postings. The email is sent to 206,794 job seekers who have asked to receive job listings from employers actively recruiting candidates in accordance with affirmative action or diversity plans. In addition, Highland persists as an active participant in the Diverse Recruiters group which gives community colleges in Northern Illinois the opportunity to get together and discuss/plan diverse initiatives and learn best practices at other colleges. One advantage to this relationship allows Highland to share resources with larger community colleges. Highland has made a commitment to participate in diversity job fairs as a way to increase the number of Hispanic job applicants for Highland positions, as budget allows. Highland's tenured faculty/administrative positions are underutilized by less than 1%, so we feel that our current numbers are representative of the student population, and haven't taken on any additional initiatives for recruitment outside of those previously listed.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

In looking at the number of Hispanic individuals taking classes at our institution over the past 10+ years we have found that the number has actually decreased rather than increased. In FY02 the number was 182 with the highest enrollment in FY06 of 212 with a steady decline since. FY12 enrollment was at its lowest with 116 students. Our 2.3% Hispanic student enrollment mirrors Highland's 2.3% district population for Hispanics over the age of 16. Since we have not seen a heightened need in services at Highland for Spanish speaking students and public, we have not developed additional strategies. Highland continues to offer ESL courses through our Adult Education Program. Participants of the ESL program also have access to Family Literacy classes for parents and children. As reported last year, through Highland's five-year Strategic Plan, Highland has been focusing on developing vigorous transitional student retention programs to aid student success. Highland continues to offer Bridge programs for math, reading and English (with the goal to upgrade students' comprehension in math, reading and English composition so they can retake placement tests and test out of developmental courses). In FY12 Highland started a modularized transitional math pilot program, which is tailored to individual needs with the goals of increasing student semester-to-semester persistence, increasing student involvement in supportive services, increasing rates of success in transitional math courses, and increasing the number of students taking college level courses. The program is overseen by our Success Center which gives students coordinated access to various support programs such as FYES courses, tutors, early intervention, study coaches, and computer assistive technology. Highland's Upward Bound program is a federally-funded program aimed at assisting first-generation and low-income high school students to enroll in post-secondary education. Upward Bound offers a Last Lap class which focuses on such topics as career and college exploration, college application, including essay writing, financial aid, scholarship searching and writing, and campus life. By addressing college expectations and demands, challenges, and the various resources at colleges, including Highland, the students feel better prepared for college life. While the transitional retention programs and Last Lap classes are not targeted specifically for Hispanic students, they address a need for Hispanic and Spanish speaking bilingual students.

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

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

14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N

15. Is the center Director/Coordinator Hispanic? N

16. Does the center Director/Coordinator speak fluent Spanish? N

17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
 Employees with career ladder enhancement: N  
 Self-development training: Y  
Highland has tuition waivers available for part-time and full-time staff and faculty taking courses at Highland. We also have educational assistance available for full-time employees wishing to take credit courses outside of Highland. In addition, we have professional development opportunities available internally as well as funds set aside for outside opportunities.  
 Other: N  
 Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
The College's Human Resources Department, Affirmative Action Officer and the College's Equal Opportunity/Affirmative Action Committee are dedicated to a recruitment and selection process that ensures nondiscrimination, provides equal access and opportunity for all, and complies with all State and Federal regulations. A representative of the EE/AA Committee is assigned to each search committee to participate in the review, interview and selection of position candidates. The EE/AA Committee members have received training on College policies and State and Federal regulations in relation to the hiring process. The EE/AA Committee members purpose on search committees is to: assure no illegal inquiries are made of the candidate; ensure that policies and procedures are followed; that candidates are not subject to inappropriate treatment, questions, etc.; and ensure that no one is eliminated from the search for reasons other than not meeting the selection criteria (minimum requirements), not meeting the application deadlines, or not following the guidelines for applying. The AA rep is also to ensure that selection criteria does not create artificial barriers to employment for under-represented groups and to ensure each step of the process that candidates from under-represented groups are not excluded from consideration for inappropriate reasons. The HR staff member that oversees the hiring process reviews applicant pools for minority composition and reviews applications selected for interview to consider whether qualified minority applicants are being left out. Prior to scheduling interviews and again before an offer of employment is made, the HR staff member will talk with the Search Committee Chair to discuss the qualifications for those selected to ensure that the best qualified are selected. Search committee members are required to keep documentation which explains how each applicant matched up to the qualifications that are needed to be successful in the position.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.  
N/A



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

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

19	Total faculty that experienced separation from the university
2	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

\$5,550 was allocated for minority staff/faculty recruitment in FY 2012 (Affirmative Action budget)

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The plan will be provided and reviewed with HR staff and hiring managers.

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

In FY 2013, we will hire a Faculty Recruiter that will focus on the recruitment of minority faculty.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

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

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

14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center **Director/Coordinator Hispanic**? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
Self-development training: Y  
Other: N  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
Coordinated through Human Resources
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

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

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

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

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

Continue to look for Hispanic applicants and continue to advertise vacant positions outside of our District.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

We hire ESL instructors as needed.

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
Self-development training: N  
Other: N  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
Hiring committees are given a packet to review prior to reviewing applicant files.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Illinois Eastern Community Colleges  
Lincoln Trail College**

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

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

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
28	72	0	49	17	0	14	180

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 178

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

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

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

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

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

Continue to look for Hispanic applicants and advertise vacant positions outside of our District.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

Hire ESL instructors as necessary.



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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
Self-development training: N  
Other: N  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
Hiring committees are given a packet to review prior to reviewing applicant files.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

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

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

2	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

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

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

Continue to look for Hispanic applicants and advertise vacant positions outside of our District.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

Hire ESL instructors as needed.

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
Self-development training: N  
Other: N  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
Hiring committees are given a packet to review prior to reviewing applicants' files.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

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

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

2	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

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

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

Continue to seek Hispanic applicants and advertise vacant positions outside of our rural District.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

We serve several International students at this college and have ESL instructors hired for these individuals. We also have an International staff and building located on this campus to serve those students.

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? Y
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
Self-development training: N  
Other: N  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
Hiring committees are given a packet to review prior to reviewing applicant files.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

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



5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

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

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

Continue to look for Spanish speaking/Hispanic individuals.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

We hire ESL instructors as needed.

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
Self-development training: N  
Other: N  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
Hiring committees are given a packet to review prior to reviewing applicant files.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

**Illinois Valley Community College**

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

Is your institution a Hispanic Serving Institution (HSI)? Y

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	6	0	4	3	0	0	13

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
95	218	0	156	75	0	18	562

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 549

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-7	-4	0	-4	-3	0	-7	-25

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

4	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No, IVCC has one advertising budget for all positions regardless of job category. The total budget for FY12 was \$8,000.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

IVCC has an established Affirmative Action Policy and procedures for the hiring process. All selection committee members are trained on the policy and procedures prior to serving on the committee. Key characteristics are required for each open position based on the job description and all applications are scored using these key characteristics. Application materials include a cover letter, resume, and application form. Using the key characteristics ensures the selection committee is evaluating candidates on job-related criteria.

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

IVCC's Board of Trustees has adopted an Affirmative Action Policy. The Equal Employment Opportunity statement is incorporated in the following publications and forms: purchase orders, leases, construction contracts, purchasing guidelines, college catalog, faculty handbook, employee guidebook, and other publications where necessary. All job vacancies include the equal opportunity statement. In addition, IVCC participates in many local and regional recruitment events. We advertise all open positions on our Career Services site and through the local unemployment office. The College advertises in many publications and on many websites geared toward diverse applicants including Diverse Issues in Higher Education, Hispanic Outlook, Diversifying Faculty in Illinois, and diversejobs.com. The College reaches out across the nation for African American teaching/administrative staff by conducting a nationwide search utilizing the Chronicle of Higher Education (print and web) and higheredjobs.com.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: N

Other: N

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

A link on our website for Spanish materials, billboards in Spanish to promote IVCC and encourage enrollment, admission and records materials provided in Spanish, utilizing our bilingual staff to assist in working with students and/or the public.

