

ILLINOIS COMMUNITY COLLEGE SYSTEM

HISPANIC/LATINO

EMPLOYMENT PLAN REPORT



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Hispanic/Latino Employment Plan Report Fiscal Year 2013

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INTRODUCTION

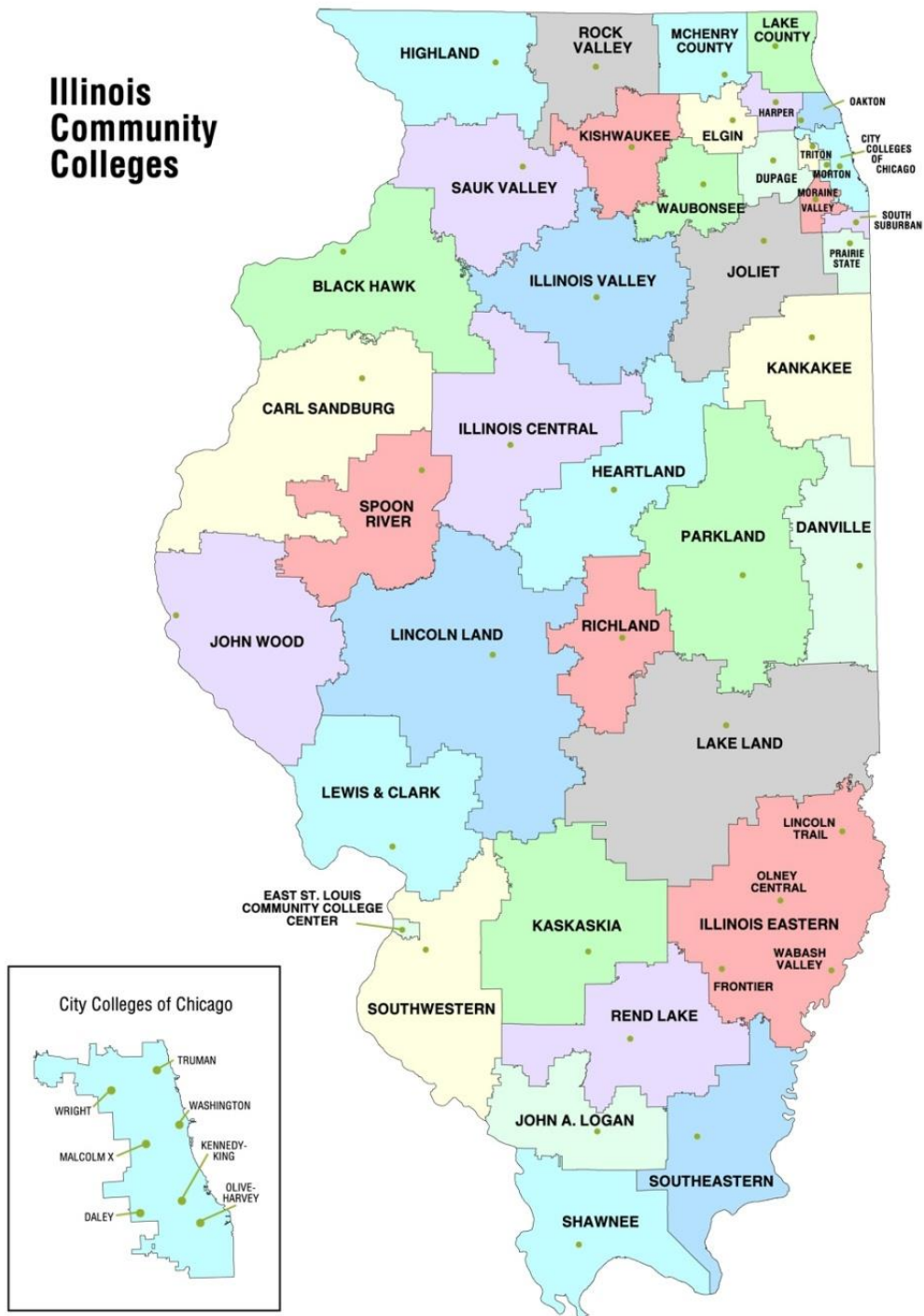
The enclosed materials contain fiscal year 2013 (July 1, 2012 through June 30, 2013) responses from Illinois' public Community College System to the *Hispanic Employment Plan Survey* and the *Bilingual Needs and Bilingual Pay Survey* (SB 387/P.A. 96-1286 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1286&GA=96>). 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.

Fiscal year 2013 is the fourth 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 in the Board of Higher Education Act (Sec. 8. and Sec. 9.16. <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1080&ChapterID=18>). Underrepresented groups reporting aims to increase participation and achievement among students who are academically or financially at risk, including minorities, women, and individuals with disabilities, as well as first-generation students and low-income students. 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 2012.

State of Illinois' Racial/Ethnic Distribution – State census data and population estimates show that Illinois' population reached over 12.87 million in 2012 compared to 12.42 million in 2000 (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf> and 2013 Index of Need, Table 1 http://www.iccb.org/pdf/reports/IndexOfNeedTables_2013.pdf). These Illinois census data and population estimates indicate that the state's population grew 3.7 percent between 2000 and 2012. Illinois' 2012 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 2012, as the percent of Caucasians decreased from 73.5 percent to 71.2 percent of the population (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf> and 2013 Index of Need, Table 1 http://www.iccb.org/pdf/reports/IndexOfNeedTables_2013.pdf).

The racial/ethnic data collection methodology changed for the 2000 census and continued in the 2012 census data. The 2012 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 Hispanic/Latino ethnicity was asked independently from an individual's race beginning in 2000 and is reflected in the 2012 data in the table. These duplicated Hispanic/Latino population counts show substantial growth, from 1,530,262 in 2000 to 2,101,208 in 2012 (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf> and 2013 Index of Need, Table 1 http://www.iccb.org/pdf/reports/IndexOfNeedTables_2013.pdf).

Illinois' largest minority group in 2000 was African American and in 2012 was Hispanic/Latino. Compared to 2000, African American counts in 2012 decreased from 15.1 percent to 14.8 percent, whereas Asian American counts increased from 3.4 percent to 5.0 percent, Native American from 0.2 percent to 0.6 percent, and Latino from 12.3 percent to 16.3 percent.