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

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

14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N

15. Is the center Director/Coordinator Hispanic? N

16. Does the center Director/Coordinator speak fluent Spanish? N

17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N

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

19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never

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

Employees with career ladder enhancement: N

Self-development training: Y

Tuition waiver, Continuing Education classes, eLearning, CETLA workshops, Staff Development Days

Other: N

Other: N

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

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

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

none

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

**Joliet Junior College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
7	29	0	37	19	0	12	104

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
225	999	0	512	200	0	178	2114

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 2010

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-10	-10	0	-5	-3	0	-6	-34

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No, we do not have budgets in Academic Affairs for this purpose. Academic Affairs does not have a budget allocation for recruitment of any personnel.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

HR staff, as well as administrators and other hiring personnel receive search committee training prior to serving in a hiring (or recommendation) capacity. In this training, the college's commitment statements towards affirmative action, EEO, diversity and inclusion are discussed. As a hiring manager is preparing for a search, they consult with the HR department's Recruitment, EEO & Diversity Manager who will assist in establishing the recruitment and/or advertising plan. The college has implemented very consistent evaluation tools such as a screening matrix and it trains the hiring personnel how to appropriately use the tools. If there are instances where the integrity of the search is compromised in any manner the search may be extended, candidate may be re-examined or the search may be canceled. Additionally, the college has prepared a written inclusion/diversity plan which is available and shared with hiring managers and HR personnel.

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

Advertise with targeted professional publications. Work with graduate programs to identify possible candidates. Reach out to Hispanic organizations to establish relationships and referrals.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: N

Other: N

Yes, all new faculty are assigned a mentor.

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

The college has implemented several strategies to meet the increasing numbers and need of Spanish speaking students and public that may want access to our institution such as the following: Implemented a new Latino leadership program entitled: A Young Professionals Training Series; Hosted an annual Latino Visit Day sponsored by OMSA; Continue to introduce new initiatives to strengthen outreach and retention of EAP students; Offered financial aid workshop in Spanish. Although JJC does not house a Hispanic Resource Center, we offer underrepresented students many resources and services to facilitate their academic, personal and professional development and growth. The Office of Multicultural Student Affairs (OMSA) provides outreach, academic guidance, cultural resources, and leadership opportunities to enhance the educational experience and facilitate the academic and personal growth of underrepresented students. OMSA seeks to increase enrollment and ensure optimal academic success, retention and graduation of underrepresented groups. OMSA is committed to creating an on-campus climate that is inclusive and welcoming to all students. Services offered include: Academic guidance and referral services; Advocacy and personal support for multicultural and underrepresented students; Transfer related services; Mentoring programs; Cultural programming ; Multicultural resources; Leadership development programs and conferences. Moreover, OMSA houses the college's Learning English for Academic Purposes (LEAP) Center, which offers non-native English speakers tutorial assistance in reading, writing, speaking, and grammar skills. The LEAP Center assists students with the following activities: Practicing speaking and listening in one-on-one or small group environments; Reading for comprehension; Developing vocabulary; Understanding and practicing all grammar concepts; Understanding cultural concepts encountered in class assignments; Reviewing and comprehending course homework assignments

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? Y
15. Is the center Director/Coordinator Hispanic? Y
16. Does the center Director/Coordinator speak fluent Spanish? Y
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? Y
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? Y
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? Half-time



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

Employees with career ladder enhancement: N

n/a

Self-development training: Y

Other: N

n/a

Other: N

n/a

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

n/a

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

n/a

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

**Kankakee Community College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
4	2	0	0	8	0	4	18

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
98	285	0	58	131	0	26	598

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 580

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-3	-6	0	-7	0	0	8	-8

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

8	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

N/a

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

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 track the applicant pool using Neo.gov at each stage of the screening process to ensure that a diverse pool of applicants is considered.

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

KCC will maintain ties with the local Hispanic community which has strengthened since welcoming a new Hispanic college president in 2009. These activities will 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. having a KCC Administrator serve as chair to the Hispanic Community Committee.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

12. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Spanish speaking students and public that may want access to your institution?  
Continue to maintain strong ties with the local Hispanic community to recruit qualified candidates for KCC positions.

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
Self-development training: N  
Other: N  
Other: N
21. How is your institution ensuring 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.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

**Kaskaskia College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	3	0	0	0	0	0	3

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
106	281	0	100	115	0	80	682

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 679

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-2	0	0	-2	-2	0	-2	-8

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

5	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No. Money for general diversity is included in the marketing budget and advertising.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Hiring for regular full-time and part-time positions is done by diverse search committees with training by the HR office. Professional growth and development training covers diversity issues. Use DFI website for advertising when permitted.

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

Allow for Career and Technical vacancies to be posted on DFI web site even if a masters degree is not required.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

Yes. Increased scholarship opportunities for minority students. Increased offerings at the East Saint Louis Campus which will provide gainful employment. Programs which attract minorities in the community.

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
Self-development training: N  
Other: N  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
Hiring for regular full-time and part-time positions is done by diverse search committees with training by the HR office.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

**Kishwaukee College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
1	5	0	8	1	0	1	16

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
91	241	0	119	57	0	32	540

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 524

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-9	-8	0	-3	-8	0	-7	-35



5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

4	Total faculty that experienced separation from the university
1	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

N/A

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Ongoing professional development through local and national human resource organizations; attendance at minority recruitment and related conferences

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

Ongoing community outreach/linkage efforts; advertising through affirmative action/minority recruitment websites

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

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

College admission Open House, College outreach events in community including DeKalb/Sycamore Business Expo, Genoa Business Expo, Immigration Updates, Illinois WorkNet Center career resource center, GED classes in Spanish, administration of GED examination in Spanish

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? Quarter-time
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y  
Job families with salary grade career progress  
Self-development training: Y  
Professional development seminars and webinars provided  
Other: N  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
Search Committee training
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.  
2012 Diversity Strategic Plan includes diversity recruitment action plan items with responsible individual(s) identified

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

**College Of Lake County**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
8	44	0	49	36	0	15	152

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
264	982	0	347	185	0	101	1879

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1727

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-15	-14	0	-4	1	0	-3	-35

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

12	Total faculty that experienced separation from the university
2	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

Yes. Total FY12 Budget - \$224,755; Hispanic recruitment initiatives - \$204,323; Advertising - \$185,265; Travel - \$17,033; Publications and memberships - \$2,025

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The College provides search committee and EEO representative training to ensure that all administrative staff responsible for hiring, interviewing, recruitment, and EEO comply with all legislative mandates of the Hispanic Employment Plan. Human Resources also ensures that the applicant pools are diverse for all positions including Administrative and Faculty positions before the applications are released to a search committee. If the pool is not diverse, as defined by the area Vice President, the search is reopened. The CLC Diversity Commission includes four subcommittees, one being human resources and staff professional development, which will concentrate on increasing Hispanic employment at the College. The Diversity Commission goals include establishing a diversity structure that will: address any barriers/obstacles contributing to low representation of Hispanics in the CLC workforce. The College will also work toward increasing Hispanic faculty and administration representation, increasing transportation between campuses, and developing additional bilingual communication with potential employees. The College President has established a Hispanic/Latino Alliance made up of community leaders to create and foster relationships with the Hispanic community. The College participates in regularly scheduled job fairs geared toward recruitment of Hispanic individuals.

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

To recruit for faculty positions, the College sends an annual email blast to more than 6,000 Hispanics nationwide who earned a degree within the last year. Human Resources staff attend various employment fairs designed to draw Hispanic faculty to the college. The CLC Diversity Commission has established (college-wide) goals to 1. Infuse diversity and multiculturalism into the curriculum. 2. Recruit and retain underrepresented students, faculty, and staff. 3. Promote and increase professional development of diversity and multiculturalism with faculty and staff. 4. Open and maintain lines of communication with community groups and organizations, regarding diversity

program activities. 5. Create diversity initiatives through the support of the College community. Human Resources is presenting several career workshops to train Hispanic community jobseekers in the higher education job search process, i.e. resume writing, interview skills.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: Y

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

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

This is accomplished through our Multicultural Center and Men of Vision organization. There are a variety of initiatives such as workshops, counseling and speakers. CLC web pages are translated into Spanish, mailers/materials in both English/Spanish, advertising on Spanish radio stations; Enrollment Services provides tours, information meetings, and FAFSA workshops in Spanish. The College has provided direct community outreach to many organizations who work with the Latino population. Community Festivals, group presentations at meetings, etc.

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

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

14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? Y

15. Is the center Director/Coordinator Hispanic? Y

16. Does the center Director/Coordinator speak fluent Spanish? Y

17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? Y

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

19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? Full-time

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

Employees with career ladder enhancement: Y

Professional Development Center: Provides training courses/services for employees to enhance job knowledge/skill set. Career Development: The College provides an incentive for employees to continue their education and gain additional competencies. To encourage such continued career development, the College offers a compensation adjustment based on approved coursework. Tuition Waiver: The College allows employees and dependents to enroll tuition free in approved credit courses at the College. Tuition Reimbursement: The College reimburses eligible employees for courses, books, seminars, and workshops taken at accredited institutions of higher education.

Self-development training: Y

Professional Development Center: Provides training courses/services for employees to enhance job knowledge/skill set. Career Development: The College provides an incentive for employees to continue their education and gain additional competencies. To encourage such continued career development, the College offers a compensation adjustment based on approved coursework. Tuition Waiver: The College allows employees and dependents to enroll tuition free in approved credit courses at the College. Tuition Reimbursement: The College reimburses eligible employees for courses, books, seminars, and workshops taken at accredited institutions of higher education.

Other: N

Other: N

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

The College of Lake County recognizes the need to employ bilingual skilled employees in positions that engage with the College's bilingual populations. Bilingual skills are highly valued within the institution.

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

The College tracks 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. The College recently had all employees complete a climate survey that covered minority issues. Results have not yet been shared with the College community.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2012**

**Lake Land College**

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

Is your institution a Hispanic Serving Institution (HSI)? Y

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

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

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
114	31	21	270	80	0	33	549

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 548

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

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

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

10	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No. Included in the recruitment budget.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

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

Broaden the scope of advertisement of positions to include publications to attract a diverse candidate pool.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

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

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

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



14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? Y
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y  
The union contract provides a career path with increasing skill and pay.  
Self-development training: Y  
The college provides employees with a wide variety of staff development opportunities to enhance skills and personal growth.  
Other: N  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
Providing all hiring committees with committee training and selection prior to serving.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.  
Completion in the employee packet an EEO survey that is contained in a separate file.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2012**

**Lewis And Clark Community College**

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

Is your institution a Hispanic Serving Institution (HSI)? Y

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	2	0	4	2	0	0	8

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
146	401	0	228	92	0	18	885

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 877

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

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

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

6	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The College has employed the services of PeopleAdmin, a computer generated site that encourages self identification of all applicants regarding their race. Additionally, the College has hired an HR specialist whose primary focus is expediting the employment process for the College. She reviews the minority representation of the applicant pool and carefully reviews the credentials of all the Hispanic applicants who meet the minimum requirements of position for which they applied. Those applicant are then moved along in the employment process.

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

The College continues to focus on elevating the Hispanic representation in these employment categories. Employees are requested to refer Hispanic applicants to our online employment website. Additionally, they are directed to notify us of these referral applicants. Our HR department then ensures that these applicants' credentials are given careful consideration.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

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

Lewis and Clark's Adult Education Department has an English as a Second Language program for Spanish speaking community members seeking to learn English. We have Spanish speaking Project READ tutors to work with Spanish speaking community members. Our TRiO Student Support Services project serves first generation students who may be students of color: Latino. Once enrolled, the College offers many student support services for students in need of academic support. Students whose first language is other than English often need the services of the Student Success Center: tutoring, Writing Desk, Math Resource Center, Nursing Basic Skills Lab, and/or Office Technology Lab. The Minority Affairs committee and programming as well as the Diversity Council programming offer co-curricular programs and activities that celebrate Latino culture. These events are open to students and the community.

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
 Employees with career ladder enhancement: N  
 Self-development training: N  
 Other: N  
 Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
The new HR Specialist responsible for the employment processes is responsible for posting all positions. She then partners with the hiring committee and the hiring manager to ensure all applicants are given fair and equal consideration.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

**Lincoln Land Community College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
4	3	0	11	1	0	1	20

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
196	483	0	327	100	0	52	1158

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1138

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-2	-3	0	-1	-3	0	-2	-11

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

9	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

Lincoln Land Community College (LLCC) has an annual budget of \$2,500 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.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

LLCC does not have any specific training for Human Resources staff regarding the legislative mandates of the Hispanic Employment Plan. All Human Resources staff are expected to comply with all College policies and procedures as well as local, state, and federal mandates.

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

Seek out additional recruitment opportunities where we can reach out to potential Hispanic candidates via face-to-face, online and in print.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

LLCC has ESL course offerings.

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

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

14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N

15. Is the center Director/Coordinator Hispanic? N

16. Does the center Director/Coordinator speak fluent Spanish? N

17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N

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

19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never

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

Employees with career ladder enhancement: N

Self-development training: Y

Staff employees have access to funds which can be used to pay for workshops, seminars and college courses.

Additional education and knowledge acquired by employees can help them qualify for other positions at the college.

Other: N

Other: N

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

LLCC does not have any specific training for staff regarding the mandatory Hiring and Promotion Monitor

requirements. Employees are expected to comply with all College policies and procedures as well as local, state, and federal mandates.

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

None

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2012**

**John A. Logan College**

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

Is your institution a Hispanic Serving Institution (HSI)? Y

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	6	1	1	0	1	0	9

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
141	201	125	138	95	6	54	760

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 751

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
1	6	1	1	0	0	0	9



5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

4	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

no

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Affirmative action plan managed by HR and monitored by legal counsel

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

Workforce analysis conducted by HR indicated very low population of Hispanics meet criteria to be employed for faculty or administrative positions....outreach beyond district boundaries must occur

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

Campus-wide strategic plan in progress....results expected spring 2013

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? Quarter-time
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
Self-development training: Y  
Other: N  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
Very active Affirmative Action and hiring committee ... monitored by legal counsel.... extensive hiring procedures managed by HR, Affirmative action is a significant component
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2012**

**Mc Henry County College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
2	13	1	13	2	0	2	33

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
131	344	32	237	27	1	29	801

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 768

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-8	-9	-7	-10	5	-10	0	-39

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

5	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No - However, a percentage of both the Affirmative Action and Human Resources Recruitment budget was utilized to support and further Hispanic Employment initiative efforts.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

All communication and information regarding the Hispanic Employment Plan (HEP) directed to the Institution is forwarded to Human Resource Staff responsible for compliance. The executive level administrator overseeing the Office of Human Resources is provided status updates and information regarding compliance related activities.

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

Three key recommendations for increasing Hispanic representation include: 1) Expand the usage of recruitment sources targeting the Hispanic population and identify additional new resources. 2) Place a preference on hiring a bilingual candidate when appropriate. 3) Charge current staff directly and indirectly involved in the recruitment process to engage in outreach efforts to attract candidates to apply for job opportunities at the college.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: Y

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

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

Strategies to meet Spanish speaking students and public needs include: 1) Increased support and presence of Multicultural Programs. 2) Redesigned the Multicultural webpage to attract Hispanic population and serve as a resource reference for the public. 3) Continued collaborative efforts with AmeriCorps and local high schools. 4) Provided support to Latinos Unidos student organization. 5) Connected with students during new student orientation. 6) Presented the Latino Empowerment Conference.

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

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

14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? Y

15. Is the center Director/Coordinator Hispanic? Y

16. Does the center Director/Coordinator speak fluent Spanish? Y

17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? Y

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

19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? Quarter-time

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

Employees with career ladder enhancement: Y

Hispanic employees may elect to participate in the College's Mentoring Program. The objective of the program is to assist employees with recognizing and pursuing professional development experience through a mentoring relationship.

Self-development training: Y

A variety of self-development training is provided by the Professional Development Dept. to all employees throughout the year.

Other: Y

Employee Benefit Program(s) include a Tuition Fee Waiver to employees for MCC credit courses and Tuition Reimbursement for books, fees and course work taken at other colleges and universities.

Other: N

To encourage professional development and cultivate internal talent, MCC offers an incentive. This incentive is an employee benefit. Employees are eligible for a salary adjustment of \$1,200 to \$1,400 upon completion of fifteen (15) college credit hours or equivalent.

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

Responsibility to monitor compliance requirements is designated to Human Resources Administration.

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

1) Feedback from Search Committee Member evaluation forms for FY 2012 indicate the hiring process is diligent in adhering to the Affirmative Action Program initiatives in place to further progress to increase the number of Hispanic and Spanish speaking staff employed. 2) Results of McHenry County Demographics indicate 11.7% of the population is Hispanic or Latino Origin. 3) The number of Hispanic applicants for Professional positions at MCC increased by 450%. 4) 12.24% of New Hires (non-adjunct) for FY 2012 were Hispanic (Non-Adjunct). 5) The institution was successful in increasing the number of Hispanic applicants for Faculty/Official and Managers by 16% for FY 2012.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

**Moraine Valley Community College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
1	14	0	11	13	0	4	43

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
176	829	0	324	201	0	78	1608

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1565

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-13	-12	0	-10	-7	0	-9	-51

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

12	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

The college does allocate a budget specifically for the recruitment of Hispanic employees at all job categories.

Recruitment, career fair attendance, advertisement, etc. budget FY12 was \$4,000

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The College conducts annual faculty search committee training prior to the start of the recruitment process. Search committees are composed of diverse members. There is continuous human resources involvement during the recruitment and hiring process to ensure compliance.