Table 1						
State of Illinois Racial/Ethnic Distribution (Census)						
	White/ Caucasian	African American	Asian* American	Native American	Some Other Race**	Hispanic/Latino*** (Duplicated)
2000	73.5%	15.1%	3.4%	0.2%	7.7%	12.3%
2012	71.2%	14.8%	5.0%	0.6%	8.5%	16.3%

*Includes Pacific Islander

**Includes two or more races

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

SOURCE OF DATA: U. S. Census Bureau, 2000 and 2013 Index of Need, Table 1.

Racial/Ethnic Distribution Community College System Credit Programs –

Overall in fiscal year 2013, minority students accounted for 40.2 percent of the individuals enrolled in credit coursework at Illinois community colleges whose ethnicity was known. Fiscal year 2013 data show that minority representation was similar to the prior year (fiscal year 2012 = 39.3 percent). Fiscal year 2013 results are above the five-year average (38.2 percent). Student identifying themselves as Hispanic/Latino students – 116,645 in fiscal year 2013 – accounted for the largest number of minority enrollments this year. African American students – 111,566 in fiscal year

Students identifying themselves as Hispanic/Latino students – now numbering 116,645 – accounted for the largest number of minority enrollments in the Illinois Community College System from fiscal years 2000 through 2011 and again in fiscal year 2013.

2013 – constitute the second largest minority group in the latest data. The fiscal year 2013 proportionate representation by Hispanic/Latino students was higher by more than one percentage point in comparison to the prior year (17.6 percent in fiscal year 2013 versus 16.5 percent in fiscal year 2012). While African American students accounted for the largest number of minority enrollments in fiscal year 2012 for the first time since fiscal year 1999, the fiscal year 2013 African American student proportional representation was lower in comparison to the prior year (16.9 percent in fiscal year 2013 versus 17.2 percent in fiscal year 2012). 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 (-75 percent) was the only minority group with a decrease compared to fiscal year 2009.

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 about three-fourths (75.4 percent) of the individuals enrolled in community college Adult Education coursework. In fiscal year 2013, both Hispanic/Latino students and African American students accounted for more than one-third of the adult education enrollments (37.3 percent and 35.8 percent, respectively). Additionally, minority students accounted for more than eight out of every ten (84.2 percent) individuals enrolled in community college ESL coursework during fiscal year 2013. Hispanic/Latino students accounted for over two-thirds (68.6 percent) of the community college ESL students.

Table 2
Fiscal Year 2013 Minority Students Enrolled in Adult Education (ABE/ASE)
and English-as-a-Second Language (ESL)

Program	African American	Hispanic/Latino	Asian	Nonresident Alien	Native American	Pacific Islander	Minority Subtotal
ABE/ASE %	35.8%	37.3%	1.7%	0.0%	0.4%	0.1%	75.4%
Number	15,795	16,456	750	21	197	61	33,280
ESL %	4.4%	68.6%	10.7%	0.3%	0.1%	0.2%	84.2%
Number	1,826	28,234	4,399	127	42	65	34,693

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 2013, minorities comprised about three out of every ten (31.9 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 (13.7 percent), followed by Hispanic/Latino students (12.0 percent), Asian students (5.0 percent), Native American students (0.5 percent), Pacific Islander students (0.5 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 (30.5 percent). African American students had the highest representation among minorities in Career/Technical programs and accounted for 14.5 percent of the population. Latino students had the second largest Career/Technical program enrollment (11.1 percent), followed by Asian students (3.9 percent), Native American students (0.5 percent), Pacific Islander students (0.4 percent), and Nonresident Alien students (0.2 percent).

Table 3
Fiscal Year 2013 Minority Students Enrolled in
Baccalaureate Transfer and Career and Technical Programs

Program	African American	Hispanic/Latino	Asian	Nonresident Alien	Native American	Pacific Islander	Minority Subtotal
Bacc./Transfer %	13.7%	12.0%	5.0%	0.3%	0.5%	0.5%	31.9%
Number	38,504	33,516	13,917	823	1,391	1,281	89,432
Career/Tech. %	14.5%	11.1%	3.9%	0.2%	0.5%	0.4%	30.5%
Number	27,110	20,779	7,333	311	950	786	57,269

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 2013. 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 2013.

Almost three times as many minorities completed Career/Technical programs as completed Baccalaureate/Transfer programs during fiscal year 2013.

Across all minority groups in 2013, Career/Technical program graduates far outnumbered Baccalaureate/Transfer program graduates. Table 4 shows that during fiscal year 2013, almost three times as many minorities completed Career/Technical programs (N = 14,994) as completed Baccalaureate/Transfer programs (N = 5,199). Minority students accounted for 31.7 percent of all Career/Technical graduates, compared to 27.4 percent of Baccalaureate/Transfer graduates. Fourteen percent of Career/Technical program completers were African American, followed by Hispanic/Latino (11.6 percent), Asian (5.2 percent), Native American (0.4 percent), Pacific Islander (0.4 percent), and Nonresident Alien (0.2 percent). The fiscal year 2013 proportional representation of the Hispanic/Latino Baccalaureate/Transfer graduates (12.7 percent) was higher by one percentage point in comparison to the prior year (11.7 percent). Hispanic/Latino students accounted for the largest group of Baccalaureate/Transfer minority graduates (12.7 percent), followed by African American students (9.6 percent), Asian students (4.1 percent), Native American students (0.4 percent), Nonresident Alien students (0.4 percent), and Pacific Islander students (0.3 percent).

Table 4
Fiscal Year 2013 Minority Student Completers in
Baccalaureate Transfer and Career and Technical Programs

Program	African American	Hispanic/Latino	Asian	Nonresident Alien	Native American	Pacific Islander	Minority Subtotal
Bacc./Transfer %	9.6%	12.7%	4.1%	0.4%	0.4%	0.3%	27.4%
Number	1,822	2,405	769	68	71	64	5,199
Career/Tech. %	14.0%	11.6%	5.2%	0.2%	0.4%	0.4%	31.7%
Number	6,608	5,501	2,465	79	172	169	14,994

SOURCE OF DATA: Annual Enrollment and Completion (A1)

Table 5 shows that in fiscal year 2013, minority faculty and staff accounted for 17.8 percent of tenured faculty/official and managers, 15.0 percent of non-tenured faculty, 23.9 percent of professional staff/protective service workers, 28.5 percent of office and clerical/para-professionals, and 40.5 percent of service maintenance employees.