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

Increased recruitment activities and outreach in Latino communities.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: Y

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

N/A



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

The college's website includes the capability to translate information into a variety of languages to assist in the attraction of students and the public to the institution. The college also has a compiled language bank available of faculty and staff members who are able to assist the public in various languages if and when needed.

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

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

14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? Y

15. Is the center Director/Coordinator Hispanic? Y

16. Does the center Director/Coordinator speak fluent Spanish? Y

17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? Y

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

19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never

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

Employees with career ladder enhancement: N

Employees outside the tenure process are required to apply and interview for advanced employment opportunities at the College. Internal employees undergo the same process as external candidates for positions. If an internal employee is selected after the recruitment and hiring process, they are reclassified.

Self-development training: Y

Training and development courses are offered through the Center for Teaching and Learning where faculty and staff may self-enroll to enhance their personal and professional development. The college has a required annual Learning College day dedicated specifically to development.

Other: N

N/A

Other: N

N/A

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

Human Resources reviews all hires and reclassifications. 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.

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

N/A

While the college does not have a specific recruiter who speaks Spanish, the college does have employees in other areas in which recruitment is part of their responsibility. These employees do frequent recruitment events.

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

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Our hiring practices follow EEO guidelines.

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

Continued state support of operating budget.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

Job descriptions/applications have a desired bilingual qualification.

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? Y
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? Full-time
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y  
By Collective Bargaining Agreement  
Self-development training: Y  
Budget for professional development by Collective Bargaining Agreement  
Other: N  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
Formal recruitment and hiring processes are in place; and by Collective Bargaining Agreement.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.  
Annual fact sheet with employee figures disaggregated by race/ethnicity, which includes EEO survey of employees.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2012**

**Oakton Community College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
5	16	0	12	13	0	13	59

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
171	683	0	178	147	0	80	1259

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1200

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-5	-6	0	-1	1	0	8	-3

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

17	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of 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. Oakton has spent \$12,635 on print ads placed in Hispanic Outlook in Higher Education and on job postings which were placed on the website of organizations focused on Hispanics HACE (Hispanic Alliance for Career Enhancement) and hacu.net, the online arm of the Hispanic Association of Colleges and Universities.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The College is not subject to the legislative mandate of the Plan. However, the College's Affirmative Action Plan sets goal and activities to for employment of underrepresented groups including Hispanics. Steps undertaken, as described in Oakton's current Affirmative Action Plan, would entail:

- The College's Affirmative Action Plan is found in the libraries of each campus, as well as in the President's Office. A copy of the Affirmative Action Plan is distributed to each administrator on an annual basis.
- An annual meeting is convened by the AVP for Human Resources with the entire College administration to explain the intent of the Affirmative Action Plan and to reiterate the College's commitment to equal opportunity and affirmative action. Recruitment goals are discussed and roles determined in assisting the College in meeting the responsibilities to provide equal employment opportunities and our commitment to be an affirmative action employer.
- Maintain a deliberate and continuous effort in complying with the College's Equal Employment Opportunity/Affirmative Action Program.
- Provide training and professional development activities to encourage the review/establishment of policies and processes to support the creation of a positive culture for recruiting and retaining Hispanic administrators, faculty and staff.
- The College will continue to conduct national and regional searches as a means to fill all administrative and full time faculty openings.

- The College will advertise in media targeted to Hispanics. Media will include print publications and Internet postings on employment sites focused on Hispanic minority.
- All positions will be listed with the Illinois Job Service.
- Continue receiving the Directory of Graduates from the Illinois Board of Higher Education as part of the Diversifying Higher Education Faculty in Illinois initiative. Continue sending notice of openings to qualified applicants for openings that we have at that time.
- Human Resources professionals will attend affirmative action related seminars and workshops on a regular basis.
- Human Resources has developed and presented a workshop for search committee members on diversity sensitivity and effective interviewing issues. Attendees are certified as able to serve on search committees.
- The AVP of Human Resources (or the appropriate HR professional staff) will continue to meet with all search committees prior to applicant review to ensure compliance with all Equal Employment Opportunity laws and address Affirmative Action issues.
- Applicant flow and selection data will continue to be reviewed and areas of concern will be discussed with the appropriate Vice President.
- The College will base all selection, compensation, promotion, development activities and all other employment decisions solely on performance and/or qualification; activities to be administered without discrimination.

10. Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and Spanish speaking bilinguals at 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.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: Y

Community Linkages: N

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: N

Other: N

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

Establishment of ANDALE! An Association for Nurturing the Development and Advancement of Latinos in Education. Its mission is to build solidarity between Oakton's Latino student population and Oakton's Latino employees, provide support for all persons of Latino descent, and advocate for the creation of an institution that fosters the success of Latino students at Oakton. Develop and disseminate information on the academic, social, financial, and institutional



resources available to Latino students. Establish a support network for Latino students. Provide mentorship opportunities to contribute to the professional and intellectual development of Latino students. Engage the Latino families in their students' educational journeys. Build a social community among Oakton's Latino community. Contribute to the professional and leadership development of Oakton's Latino employees and students.

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? Quarter-time
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
 Employees with career ladder enhancement: N  
 Self-development training: Y  
 Other: N  
 Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
The College's commitment to affirmative action and equal employment opportunity is stressed to each search committee. 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.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.  
Hispanics: Comprise 7.9% of the District's population, Comprise 12% of the Oakton student body, Comprise 7.8% of the College's workforce.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

**Parkland College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
2	10	0	21	0	0	1	34

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
213	513	0	495	78	0	60	1359

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1325

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-4	-3	0	-1	-5	0	-3	-16

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

5	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Parkland College has a rigorous internal EEO policy that, while not specifically tailored to address the reference legislative mandates, effectively does so. Parkland College makes concerted efforts to recruit and hire traditionally under-represented groups.

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

Advertising employment opportunities in Hispanic and Spanish publications and resources.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

None

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
Self-development training: N  
Other: N  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
Please see #9 above. Additionally, 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, and applicant screening are acceptable.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.  
No studies have been completed.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2012**

**Prairie State College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
2	15	0	17	12	0	4	50

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
90	408	0	144	107	0	36	785

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 735

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-8	-6	0	2	1	0	1	-10

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

4	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No, Hispanic recruitment funds are included in the total recruitment budget.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

We advertise our positions in Hispanic Outlook and all hiring processes are monitored by our AAO.

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

Advertise in other publications.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

We are adding to our number of Spanish-speaking staff.

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? Y
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? Y
15. Is the center Director/Coordinator Hispanic? Y
16. Does the center Director/Coordinator speak fluent Spanish? Y
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? Y
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? Y
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? Quarter-time
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
Self-development training: Y  
Other: Y  
Outside training opportunities  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
AAO monitors all aspects of the process.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

**Rend Lake College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

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

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
80	205	0	154	37	0	58	534

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 531

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

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



5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No. With such a small percentage of the population Hispanic, it is not feasible to provide budget allocation except in the case of spending a proportionate amount of allocated advertising money.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

All hiring managers have been encouraged to consider all applications from Hispanic applicants; however, the college receives only a very small number of Hispanic applicants despite the efforts made to encourage them. By offering dual credit high school classes at high schools, tuition free, we hope to have a greater number of Hispanics with the necessary educational requirements apply in the near future.

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

The lack of Hispanic population in the area makes it difficult to recruit additional qualified applicants. The college will continue to advertise in all area employment outlets in an attempt to reach more Hispanics and Spanish speaking bilinguals.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: Y

Other: N

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

We offer a STARS program that helps with the transition into college for students whose parents were not college graduates by providing cultural experiences, tutoring and support in a caring environment. We also offer dual credit classes in area high schools tuition free to make higher education affordable and available. We are also increasing the number of online classes for students that may not have transportation. There is also public transportation available to campus.

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

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

14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N

15. Is the center Director/Coordinator Hispanic? N

16. Does the center Director/Coordinator speak fluent Spanish? N

17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N

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

19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never

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

Employees with career ladder enhancement: N

Not Applicable. There is not a career ladder in place for any employees other than faculty.

Self-development training: Y

Employees are encouraged to seek out training opportunities that provide both self-development and career development. The college also promotes mentoring opportunities within related fields.

Other: Y

There is also some tuition reimbursement available for employees wishing to pursue a higher degree

Other: Y

The college encourages mentoring opportunities within related fields.

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

All managers have been instructed and encouraged to carefully consider all minority applications. All new employees are made aware that all employees are to receive the same educational and promotional opportunities and that discrimination will not be tolerated.