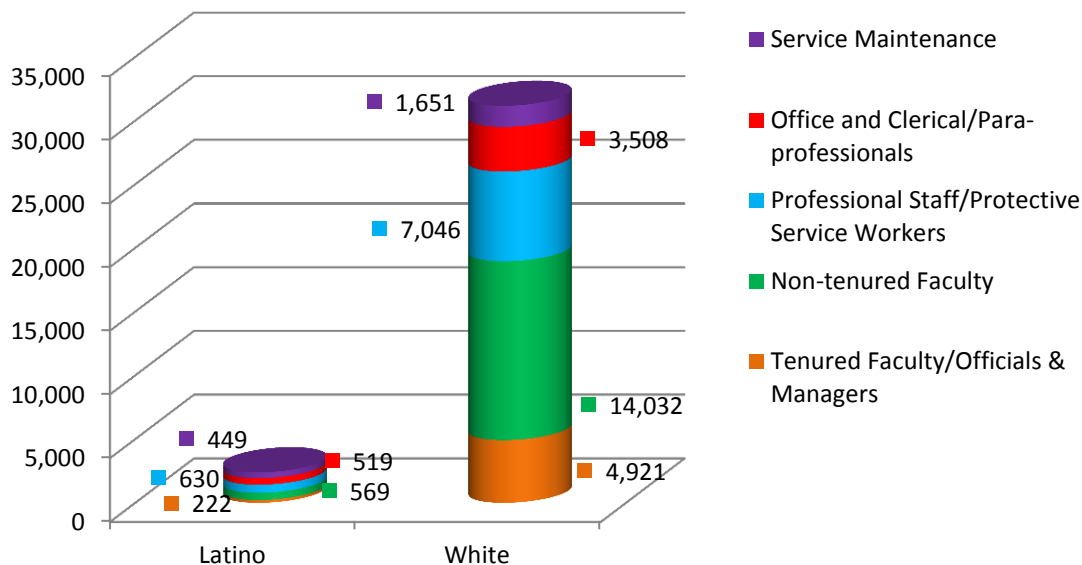
In fiscal year 2013, Minority faculty and staff accounted for 17.8 percent of tenured faculty/officials and managers, 15.0 percent of non-tenured faculty, 23.9 percent of professional staff/protective service workers, 28.5 percent of office and clerical/para-professionals, and 40.5 percent of service maintenance employees.

Table 5 Fiscal Year 2013 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 % Number	10.2% 628	8.0% 1,467	13.9% 1,378*	15.0% 761*	23.9% 723	3.4% 1
Hispanic/Latino % Number	3.6% 222	3.1% 569	6.4% 630*	10.3% 519*	14.9% 449	0.0% 0
Asian % Number	3.5% 217	3.4% 616	3.1% 310*	2.7% 138*	1.1% 33	0.0% 0
Native American % Number	0.3% 17	0.3% 55	0.3% 30	0.3% 17	0.4% 12	0.0% 0
Non-Resident Alien % Number	0.1% 5	0.2% 28	0.0% 4	0.0% 2	0.1% 2	0.0% 0
Pacific Islander % Number	0.0% 3	0.1% 13	0.2% 19	0.1% 5	0.1% 4	0.0% 0
Minority Subtotal % Number	17.8% 1,092	15.0% 2,748	23.9% 2,371*	28.5% 1,442*	40.5% 1,223	3.4% 1

*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 2013



*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 of 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 387/P.A. 96-1286 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1286&GA=96>). 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 2013**

Black Hawk 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, 2013, 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
3	8	0	6	8	0	5	30

2. As of June 30, 2013, 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
154	337	0	138	109	0	46	784

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 754

4. As of June 30, 2013, 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	-3	0	0	3	-11

5. As of June 30, 2013, 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, 2013, provide the number of faculty that separated or left the university (retired or resigned):

5	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 13 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

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

**City Colleges of Chicago
Richard J. Daley 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, 2013, 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
13	42	0	46	39	0	45	185

2. As of June 30, 2013, 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
74	262	0	161	84	0	135	716

3. As of June 30, 2013, 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, 2013, 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
18	16	0	29	46	0	33	142

5. As of June 30, 2013, provide the number of faculty up for tenure at your institution:

34	Total that received tenure
7	Total that did not receive tenure
3	Total Hispanic faculty that received tenure
3	Total Hispanic that did not receive tenure

6. As of June 30, 2013, 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 13 budget allocation for each of these Initiatives:

No. City Colleges 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 category.

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

No recommendation

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

No ethnically specific initiatives.

Self-development training: N

No ethnically specific initiatives.

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 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.

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

**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.

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

1. As of June 30, 2013, 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	4	0	23	12	0	3	47

2. As of June 30, 2013, 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
85	199	0	222	98	0	199	803

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 756

4. As of June 30, 2013, 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	2	0	10	12	0	2	32

5. As of June 30, 2013, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2013, provide the number of faculty that separated or left the university (retired or resigned):

0	Total faculty that experienced separation from the university
6	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 13 budget allocation for each of these Initiatives:

No. City Colleges 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 category.

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? quarter

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

No ethnically specific initiatives.

Self-development training: N

No ethnically specific initiatives.

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 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.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

**City Colleges of Chicago
Malcolm X 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, 2013, 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	29	0	25	16	0	13	89

2. As of June 30, 2013, 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
104	237	0	202	69	0	97	709

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 620

4. As of June 30, 2013, 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	12	0	12	23	0	13	66

5. As of June 30, 2013, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2013, provide the number of faculty that separated or left the university (retired or resigned):

0	Total faculty that experienced separation from the university
4	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 13 budget allocation for each of these Initiatives:

No. City Colleges 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 category.

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

No

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? quarter

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

No ethnically specific initiatives.

Self-development training: N

No ethnically specific initiatives.

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 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.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

**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.

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

1. As of June 30, 2013, 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	11	0	14	14	0	4	48

2. As of June 30, 2013, 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
68	136	0	135	75	0	99	513

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 465

4. As of June 30, 2013, 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	8	0	10	19	0	4	48

5. As of June 30, 2013, provide the number of faculty up for tenure at your institution:

0	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, 2013, provide the number of faculty that separated or left the university (retired or resigned):

0	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 13 budget allocation for each of these Initiatives:

No. City Colleges 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 category.

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

No

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? quarter

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

No ethnically specific initiatives.

Self-development training: N

No ethnically specific initiatives.

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 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.

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

**City Colleges of Chicago
Harry S Truman 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, 2013, 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
18	34	0	42	33	0	11	138

2. As of June 30, 2013, 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
129	342	0	289	116	0	111	987

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 849

4. As of June 30, 2013, 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
14	10	0	15	28	0	10	77

5. As of June 30, 2013, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2013, provide the number of faculty that separated or left the university (retired or resigned):

0	Total faculty that experienced separation from the university
3	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 13 budget allocation for each of these Initiatives:

No. City Colleges 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 category.

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

No

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? quarter

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

No ethnically specific initiatives.

Self-development training: N

No ethnically specific initiatives.

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 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.

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

**City Colleges of Chicago
Harold Washington 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, 2013, 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
23	15	0	31	17	0	7	93

2. As of June 30, 2013, 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	261	0	179	98	0	79	738

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 645

4. As of June 30, 2013, 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
19	6	0	17	17	0	9	68

5. As of June 30, 2013, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2013, provide the number of faculty that separated or left the university (retired or resigned):

20	Total faculty that experienced separation from the university
3	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 13 budget allocation for each of these Initiatives:

No. City Colleges 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 category.

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

No ethnically specific initiatives.

Self-development training: N

No ethnically specific initiatives.

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 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.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

**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.

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

1. As of June 30, 2013, 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
25	32	0	39	32	0	21	149

2. As of June 30, 2013, 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	350	0	189	105	0	95	860

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 711

4. As of June 30, 2013, 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
21	9	0	21	31	0	22	104

5. As of June 30, 2013, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2013, provide the number of faculty that separated or left the university (retired or resigned):

0	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 13 budget allocation for each of these Initiatives:

No. City Colleges 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 category.

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

No

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? quarter

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

No ethnically specific initiatives.

Self-development training: N

No ethnically specific initiatives.

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 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.

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

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, 2013, 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	2	3	9	2	0	0	17

2. As of June 30, 2013, 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
73	120	0	217	49	4	20	483

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 466

4. As of June 30, 2013, 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	4	7	0	0	14

5. As of June 30, 2013, 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, 2013, 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 13 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: 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?

Hispanic Diversity Team, Achieving the Dream initiative

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
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.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

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, 2013, 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	49	0	17	15	0	40	126

2. As of June 30, 2013, 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
300	1520	0	414	327	0	143	2704

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 2578

4. As of June 30, 2013, 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	16	-19

5. As of June 30, 2013, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2013, provide the number of faculty that separated or left the university (retired or resigned):

15	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 13 budget allocation for each of these Initiatives:

Yes, the College of DuPage allocates \$100,000 for recruitment each fiscal year. As part of our recruitment efforts, we advertise Faculty and Administrator positions with diversity job sites 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?

The College of DuPage requires diversity training for all Search Committee Members. Diversity training is available to all hiring managers and supervisors as well. Additionally, the College's Board of Directors requires the Human Resources Department to monitor the diversity of the candidate pool overall, and again at the interview stage. Based on the results, we do additional advertising specifically focused on the minority communities if necessary.

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

Create partnerships with Hispanic organizations such as the Hispanic Alliance for Career Enhancement (HACE) to communicate job openings to Hispanic candidates. The College of DuPage participates in Diversity Job Fairs such as the Annual Diversity Employment Day Career Fair for the City of Chicago. The College also targets diversity websites to post career opportunities, for example, LatinosInHigherEd.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: 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?

-Student and parent workshops are offered in English and Spanish.-Brochures are offered in English and Spanish.- One-on-one appointments are offered to those who need additional support-Campus Central staff who are fluent in Spanish.-Two full-time Admissions Representatives who are fluent 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)? 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

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 professional skills.

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 DuPage Affirmative Action Officer receives a detailed monthly report that outlines new hires and promotions at the College. This report 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.

The College of DuPage 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 create continued awareness of the importance of providing equal opportunity to minority groups.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

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, 2013, 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
13	31	0	30	28	0	84	186

2. As of June 30, 2013, 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
239	478	0	209	145	0	111	1182

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 996

4. As of June 30, 2013, 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
19	16	0	8	3	0	53	99

5. As of June 30, 2013, 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, 2013, 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 13 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 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 that is a 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?

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

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
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?

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.

ECC 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 2013

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, 2013, 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
9	16	0	16	16	0	33	90

2. As of June 30, 2013, 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
285	683	0	488	238	0	114	1808

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1718

4. As of June 30, 2013, 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	-9	-6	0	16	-19

5. As of June 30, 2013, provide the number of faculty up for tenure at your institution:

10	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, 2013, 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 13 budget allocation for each of these Initiatives:

Harper College allocated \$1,475 or 2.18% of its FY 13 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, \$5,290 or 7.8% of its FY13 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, which are reviewed by the Search Chair, Chief Human Resources Officer and the Special Assistant to the President for Diversity and Inclusion/Assistant Provost; 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. Redesign Web-site to create a more welcoming environment and to encourage individuals from underrepresented 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?

1) 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/dean 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. 2) Latino Summit - Outreach program for Hispanic students at local District High schools. 3) Provide financial-aid sessions in Spanish at the District High schools. 4) REACH Summer Bridge Program targets underrepresented students for college preparation. Target goal is 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? N
16. Does the center Director/Coordinator speak fluent Spanish? N
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
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, which are reviewed by the Search Chair, Chief Human Resources Officer and the Special Assistant to the President for Diversity and Inclusion/Assistant Provost; 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.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013

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, 2013, 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	4	0	5	1	0	0	14

2. As of June 30, 2013, 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
152	306	0	356	77	0	11	902

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 888

4. As of June 30, 2013, 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	-3	0	-3	-3	0	-4	-14

5. As of June 30, 2013, provide the number of faculty up for tenure at your institution:

13	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, 2013, 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 13 budget allocation for each of these Initiatives:

The College provides a budget allocation for employee recruitment advertising. The FY 13 budget for employee recruitment advertising was approximately \$84,000, of which nearly 7% (\$5840) was spent on advertising in venues oriented to minorities, including Hispanics.

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.

The College continues to ensure that information regarding employment opportunities at the College is reaching qualified Hispanic populations and those with ties to these populations. The College has reached out to local/regional diversity organizations and networks in hopes of sharing our job opportunities with them. Identified groups include an Hispanic outreach program facilitated by a local community center. In addition to other diversity-oriented online job boards, the College routinely advertises select job openings on the Hispanic Outlook website.

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?

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? quarter

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 sessions; webinars/conferences; professional journals and books; association/professional memberships; sabbaticals; tuition support.