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

Not Applicable. Do to the lack of Hispanic population and therefore, employees, there would not be enough data available to initiate a meaningful survey and it would not be cost effective.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

**Richland Community College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
1	0	0	1	1	0	0	3

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
118	182	0	76	55	0	6	437

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 434

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

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

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

8	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

Budget resources are allocated for recruitment of Hispanic faculty for associated employment initiatives. Budget resources are not specifically separated from the total Advertising and Recruitment budgets.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Search Committees are formed at the College to assist with the recruiting efforts, and to review and select employment candidates. All search committee members participate in the College's Diversity in Hiring training before serving on a College Search Committee. All search committee members participate in a procedural review prior to the start of any individual search, which includes reinforcement of the College's commitment to diversity, and the committee's role in supporting this objective.

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

Employment opportunities are posted internally. Using the College website, job opportunities are made available to College employees and students; including minority, protected class, and members of potentially under-represented groups. The opportunity for Career Options communications and discussions for all employees is also built into the College's Performance Evaluation processes. Career development opportunities made available to employees include Foundation Funds available to support career development, an attractive tuition reimbursement benefit, and ongoing professional development and training offerings. External recruitment efforts routinely include solicitations to the NAACP Decatur Branch. Depending on the employment opportunity, other outreach efforts might include the Higher Ed.com Affirmative Action diversity supplement, Minority Nurse.com, MinorityNetwork.com, Hispanic Outlook in Higher Education, Latinos in Higher Education, and illinoisdiversity.com. To optimize the selection process, the designated search committee will typically include a minority representative to assist with recruiting ideas and help maintain fair consideration standards. Job announcement communications include our statements regarding the College's commitment to diversity, an affirmative invitation directed to members of potentially under-represented groups, and a non-discrimination statement.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

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

Richland Community College's mission, vision, and Core Values focus on student success. Faculty and staff work together to develop programs and services that meet the needs of a diverse student population.

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

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

14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N

15. Is the center Director/Coordinator Hispanic? N

16. Does the center Director/Coordinator speak fluent Spanish? N

17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N

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

19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never

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

Employees with career ladder enhancement: Y

The opportunity for Career Options communications and discussions for all employees is also built into the College's Performance Evaluation processes.

Self-development training: Y

Career development opportunities made available to employees include Foundation Funds available to support career development, an attractive tuition reimbursement benefit, and ongoing professional development and training offerings.

Other: N

Other: N

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

The employment process at the College includes the tracking of applicants, interviewees, job offers, and acceptances by minority and gender status. All regular full-time hire recommendations are reviewed by the appropriate Vice President, Human Resources Director, and College President.

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

Employee population summaries by race are reviewed at least annually. Employee transaction information (hires, promotions, demotions, terminations) are reviewed annually.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2012**

**Rock Valley College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
4	5	0	4	5	0	1	19

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
174	332	0	140	166	0	26	838

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 819

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
9	9	10	9	9	10	10	66



5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

11	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

NA

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Some of the steps our institution has taken to help employ Hispanics are as follows: the recruiter meets with all search committee members to explain the hiring selection process along with the College's diversity initiative plan. We require a diverse search committee as well as a diverse pool of applicants for each vacant position. This is accomplished through the recruiter who forwards all self-identified qualified minority applicants to the search committee chair for review. The search committee is responsible for submitting a matrix and a job applicant summary which reflects how the committee decided on who they would interview and ultimately hire.

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

We will continue to look for more diverse venues to advertise our vacant positions that will directly market to the Hispanic population both nationally and locally. Lastly, we will continue our efforts to reach out to our current staff asking for their help, support and ideas on the different venues (boards they may serve on, agencies etc.) we can possibly tap, to increase our African American employment recruitment efforts.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: N

Other: N

NA

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

We have some introductory college materials printed in Spanish as well as a Spanish speaking employees who serve as interpreters for prospective students and their families. We have a Spanish speaking employee who has recruitment responsibilities which includes increasing the enrollment number/percentage of Latinos attending RVC. We also serve the Latino community through ESL program, Refugee and Immigrant Services programs.

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

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

14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N

15. Is the center Director/Coordinator Hispanic? N

16. Does the center Director/Coordinator speak fluent Spanish? N

17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N

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

19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? Quarter-time

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

Employees with career ladder enhancement: N

NA

Self-development training: Y

Employees are offered twice a year, professional development opportunities in additional to interdepartmental training opportunities.

Other: N

NA

Other: N

NA

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

By educating the employees on our diversity initiatives, policies and procedures pertaining to our hiring practices.

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

NA

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

**Carl Sandburg College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	3	0	7	2	0	1	13

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
21	244	0	191	31	0	26	513

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 500

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-4	-2	-4	0	3	0	0	-7

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

1	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these 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.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The objective of increased employment diversity at Carl Sandburg College is strategic, not compliance-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, improvement of our policies, processes and practices.

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

Routinely review all employment processes for compliance and improvement opportunities. Advertisement of job opportunities on [www.highereducationjobs.com](http://www.highereducationjobs.com) and [www.hotjobs.com](http://www.hotjobs.com). This is done 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.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

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

Carl Sandburg College strives to accurately assess the needs of the minority communities in the college service area in order to develop programs of support that adequately address the needs of underrepresented minority students. Strategies: the College hired an individual to reach out to minority student populations. This includes contacting minority populations in the community to provide information about college success and enrollment and reaching out to current students to make them aware of support services available. This individual is tasked with assessing the needs of specifically minority students through primarily informal methods, including networking with area community and educational leaders as well as current and prospective students. Using this understanding of the needs of the minority communities the Coordinator of Minority Outreach will develop programs aimed at increasing emotional and academic support for minority students enrolled at Carl Sandburg College. Some of these support systems include establishing mentoring relationships and identifying peer supports as well as support organizations in the community. Establish strong working relationships with area schools to make teachers and administrators aware of programs available and support offered to minority students specifically. Create opportunities for minority students to form self-sustaining student organizations promoting academic success and sound decision making.

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y  
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.

Self-development training: Y

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.

Other: N

Other: N

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

Reviews of all employment processes for compliance and improvement opportunities are routinely conducted.

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

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

**Sauk Valley Community College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
2	7	0	5	1	0	2	17

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
41	158	0	64	37	0	25	325

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 308

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	3	0	0	1	0	0	4

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

Our total recruitment budget of \$25,000 for FY 12 included the budget allocation for the recruitment of Hispanic faculty, administrators, or any level job category.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The Human Resources Director has received training for complying with all legislative mandates for the Hispanic Employment Plan for Higher Education and has trained the HR staff.

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

SVCC consistently uses the College website, job boards, ads, and publications, to appeal to a diverse group of candidates.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: Y

Community Linkages: Y

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

SVCC has developed the following strategies to meet the increasing numbers and needs of Spanish speaking students and public: "Translations are offered to assist non-English & limited English speakers connect with Sauk



Valley Community College."SVCC Spanish webpage was developed: <http://www.svcc.edu/espanol/> "SVCC has created the FUSE program. FUSE is a bilingual program offered to Hispanic/Latino families with children from fourth grade to high school seniors. Sauk Valley Community College's Cross-Cultural Services, the U of I Extension, and the YWCA of the Sauk Valley collaborate to assist these families in setting higher educational goals and improving their quality of life. The long term goal of this project is to improve the educational outcomes for Latino Students so they can advance from ESL to GED and be able to complete college level courses and inspire their children to set higher educational goals. FUSE benefits participants by enhancing their higher education knowledge, improving communication within the family, and connecting them to community resources.

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? Y
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? Y
15. Is the center Director/Coordinator Hispanic? Y
16. Does the center Director/Coordinator speak fluent Spanish? Y
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? Y
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? Y
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? Half-time
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
 Employees with career ladder enhancement: N  
 Self-development training: Y  
- Tuition waivers for staff attending SVCC. -Tuition reimbursement for staff attending another accredited institution.  
 Other: N  
 Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
The Human Resources Director meets with all hiring supervisors and screening committees to ensure that the College is complying with the mandatory Hiring and Promotion Monitor requirements.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

**Shawnee Community College**

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

Is your institution a Hispanic Serving Institution (HSI)? Y

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

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

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
53	160	19	60	28	0	6	326

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 324

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
1	1	1	1	0	0	0	4

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

Our institution shares the advertisement of all open positions across departmental lines. The money is for the recruitment of all positions, not minority specific. The Human Resource officer forwards vacancy notices to the placement offices of institutions with high minority enrollments so therefore the budget does cover the costs associated with this outreach.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

The college maintains an affirmative action plan and a minority recruitment and retention documents that was shared with administrators/staff who have a part in the college's hiring process. Goals have been developed in an attempt to set forth positive steps to increase employment opportunities for minority groups within specific job categories at the college. The EEOC/Affirmative Action Officer and some administrators attended regional and national diversity conferences and training sessions addressing all minority groups. Diversity training information was incorporated into the monthly HR newsletter for the purpose of reminding staff of the purpose and need to be attentive to diversity issues. The Human Resource office subscribes to Diversity Healthworks e-mails, is a member of IL-CUPA and SHRM which provides access to diversity training materials.

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

The HR office continues to reach out to all minority applicants through mailings to HR offices at institutions with high minority populations. College Administrators also work closely with district Migrant Councils to identify qualified Hispanic instructors.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: Y

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

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

The college has partnerships with district Migrant Councils and other agencies and high schools with Hispanic populations and offers adult basic education, GED, and high school credit recovery courses to assist students.

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

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

14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N

15. Is the center Director/Coordinator Hispanic? N

16. Does the center Director/Coordinator speak fluent Spanish? N

17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N

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

19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never

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

Employees with career ladder enhancement: Y

Staff are encouraged to continue their education and allowed to leave early from work in order to meet a class at a local university.

Self-development training: Y

The college encourages and allows work time off to attend leadership training and other professional development activities pertinent to their current job or that may help them achieve a promotion to another job.

Other: N

Other: N

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

The college's Affirmative Action/EEO Officer monitors all employments as in accordance with college policy and serves on all screening committees.

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

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2012**

**South Suburban College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
2	15	0	12	4	0	3	36

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
121	420	0	117	82	0	31	771

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 735

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-9	-7	0	-1	-6	0	-1	-24

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

South Suburban College has a general recruitment budget for advertising all open positions.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

South Suburban College provides hiring guidelines to the search committee involved in interviewing, recruiting, and selecting the final candidates. Candidates are then reviewed with the Vice President of the hiring area. We are reviewing the legislative mandates to determine whether any changes to the guidelines are necessary.

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

As certain key positions become available, it is discussed if a bilingual need is there. Based on student needs, at this time, the College adequately serves our Hispanic population.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: N

Other: N

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

South Suburban College has Google Translate on the College's website. The College also offers ESL classes, including GED for ESL. These classes have been held at various locations and times to meet the needs of our Spanish speaking

students. South Suburban employs bilingual employees throughout the College to help when needed and has also hired temporary interpreters/translators at peak times.

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? Y
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? Half-time
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
 Employees with career ladder enhancement: N  
 Self-development training: Y  
A variety of professional development opportunities are available to all employees through our staff and faculty development committees. They offer various on-campus workshops, seminars, and all day events. South Suburban College also offers tuition waivers and tuition reimbursement.  
 Other: N  
 Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
We are currently reviewing the mandated requirements to ensure compliance.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.  
Currently, South Suburban College monitors the ethnicity and race of employees indicating if they are Hispanic. We do not track all Spanish speaking bilingual employees.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2012**

**Southeastern Illinois College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	0	0	2	0	0	0	2

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
24	126	0	59	39	0	14	262

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 260

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

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



5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

4	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

Despite experiencing reductions and late payments in state appropriations, Southeastern Illinois College recruitment practices are committed to advertise applicable positions in national publications to ensure that all ethnic groups have the same exposure to career opportunities. Allocations for 2012-13 recruitment were budgeted at \$28,000 for all recruitment activities. A portion of the recruitment budget was allocated to recruiting in Outlook/Hispanic. Also, all full-time positions are advertised in the Southern Illinoisan which services the southernmost portion of the State's closest university to capture a higher percentage of the Hispanic population within our region. We also advertised in Missouri, Kentucky and Indiana university career placement centers within a 100 mile radius of Southeastern Illinois College who also have a higher percentage of Hispanic population.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

As part of Southeastern's hiring process, a hiring manual has been developed to provide guidance for search committees regarding hiring, interviewing, recruitment, and EEO guidelines. Southeastern Illinois College is committed to providing equal opportunity through its employment practices and educational programs and through the many services it provides to the community. The Board of Trustees of Community College District No. 533 will make all personnel decisions without regard to race, color, religion, sex, age, national origin, citizenship status, ancestry, marital status, parental status, pregnancy, family status, military discharge status, sexual orientation, gender identity, disability or handicap unrelated to an individual's ability to perform the essential functions of the job, association with a person with a disability or handicap, military status, source of income, housing status or any other category protected by law. Additionally, administrators monitor the search/recruitment process by ensuring that the policy for hiring is followed.

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

To continue the recruitment process that Southeastern Illinois College has implemented: recruitment in Outlook/Hispanic publications; recruitment efforts within our largest southern Illinois city with a higher percentage

of Hispanic population as well as having a major university with career centers, and continue to provide university career centers within the tri-state area information regarding vacant positions.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

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

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

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

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

14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N

15. Is the center Director/Coordinator Hispanic? N

16. Does the center Director/Coordinator speak fluent Spanish? N

17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N

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

19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never

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

Employees with career ladder enhancement: Y

All job postings are sent to all faculty and staff prior to being sent to the general public through print/online ads. SIC has a history of promoting from within and encourages qualified and interested internal applicants to apply for new or vacant positions. Additionally, Southeastern Illinois College's board policy encourages employees to notify their supervisor for promotion or transfer when a position becomes vacant. SIC board policy is grounded in EEOC laws and regulations.

Self-development training: Y

Professional Development Workshops are held throughout the academic year and are available to any employee who wishes to utilize the resource.

Other: N

Other: N

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

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

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

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2012**

**Southwestern Illinois College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
2	1	0	6	0	0	1	10

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
159	892	0	607	53	0	119	1830

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1820

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-2	-3	0	-2	-3	0	-2	-12

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

1	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

7% of recruitment budget is used to target minority populations. We also utilize the Latino Roundtable which is free of charge.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Hiring committees have mandatory training from HR to ensure fair hiring and recruitment practices.

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

NA

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

We have ESL classes in communities with high Latino populations and have an administrator who serves on the Latino Round Table and works on their projects.

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
Self-development training: Y  
We offer workshops for professional development and tuition reimbursement for employees wanting to further their education.  
Other: N  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
We require training for hiring committees and provide hiring managers with a count of minority applicants so that a search can be extended if minority outreach proves inadequate.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

**Spoon River College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

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

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
51	96	0	49	35	0	6	237

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 236

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

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

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

NA

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

All hiring supervisors are required to comply with the college's hiring procedures and EEO policies. The college utilizes an online recruiting system to collect employment applications. This system advertises vacancies national on governmentjobs.com.

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

NA

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

NA

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

NA



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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? Y
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
NA  
Self-development training: N  
NA  
Other: N  
NA  
Other: N  
NA
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
Hiring procedures are regularly audited for legal compliance and all hires follow an approval process which includes the Director of Human Resources, Budget Officer, and the President.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.  
NA

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2012**

**Triton College**

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

Is your institution a Hispanic Serving Institution (HSI)? Y

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
12	34	0	8	51	0	48	153

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
163	683	0	71	433	0	110	1460

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1307

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-15	-17	0	-11	-10	0	22	-31

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

7	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

No

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Triton College is an affirmative action/Equal Opportunity institution. The college utilizes diversity into the selection committee process to insure appropriate inclusion of qualified protected class candidates

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

Triton strives to achieve 80% utilization of availability data per EEO category.

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: N

Other: Y

Triton mentors all new instructors and has used IllinoisDiversity.com

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

Triton continues to follow action programs and policies contained in its affirmative action plan

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? Y
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? Y
15. Is the center Director/Coordinator Hispanic? Y
16. Does the center Director/Coordinator speak fluent Spanish? Y
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? Y
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? Y
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
Self-development training: N  
Other: N  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
Triton College constructs an affirmative action plan annually
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.  
Triton does not have a formal program established to measure this separately from normal policies.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2012**

**Waubensee Community College**

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

Is your institution a Hispanic Serving Institution (HSI)? Y

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
4	28	4	50	25	0	34	145

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
162	662	0	377	182	0	82	1465

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1320

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-22	-20	0	-11	-10	0	16	-47

5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

6	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

General recruiting budget includes funds for minority recruiting

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

Interview training, diversity/inclusion training

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

We consistently use publications, job fairs, and job boards that appeal to a diverse audience of candidates

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: Y

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: N

Other: N

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

We are working to develop resources for our Hispanic students by evaluating current curriculum and assessment tools as well as the strengths and challenges for existing programs and courses; developing a new transition to college course; professional development for faculty and staff; and establishing program -, course- and student-level evaluation and data collection processes. In 2012, as part of the college's Title V grant, WCC partnered with the

National College Transition Network (NCTN) to facilitate the development of a research-based transition program tailored to the needs of WCC GED and ESL students.