Other: Y

The College provided a comprehensive Leadership Institute, for which employees, including Hispanic employees, are eligible for selection and participation.

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 2013**

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, 2013, 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	2	0	0	1	4

2. As of June 30, 2013, 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
65	169	0	68	60	0	45	407

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 403

4. As of June 30, 2013, 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	-2	0	0	-4

5. As of June 30, 2013, 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, 2013, 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 13 budget allocation for each of these Initiatives:

Highland allocates money for the specific recruitment of minorities for our faculty, professional and administrative positions. In FY13 we had an advertising budget totaling \$13,000 for administrative, professional and faculty position openings. 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 trained on comprehensive search and hiring guidelines within Highland's Affirmative Action 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 latinosinhighered.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 HigherEdjobs.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.

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?

Since we have not seen a heightened need in services at Highland for Spanish speaking students and public, we have not developed additional strategies specific to that population. 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. 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. While the transitional retention program is 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: 1) assure no illegal inquiries are made of the candidate; 2) ensure that policies and procedures are followed; 3) that candidates are not subject to inappropriate treatment, questions, etc.; and 4) 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

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

Illinois Central 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, 2013, 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	8	0	18	3	0	3	34

2. As of June 30, 2013, 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
207	564	58	664	166	6	148	1813

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1779

4. As of June 30, 2013, 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	3	4	0	4	22

5. As of June 30, 2013, provide the number of faculty up for tenure at your institution:

9	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, 2013, 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 13 budget allocation for each of these Initiatives:

Yes, \$7,300.00

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 plans are reviewed by Human Resources and Hiring Managers and then incorporated into a recruitment strategy.

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

In 2013, we hired a minority faculty recruiter; conducted job fairs; and placed job postings in selected online and print media focusing on minority faculty and staff.

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: Y

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?

This effort is 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.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

**Illinois Eastern Community Colleges
Frontier 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, 2013, 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	1	0	0	2

2. As of June 30, 2013, 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	201	0	21	14	0	5	262

3. As of June 30, 2013, 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, 2013, 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	2	0	0	2

5. As of June 30, 2013, 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, 2013, 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 13 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 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 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. Those new to selection committees review this information with HR staff.

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 2013**

**Illinois Eastern Community Colleges
Lincoln Trail 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, 2013, 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, 2013, 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
27	70	0	45	14	0	14	170

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 169

4. As of June 30, 2013, 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	0	2	0	0	4

5. As of June 30, 2013, 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, 2013, 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 13 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 seek Hispanic applicants for 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: 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 applicant files. Those new to the selection committees review the information with a HR staff member.

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 2013**

**Illinois Eastern Community Colleges
Olney Central 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, 2013, 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	0	0	0	0	2

2. As of June 30, 2013, 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
55	72	0	65	17	0	10	219

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 217

4. As of June 30, 2013, 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	3	0	0	6

5. As of June 30, 2013, 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, 2013, 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 13 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 seek Hispanic 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: 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 of information to review prior to reviewing applicant files. Individuals new to selection committees review this information with HR staff.

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 2013**

**Illinois Eastern Community Colleges
Wabash 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, 2013, 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	0	0	0	0	0

2. As of June 30, 2013, 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
42	102	0	48	22	0	9	223

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 223

4. As of June 30, 2013, 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	5	0	0	5

5. As of June 30, 2013, 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, 2013, 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 13 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 Hispanic/Spanish Speaking faculty and administrators.

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 employ ESL instructors at this 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: 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. Individuals new to the selection committee review this information with HR staff.

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, 2013, 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, 2013, 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 13 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 regulations 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. Individuals new to serving on hiring committees review this packet with a member of the HR department.

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 2013**

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, 2013, 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	7	0	3	3	0	0	13

2. As of June 30, 2013, 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	217	0	113	68	0	17	506

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 493

4. As of June 30, 2013, 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	3	0	3	1	0	6	19

5. As of June 30, 2013, 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, 2013, 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 13 budget allocation for each of these Initiatives:

IVCC has one advertising budget for all positions regardless of job category. The total budget for FY13 was \$7,400.

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 Hispanic teaching/administrative staff by conducting a nationwide search utilizing the Chronicle of Higher Education 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 waivers/Continuing education classes/CETLA workshops/Faculty development days/eLearning

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

none

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

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)? Y

1. As of June 30, 2013, 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	29	6	31	22	4	18	116

2. As of June 30, 2013, 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
234	938	0	418	185	0	193	1968

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1852

4. As of June 30, 2013, 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	10	0	6	1	4	0	32

5. As of June 30, 2013, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2013, 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 13 budget allocation for each of these Initiatives:

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

At our college, there are many different areas involved in the hiring, interviewing, etc. processes. We have looked at compliance from a broader perspective than just the HR staff. The Senior Leadership Team (SLT) is charged with accepting responsibility for accomplishing progress towards the legislative mandates of the Hispanic Employment Plan. Responsibilities include employee and faculty compliance, implementation of policies and procedures, promotion of equal employment opportunities, cooperating with investigations, sound employment decisions, utilizing data, and developing, delivering and participating in diversity training programs. Comprehensive and assertive inclusion/diversity policies have been developed which applies to all personnel practices including recruitment and job advertising, hiring, selection for training, promotion, separation, demotion, lay-off, transfer and rates of pay and all other terms, conditions and privileges of employment. JJC has: 1) Standardized the search committee process and procedures by providing mandatory training for search committee members, technical assistance and support. 2) Held college-wide diversity forums to gain insight into issues as it pertains to staffing patterns and communication issues. 3) JJC has a Diversity Leadership Council, with membership appointed by the college president. 4) Gained additional community partners as a result of our outreach efforts with local high schools, churches and community organizations. 5) Works with the Illinois Department of Employment Security to post vacancies to identify applicant pool within District 525. JJC collaborates with area colleges and universities to tap into their alumni as prospective candidates. JJC is working collaboratively with South Metropolitan Higher Education Consortium on two projects, including Diversifying Faculty in Illinois Initiative. The college has created a

welcoming environment Open Doors, Open Hearts, and Open Minds: Statement on Diversity and Inclusiveness which incorporates a desire to have a community that reflects a wide representation of attribute diversity.