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? Y
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? Half-time
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
 Employees with career ladder enhancement: N  
 Self-development training: Y  
Multiple professional development training opportunities in our training department dedicated to staff and faculty training  
 Other: Y  
New Employee Ambassador Program--links new employees with seasoned employees for help with acclimating to the college.  
 Other: Y  
New Faculty Learning Academy--for full time faculty that haven't reached tenure...learning and training program.
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
Interview training/diversity training
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

**John Wood Community College**

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

Is your institution a Hispanic Serving Institution (HSI)? N

1. As of June 30, 2012, provide the number of **Hispanics employed** within each of the following EEOC categories:

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

2. As of June 30, 2012, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
88	225	0	45	61	0	10	429

3. As of June 30, 2012, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 427

4. As of June 30, 2012, provide the **utilization** for **Hispanics** by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	-1	0	-1	-1	0	-1	-4



5. As of June 30, 2012, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2012, provide the number of faculty that separated or left the university (retired or resigned):

1	Total faculty that experienced separation from the university
0	Total Hispanic faculty that experienced separation from the university

7. What percentage of your community college employees are union?

Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of **Hispanic** faculty, administrators, or any level job category? If yes, provide FY 12 budget allocation for each of these Initiatives:

JWCC does not provide specific budget allocations for recruitment of Hispanic faculty, administrators, or any level job category.

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education?

A voluntary EEO form is mailed to each applicant. For those who return the form and indicate that he or she is in a protected class, and if not selected for interview or hire by the interview committee, the HR representatives require specific detail as to why the applicant was not considered. All employees who are part of the interview committee or selection process are provided with information and training regarding a selection based on qualifications and not personal appearance, beliefs, race or ethnicity.

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

**List all activities your institution has undertaken that would help in the implementation of the State Hispanic Employment Plan for Higher Education:**

11. Does your institution implement employment incentives to attract Hispanic employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

JWCC does not currently have increasing numbers or need of Spanish speaking students and public accessing the institution. JWCC currently has an English as a Second Language program for any interested students or public.

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
Self-development training: N  
Other: Y  
Associate faculty who are employed on a temporary basis are not on a tenure track. Associate faculty are encouraged to apply for full-time faculty positions when available. Full-time faculty are on a tenure track.  
Other: N
21. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
HR oversees all hiring and promotion interview and selection processes. HR ensures EEO standards are followed.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**BILINGUAL NEEDS AND BILINGUAL PAY SURVEY RESULTS**

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
n/a
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 0
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?  
N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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**Richard J. Daley College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
n/a
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 0
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?  
None

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? na
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 0

**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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.
- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N



4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?  
None

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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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 – Malcolm X College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? na
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 0

**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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.
- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?  
N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 0
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?  
None

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**City Colleges of Chicago – Harry S Truman College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 0
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?  
None

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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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 – Harold Washington College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? na
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 25

**b)** In approximately what percentage of those cases was the time commitment?
 
  - i. 15 minutes or less? 95
  - ii. 16 minutes to 60 minutes? 5
  - iii. 61 minutes to half of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 3
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
    - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
    - A commitment of extensive time and resources.
    - The simultaneous or consecutive interpretation of complex concepts.
- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N



4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) Quarterly
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. 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 institution does not have a practice of trying to determine how many employees will be needed strictly for Spanish interpretation. Many of our employees are bilingual and simply speak Spanish when the need arises

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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**City Colleges of Chicago – Wilbur Wright College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) Weekly
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?  
None

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

**Danville Area Community College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
  
2. 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

PLEASE ENSURE THE TOTAL IS 100%
  
3. **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-English-speaking clients? 0
  
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
  
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. 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?

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Fiscal Year 2012**

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

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. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No Budget
2. What percentage of those employees used bilingual skills?
  - i. every day? 85
  - ii. at least once a week? 15
  - iii. at least once a month? 0
  - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 300
- b)** In approximately what percentage of those cases was the time commitment?
  - i. 15 minutes or less? 15
  - ii. 16 minutes to 60 minutes? 75
  - iii. 61 minutes to half of a work day? 5
  - iv. more than half of a work day? 5

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 15

NOTE: For the purposes of this survey, in-depth assistance is defined as:

- More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
- A commitment of extensive time and resources.
- The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2012? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 5
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 1
  - ii. other college employees who provide translation as needed? 4
9. 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 utilizes demographic information obtained via enrollment numbers. There is a specific position, Coordinator of Latino Outreach, who acts as a primary resource for students requiring translation assistance.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
Partial budget
2. What percentage of those employees used bilingual skills?
  - i. every day? 90
  - ii. at least once a week? 10
  - iii. at least once a month? 0
  - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 0
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.



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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) Daily
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 15
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 12
9. 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 amount of public interaction an employee would encounter in the performance of normal job duties.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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.

**William Rainey Harper College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 0
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. 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?

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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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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.

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**Heartland Community College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
Partial budget
2. What percentage of those employees used bilingual skills?
  - i. every day? 0
  - ii. at least once a week? 100
  - iii. at least once a month? 0
  - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 160
- 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 of a work day? 2
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 1
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 1
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 1
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?  
A general assessment of needs is conducted taking into consideration supervisory recommendations.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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

**Highland Community College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
  
2. 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

PLEASE ENSURE THE TOTAL IS 100%
  
3. **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-English-speaking clients? 5
  
- 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 of a work day? 40
  - iv. more than half of a work day? 60

PLEASE ENSURE THE TOTAL IS 100%
  
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The bilingual service needs are determined on an as-needed basis when a student or parent makes a request for language services. Since we have not seen a pervasive need for bilingual services, we have not hired bilingual positions. Instead, we have successfully addressed the bilingual needs through resources on campus and contractual services. Internally, we have been able to service the needs through English as a Second Language (ESL) program staff, Literacy staff, and other employees with known fluency in Spanish, such as instructors teaching Spanish for the College and volunteers. The needs of our Partners for Employment Program fluctuate from year-to-year based on the number of Spanish speaking individuals laid off from facilities. In FY'12 they didn't have a need for bilingual services. If the need arises in the future, they have the ability to utilize bilingual staff in partnering agencies or translators on a contract basis. Two Adult Education programs, ESL and Family Literacy, are specifically for ESL clients. They have a link to the bilingual community and serve a variety of first languages. Although not required, they attempt to fill the three positions with qualified instructors who are also bilingual. Currently, two staff members within the Family Literacy area are bilingual in English and Spanish which have nicely served the needs arising in the Adult Education Program as well as in other areas.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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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.

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**Illinois Central College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
  
2. 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

PLEASE ENSURE THE TOTAL IS 100%
  
3. **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-English-speaking clients? 0
  
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
  
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.



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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. 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 are being met with existing staff without the designation as bilingual positions.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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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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.

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**Illinois Eastern Community Colleges – Frontier Community College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
n/a
  
2. 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

PLEASE ENSURE THE TOTAL IS 100%
  
3. **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-English-speaking clients? 0
  
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
  
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. 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?  
Review the situation as needed.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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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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.

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**Illinois Eastern Community Colleges – Lincoln Trail College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
n/a
  
2. 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

PLEASE ENSURE THE TOTAL IS 100%
  
3. **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-English-speaking clients? 0
  
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
  
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. 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?  
Monitor as needed by working with Student Services.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

**Illinois Eastern Community Colleges – Olney Central College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
n/a
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 0
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. 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?

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

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

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

**Illinois Eastern Community Colleges – Wabash Valley College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
n/a
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 0
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
    - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
    - A commitment of extensive time and resources.
    - The simultaneous or consecutive interpretation of complex concepts.



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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. 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?  
Evaluate as needed.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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

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

**Illinois Eastern Community Colleges – District Office**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
  
2. 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

PLEASE ENSURE THE TOTAL IS 100%
  
3. **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-English-speaking clients? 0
  
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
  
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
    - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
    - A commitment of extensive time and resources.
    - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. 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?

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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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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.

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**Illinois Valley Community College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 3
- b)** In approximately what percentage of those cases was the time commitment?
  - i. 15 minutes or less? 100
  - ii. 16 minutes to 60 minutes? 0
  - iii. 61 minutes to half of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) Quarterly
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?  
We are a small institution and can effectively monitor our needs in this area. We are fortunate to have several employees throughout the college who are Hispanic or have bilingual communication skills.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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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.