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

The college utilizes a variety of diverse employment strategies. Starting with recruitment, we utilize advertisements which reach broad populations such as the Chicago Suburban News publications; the Chronicle for Higher Education, and the Chicago Tribune. The college will utilize Hispanic based publications as appropriate. Recruitment sources are actively encouraged to refer qualified candidates and to assist in the implementation of JJC's diversity/inclusion programs. We also welcome suggestions for additional sources from the public. We also reach out to a variety Hispanic professional organizations and websites. The Human Resources Department maintains a directory of local educational institutions, community organizations and agencies serving minority group members and females that is reviewed annually for its effectiveness as a source for employee recruitment. Non-discrimination statements are included in all job applications, vacancy notices on the college website and online-application processes and public advertisements. The college provides tuition waivers for eligible employees to participate in the college's credit courses, which aids in their personal and professional development and builds skills for individuals to qualify for advancement opportunities within the college. Additionally, the college seeks opportunities to collaborate with minority and ethnic organizations to advise, educate and provide technical assistance regarding JJC's equal employment policies. Promotional initiatives include the development of career clusters, which provide vision and clear expectations for advancement opportunities within certain areas (e.g. Information Technology), development of core competencies and succession planning, and communication of all the above referenced initiatives.

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 implemented several strategies to meet the increasing numbers and need of Spanish speaking students and public that may want access to the institution such as the following: Implemented a new Latino leadership program entitled, Escalera al Exito: 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. Offer financial aid workshop 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? 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
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: Y

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 assist 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; and reviewing and comprehending course homework assignments

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

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

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 2013**

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, 2013, 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	3	0	0	7	0	3	15

2. As of June 30, 2013, 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
137	237	0	56	129	0	27	586

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 571

4. As of June 30, 2013, 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	-6	0	-7	-2	0	4	-17

5. As of June 30, 2013, 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, 2013, 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 13 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 tracks the applicant pool using Neo.gov at each stage of the screening process to ensure that a diverse pool of applicants are 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 2013**

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, 2013, 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	1	0	0	0	4

2. As of June 30, 2013, 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
101	378	0	113	130	0	102	824

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 820

4. As of June 30, 2013, 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	-1	0	-1	-3

5. As of June 30, 2013, 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, 2013, 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 13 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 cover 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. Professional growth and development training cover diversity issues. The DFI website is used for advertising when permitted.

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 2013**

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, 2013, 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	5	0	7	1	0	1	14

2. As of June 30, 2013, 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
82	244	0	108	57	0	36	527

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 513

4. As of June 30, 2013, 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	-8	0	-3	0	0	0	-21

5. As of June 30, 2013, 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, 2013, 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 13 budget allocation for each of these Initiatives:

No specific budget allocation; however Human Resources dedicates a portion of their job advertising/recruiting budget to post active positions on AA, Diversity Specific Job Boards.

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; continued attendance at minority recruitment and related conferences; engaging partnerships with diverse organizations and groups in our community

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

Ongoing community outreach; develop and sustain partnerships with local organizations and groups dedicated to diversity in the workplace; continue to aggressively post and advertise on diversity specific job boards.

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 business expos; Immigration Updates; Illinois Employment Development Center; GED Classes and ESL Classes; as well as making an emphasis in the looking for bilingual employees through the interview process.

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

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 seminars 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 individuals(s) identified.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

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, 2013, 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	47	0	49	44	0	14	161

2. As of June 30, 2013, 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
261	966	0	389	194	0	105	1915

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1754

4. As of June 30, 2013, 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	-13	0	-6	5	0	-5	-36

5. As of June 30, 2013, 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, 2013, 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? 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 13 budget allocation for each of these Initiatives:

Yes: Total FY13 Budget - \$238,750; Hispanic Recruitment initiatives - \$214,875; Advertising - \$189,000; Travel - \$22,500; Clubs and memberships - \$3,750

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 all minority employment at the College.

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 members 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 office is presenting several career workshops to train Hispanic community job seekers 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

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

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 2013**

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, 2013, 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	0	5	0	0	5

2. As of June 30, 2013, 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
112	309	18	307	119	0	36	901

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 896

4. As of June 30, 2013, 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	-2	-2	-1	3	0	-2	-6

5. As of June 30, 2013, 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, 2013, 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 13 budget allocation for each of these Initiatives:

No. It is 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?

Hiring Committee training.EEO Training

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

Expanding recruitment efforts to include diverse on-line venues

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?

Recent hire of a Spanish instructor that can serve as a resource 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? 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

Appropriate position grade schedule that is applicable to all employees. Career coaching and counseling for all employees.

Self-development training: Y

The college provides ample staff development 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?

Provision of hiring committee training for all participants

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.

Applications and new hire packets contain an EEO form that is reviewed, documented and housed in a separate file in Human Resources.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013

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)? N

1. As of June 30, 2013, 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	4	0	4	2	0	0	10

2. As of June 30, 2013, 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
137	429	0	217	93	0	15	891

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 881

4. As of June 30, 2013, 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	0	0	0	-1	-2

5. As of June 30, 2013, provide the number of faculty up for tenure at your institution:

8	Total that received tenure
9	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, 2013, 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 13 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 the position for which they applied. Those applicants 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 those 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 a English as a Second Language program for Spanish speaking community members seeking to learn English. We have Spanish speaking Project READ tutors that work with Spanish speaking community members. Our TRIO Student Support Services project serves first generation students who may be students of color: Latino, Asian, African American, or Caucasian. The College offers many student support services for enrolled 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 Skill 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 African American, Asian and Latino cultures. 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 2013

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, 2013, 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
3	1	0	11	1	0	1	17

2. As of June 30, 2013, 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
187	463	0	421	97	0	53	1221

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1204

4. As of June 30, 2013, 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	-2	0	1	-1	0	0	-2

5. As of June 30, 2013, provide the number of faculty up for tenure at your institution:

4	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, 2013, 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 13 budget allocation for each of these Initiatives:

Lincoln Land Community College (LLCC) has an annual budget of \$2,500 for the recruitment of all levels of faculty and staff positions. A portion of those budget dollars are used for recruitment events that will provide exposure of the college to diverse individuals who may be interested in employment at LLCC. There is not an 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?

Human Resources staff do not participate in a training program regarding the legislative mandates for the Hispanic Employment Plan; however, all staff are expected to comply with all college policies, procedures and guidelines in addition to local, state and federal mandates.

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

Every year, LLCC seeks recruitment opportunities that will allow the college to reach potential Hispanic candidates. These opportunities may be face-to-face, in print or online.

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?

The college offers ESL classes and seeks out qualified instructors to teach those classes.

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

All staff members can have the regular tuition and fee costs associated with LLCC credit courses waived upon successful completion of the course; All staff members also have access to funds which can be used to attend another college/university, workshop, conference or seminar; These educational opportunities can help staff acquire knowledge, skills and abilities that may help them qualify for other positions at the college; There are two days a year the college holds a Professional Development Day. The sessions available can assist faculty and staff in developing skills that can be utilized in their work or personal lives.

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 conduct specific training for staff regarding the mandatory Hiring and Promotion Monitor requirements. However, employees are expected to comply with all college policies, procedures and guidelines in addition to local, state and federal mandates.

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 2013

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, 2013, 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	3	1	1	0	1	3	10

2. As of June 30, 2013, 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
137	193	6	124	92	3	52	607

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 597

4. As of June 30, 2013, 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	6	1	3	1	0	1	14

5. As of June 30, 2013, 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, 2013, 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 13 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?

HR conducts workforce utilization analysis to identify the areas in the region where Hispanic's reside and market job openings in these areas

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

The College has employed a diversity officer and established a task force to address diversity needs. The College president has reached out and starting networking with the community in efforts to increase diversity at JALC

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

For staffing law enforcement positions, qualifications have been reduced and training qualifications have been managed to assist the diversity population

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? N

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? quarter

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?

HR networks with College legal counsel who also serves as a member of the College hiring committee as well as the human resource committee, both of which address hiring related items

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 total of 13 Hispanics were employed in FY 13

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

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, 2013, 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	8	0	2	11	0	3	26

2. As of June 30, 2013, 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	423	0	139	80	0	48	839

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 813

4. As of June 30, 2013, 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	-10	-10	4	0	-4	-37

5. As of June 30, 2013, provide the number of faculty up for tenure at your institution:

4	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, 2013, 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 13 budget allocation for each of these Initiatives:

No - A budget allocation was not designated specifically for Hispanic recruitment. 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, legislative mandates, and information regarding the Hispanic Employment Plan directed to the Institution is forwarded to the Office of Human Resources Administrator(s) responsible for compliance. Periodic status checks occur by Executive Level Administration.

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

Recommendations for increasing Hispanic teaching and Administrative staff representation include: 1) Expanding the usage of recruitment sources targeting the Hispanic population and identify additional new resources. 2) Placing a preference on hiring qualified Hispanic candidates during the search process and/or candidate with related cultural experience when appropriate. 3) Charging hiring supervisors 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 are in place by implementing initiatives designated in a "Five year Program Plan" which includes (A) Development of a strategic direction/plan for the recruitment and retention of underserved students which would include students that are not academically prepared, have minimal knowledge of the college process, first in their family to attend college, economically disadvantaged, and minority student populations: 1) Creating pre-college experiences related to success in college; 2) Bilingual Parent Education Program; 3) Enhancement to the existing CCP program. (B) Attention to the need for increasing resources, specifically staffing, to be able to guarantee the retention, persistence, and graduation of underserved student populations: (B) Development of a diversity, equity, and inclusion strategic plan to improve access, retention, graduation, professional development, advancement, and campus climate for all, with a particular focus on underserved groups: Strategic priorities would include education and training, professional development opportunities, college wide initiatives, community building, stakeholder collaborations, involvement, and communication. (C) Identified need for well implemented retention activities, programs, and initiatives: 1) Male Student Initiative; 2) Ongoing Bilingual Parent workshops; 3) Enhancement to the existing F.O.C.U.S. program; 4) A student mentoring program and a college visit component.

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
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

Professional Development benefits to include a Tuition Fee Waiver to employees for MCC credit courses and Tuition Reimbursement for books, misc. fees and course work taken at other institutions is available for employees.

Other: Y

The Employee Performance Evaluation Process provides an opportunity for employees to identify their development goals as well as request the resources needed to help them accomplish their goals. This information is discussed with their supervisor and an action plan recommendation is requested.

Other: N

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

Human Resources Administrator(s) responsible for compliance conduct routine status checks and are directly involved with hiring/promotion related activities.

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.

FY 2013 results indicate that a more targeted effort to increase employment of Hispanic staff must take place for FY 2014. Promotional efforts of professional staff increased by 100% for FY 2013. The overall number of Hispanic speaking staff increased by 10% in FY 2013

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

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, 2013, 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	16	0	11	13	0	4	45

2. As of June 30, 2013, 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
179	800	0	334	198	0	73	1584

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1539

4. As of June 30, 2013, 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	-8	-50

5. As of June 30, 2013, 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, 2013, 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? 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 13 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 FY13 \$6,000. The college is also a member of HACU and pays for the membership relationship.

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?

Moraine Valley Community College has established a Latino Student and Community committee with the mission to develop goals/objectives to enhance outreach, enrollment and services to prospective Latino students, parents and community members. The college's website includes the capability to translate information into a variety of languages to assist in the attraction of students and the public to the institution. The college also has compiled a language bank 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? quarter

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 review of all hires and re-classifications. 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 responsibly. These employees do frequent recruitment events.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

Morton 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, 2013, 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
14	23	11	2	43	0	20	113

2. As of June 30, 2013, 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
79	280	33	3	108	0	46	549

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 436

4. As of June 30, 2013, 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
-48	-58	0	1	-26	0	-22	-153

5. As of June 30, 2013, 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, 2013, 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 13 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. The college also targets diversity related platforms for job searches.

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

Continued state support of the 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: 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?

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? half
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; also 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 EEO 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 2013**

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, 2013, 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	15	7	16	13	0	14	72

2. As of June 30, 2013, 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
166	672	74	175	139	9	76	1311

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1239

4. As of June 30, 2013, 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	1	1	0	10	3

5. As of June 30, 2013, 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, 2013, provide the number of faculty that separated or left the university (retired or resigned):

18	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 13 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 \$9,100.00 on print ads in websites/publications focused on Hispanics including Hispanic Recruitment Services, HACE, Hispanic Association of Colleges and Universities, Illinois Latino Council on Higher Education, Hispanic Outlook in Higher Education, and Latinos in Higher Ed. Additionally, \$12,255.00 was spent on ads in publications focusing on diversity in general, including Diverse Issues in Higher Ed, Chicago Diversity.com, Diversity Employers, and Minority Nurse.