**Joliet Junior College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
2. 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? 5
  - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 5
- b)** In approximately what percentage of those cases was the time commitment?
  - i. 15 minutes or less? 99
  - ii. 16 minutes to 60 minutes? 1
  - iii. 61 minutes to half of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 1
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) Monthly
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 3
9. 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?

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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

**Kankakee Community College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 0
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.



- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
- i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. 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?

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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

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

**Kaskaskia College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
  
2. 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

PLEASE ENSURE THE TOTAL IS 100%
  
3. **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-English-speaking clients? 0
  
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
  
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?  
N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

**Kishwaukee College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
Partial budget
2. What percentage of those employees used bilingual skills?
  - i. every day? 14
  - ii. at least once a week? 50
  - iii. at least once a month? 36
  - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 373
- b)** In approximately what percentage of those cases was the time commitment?
  - i. 15 minutes or less? 20
  - ii. 16 minutes to 60 minutes? 40
  - iii. 61 minutes to half of a work day? 30
  - iv. more than half of a work day? 10

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 30
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) Daily
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 3
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 3
  - ii. other college employees who provide translation as needed? 1
9. 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?  
SIUC census information on need for ESL classes in the adult education provider district; Kishwaukee College OIR annual reports to ICCB: 1) Enrollment demographics; 2) Under-represented Populations

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Fiscal Year 2012**

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

**College Of Lake County**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 10000
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 10
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) Daily
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 20
  - ii. other college employees who provide translation as needed? 0
9. 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 recognizes that our most rapidly growing student population is Hispanic/Latino. CLC is an emerging Hispanic Serving Institution (HSI). This indicates the need for the College to increase the Hispanic/Latino employee population as well. We look at positions as they become available, and evaluate them for the necessity of bilingual skills. For example some departmental areas that have recognized this need include Adult Education, Counseling, Human Resources, Financial Aid, Enrollment Services, Admissions and Student Support Services.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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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. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 0
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.



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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. 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?  
Not applicable

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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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.

**Lewis And Clark Community College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 0
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. 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?

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
N/A
  
2. 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

PLEASE ENSURE THE TOTAL IS 100%
  
3. **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-English-speaking clients? 0
  
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
  
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?  
N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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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.

**John A. Logan College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
Partial budget
2. 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? 100

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 0
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 1
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 2
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?  
Annual-ongoing internal needs assessment

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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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.

**Mc Henry County College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
Partial budget
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 100
- b)** In approximately what percentage of those cases was the time commitment?
  - i. 15 minutes or less? 99
  - ii. 16 minutes to 60 minutes? 1
  - iii. 61 minutes to half of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.



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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) Quarterly

5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 4

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

7. How many institution employees receive a bilingual pay supplement? 0

8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?

i. designated positions – primary duties include translation? 0

ii. other college employees who provide translation as needed? 4

9. 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 institution conducts assessments of provided services, student retention and academic achievement completion rates, and solicits recommendations for staffing from administrators who oversee departments/divisions rendering service to Spanish speaking clients.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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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.

**Moraine Valley Community College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
n/a
  
2. 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

PLEASE ENSURE THE TOTAL IS 100%
  
3. **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-English-speaking clients? 0
  
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
  
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The College has various programs and services provided to students and the public. It is unknown, as to the depth and/or length of time, if bilingual skills are utilized. The use of bilingual skills could be necessary for communication or it could be used for comfort. These skills could be utilized across the entire College community. In an effort to support parents, students, or the public in Spanish, 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 or language bank of volunteer employees with bilingual skills of various languages who can be contacted if bilingual skills are required.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 0
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) Daily
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?  
Morton College is a Hispanic-serving Institution comprised of 77% Latino/Hispanic student population, many of them Spanish speakers. The majority of advising staff is bilingual.

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Fiscal Year 2012**

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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.

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**Oakton Community College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
  
2. 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

PLEASE ENSURE THE TOTAL IS 100%
  
3. **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-English-speaking clients? 32
  
- b)** In approximately what percentage of those cases was the time commitment?
  - i. 15 minutes or less? 50
  - ii. 16 minutes to 60 minutes? 50
  - iii. 61 minutes to half of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
  
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) Weekly
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The delivery of instruction, our primary business, is conducted in English and requires our students to have, at a minimum, conversational English skills. Instructors in ESL courses are bilingual. There is an 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)  
Fiscal Year 2012**

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

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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.

**Parkland College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
  
2. 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

PLEASE ENSURE THE TOTAL IS 100%
  
3. **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-English-speaking clients? 0
  
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
  
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.



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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?  
None

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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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.

**Prairie State College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
Partial budget
2. What percentage of those employees used bilingual skills?
  - i. every day? 90
  - ii. at least once a week? 10
  - iii. at least once a month? 0
  - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 15
- b)** In approximately what percentage of those cases was the time commitment?
  - i. 15 minutes or less? 95
  - ii. 16 minutes to 60 minutes? 5
  - iii. 61 minutes to half of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) Monthly
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 2
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 2
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 2
  - ii. other college employees who provide translation as needed? 0
9. 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?

Observation

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

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

**Rend Lake College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
n/a
  
2. 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

PLEASE ENSURE THE TOTAL IS 100%
  
3. **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-English-speaking clients? 0
  
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
  
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 1
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 1
9. 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?  
On an as-needed basis. There has not been a case where students, employee, or their families needed assistance; however, we do have an instructor that teaches Spanish and English as a second language, should there be a need.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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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.

**Richland Community College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
n/a
  
2. 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

PLEASE ENSURE THE TOTAL IS 100%
  
3. **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-English-speaking clients? 0
  
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
  
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Richland Community College's mission, vision, and Core Values focus on student success. Faculty and staff work together to develop programs and services that meet the needs of a diverse student population. The institution tracks and assesses enrollment numbers. Vice Presidents and respective Deans over each division review these demographic numbers on an ongoing basis and work with staff to ensure student support. Advisors are among the first College employees that prospective students encounter, and as such they are critical components of a student's success. Advisors are available to assist students with registration for classes and making academic decisions and identifying any bilingual communication needs.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
  
2. 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

PLEASE ENSURE THE TOTAL IS 100%
  
3. **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-English-speaking clients? 0
  
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
  
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.



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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?  
NA

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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

**Carl Sandburg College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
n/a
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 0
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?  
NA

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
Partial budget
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 119
- b)** In approximately what percentage of those cases was the time commitment?
  - i. 15 minutes or less? 0
  - ii. 16 minutes to 60 minutes? 95
  - iii. 61 minutes to half of a work day? 5
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 5
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) Daily
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 1
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 1
  - ii. other college employees who provide translation as needed? 1
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?  
A concerted effort is made to assure a staff composite that is reflective of our student population.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
Partial budget
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 15
- 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 of a work day? 100
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) Quarterly
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 1
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 1
  - ii. other college employees who provide translation as needed? 0
9. 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?  
Identification of needed services through the Illinois Migrant Council Centers in our district.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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

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

**South Suburban College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
2. What percentage of those employees used bilingual skills?
  - i. every day? 60
  - ii. at least once a week? 30
  - iii. at least once a month? 10
  - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 52
- b)** In approximately what percentage of those cases was the time commitment?
  - i. 15 minutes or less? 50
  - ii. 16 minutes to 60 minutes? 50
  - iii. 61 minutes to half of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.



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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) Daily
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 5
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 7
9. 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 the budget. South Suburban College continues to monitor any unmet needs related to bilingual services. Should the demand increase or change, South Suburban College will address such needs.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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

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

**Southeastern Illinois College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
n/a
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 0
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. 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 vast majority of our students come from within our community college district which has less than one percent Hispanic population. We are not aware of Spanish (only) speaking population seeking services at SIC, therefore, there is not sufficient need for establishing bilingual positions.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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

**Southwestern Illinois College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
  
2. 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

PLEASE ENSURE THE TOTAL IS 100%
  
3. **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-English-speaking clients? 0
  
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
  
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?  
We have not had any requests that I am aware of for this type of service.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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**Spoon River College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 0
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) Quarterly
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?  
NA

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
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Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

**Triton College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 0
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.



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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. 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?

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
  
2. 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

PLEASE ENSURE THE TOTAL IS 100%
  
3. **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-English-speaking clients? 0
  
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
  
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 21
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. 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 provided to determine whether or not a bilingual language skill should be required.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2012**

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

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. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs?  
No budget
2. 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

PLEASE ENSURE THE TOTAL IS 100%
3. **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-English-speaking clients? 0
- 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 of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2011? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?  
The need of bilingual staff is based on the requests for services. There were no requests for bilingual services in FY12. A plan for bilingual staff will be developed should the need for services arise.

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