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 for employment of underrepresented groups including Hispanics. Steps undertaken, as described in Oakton's current Affirmative Action Plan, would entail: 1) 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. 2) An annual meeting is convened by the Executive Director 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. 3) Maintain a deliberate and continuous effort in complying with the College's Equal Employment Opportunity/Affirmative Action Program. 4) 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. 5) The College will continue to conduct national and regional searches as a means to fill all administrative and full time faculty openings. 6) The College will advertise in media targeted to Hispanics. Media will include print publications and Internet postings on

employment sites focused on Hispanics. 7) All positions will be listed with the Illinois Job Service. 8) 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. 9) Human Resources professionals will attend affirmative action related seminars and workshops on a regular basis. 10) 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. 11) The Executive Director for 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. 12) Applicant flow and selection data will continue to be reviewed and areas of concern will be discussed with the appropriate Vice President. 13) 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?

ANDALE! Is an Association for Nurturing the Development and Advancement of Latinos in Education. Its mission is to 1) 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; 2) develop and disseminate information on the academic, social, financial, and institutional resources available to Latino students; 3) establish a support network for Latino students; 4) provide mentorship opportunities to contribute to the professional and intellectual development of Latino students; 5) engage the

Latino families in their students' educational journeys; 6) build a social community among Oakton's Latino community; and 7) 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
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 Executive Director 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, 12% of the Oakton student body, and 7.8% of the college's workforce

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013

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, 2013, 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
3	10	0	18	0	0	1	32

2. As of June 30, 2013, 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
214	472	0	493	76	0	58	1313

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1281

4. As of June 30, 2013, 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, 2013, 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, 2013, 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 13 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 referenced 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.

Use social media such as LinkedIn and Facebook. Advertise 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: 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?

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?

See answer to question 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 advertising, recruitment, and applicant screening.

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 2013**

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, 2013, 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	16	0	12	19	0	2	51

2. As of June 30, 2013, 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	440	0	127	152	0	32	857

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 806

4. As of June 30, 2013, 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	0	3	0	-4	-15

5. As of June 30, 2013, 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, 2013, 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? 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 13 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

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 2013

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, 2013, 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	1	3

2. As of June 30, 2013, 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
86	288	0	136	38	0	78	626

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 623

4. As of June 30, 2013, 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	-1	-8

5. As of June 30, 2013, 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, 2013, 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 13 budget allocation for each of these Initiatives:

No. With such a small percentage of the area population being Hispanic, it is not feasible to provide budget allocation except in the case of spending a proportionate amount of allocated advertising money toward reaching as many qualified minority applicants as possible.

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 applicants that self-identify as Hispanic; however, the college only receives a very small amount of Hispanic applicants despite the efforts made to encourage them to apply.

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 as an attempt to reach as many qualified minority applications as possible.

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?

Not Applicable. Due to the lack of Hispanic population in our area, the need is just not there at this time.

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

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: N

Other: N

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 that are received. All new employees are made aware that all employees are to receive the same educational and training opportunities.

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. Due to the lack of Hispanic population and therefore employees, there would not be enough data available to initiate a meaningful survey. It would also not be a cost effective measure to pursue.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013

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, 2013, 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	1	0	0	0	3

2. As of June 30, 2013, 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
108	152	0	78	55	0	6	399

3. As of June 30, 2013, 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, 2013, 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	-2	0	-2	-7

5. As of June 30, 2013, 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, 2013, 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 13 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 2013**

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, 2013, 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	3	7	0	1	18

2. As of June 30, 2013, 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
175	310	0	123	158	0	22	788

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 770

4. As of June 30, 2013, 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	7	8	7	7	8	8	52

5. As of June 30, 2013, 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, 2013, 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 13 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?

Some of the steps our institution has taken to help employ Hispanic individuals are: the HR recruiter meets with all search committee members to explain the hiring selection process along with the Colleges diversity initiative. We require a diverse search committee as well as a diverse pool of applicants for each vacant position when applicable. This is accomplished by the HR recruiter forwarding all self-identified qualified minority applicant to the search committee chair for review. The search committee chair 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 that directly market to the Hispanic population (both nationally and locally) to advertise our vacant positions. We will continue our efforts to reach out to our current staff asking for their help, support and ideas on different venues (boards they may serve on, community agencies etc.) where we can possibly tap into to increase our Hispanic 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?

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? quarter
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

We have policies in place which allow employees to gain and or develop the necessary skills needed to advance within the College by offering: 1. Reimbursement for both undergraduate and graduate courses. 2. Tuition free classes at the College. 3. Annual staff development days. 4. Enrollment in College-Sponsored seminars and workshops.

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?

HR provides hiring manager/search committee chair with hiring guidelines and required hiring documentation at the time of job posting. HR requires each search committee member to complete online search committee training. HR meets with search committee members before interviews begin to review hiring guidelines and required hiring documentation. Hiring manager must complete 2 documented reference checks to be submitted to HR before an offer can be extended. Once a finalist is selected, HR reviews search committee notes and any matrix/rubric used in the search before an offer is extended.

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 2013**

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, 2013, 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	4	0	4	2	0	2	12

2. As of June 30, 2013, 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
67	181	0	167	22	0	24	461

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 449

4. As of June 30, 2013, 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	0	-1	5	0	5	3

5. As of June 30, 2013, provide the number of faculty up for tenure at your institution:

0	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, 2013, 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 13 budget allocation for each of these Initiatives:

There is not 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?

Reviews of all employment processes for compliance and improvement opportunities are routinely conducted. Recent enhancements to the selection process include the launch of a new software system to improve the hiring process for job seekers and personnel managers.

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

Advertising job opportunities on www.highereducationjobs.com and www.hotjobs.com 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: 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?

Employ a Coordinator of Transfer Service and Minority Outreach position. This person's responsibilities include developing contacts and relationships with the minority 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: Y

Fairness and equity applies to all potential employees in this regard.

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?

Regularly assess processes and policies for possible improvements and to maintain 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.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013

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, 2013, 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	6	1	0	2	18

2. As of June 30, 2013, 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
49	166	0	68	41	0	29	353

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 335

4. As of June 30, 2013, 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	7	0	6	1	0	2	18

5. As of June 30, 2013, provide the number of faculty up for tenure at your institution:

1	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, 2013, 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 13 budget allocation for each of these Initiatives:

Recruitment of Hispanic faculty, administrators, or any level job category is included in our FY 13 budget allocation of \$20,000.

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 Human Resources staff receive training on the legislative mandates for the Hispanic Employment Plan for Higher Education and complying with EEO requirements.

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

The College has purchased additional advertising to reach minority groups to increase the number of Hispanic teaching/administrative staff and Spanish speaking bilinguals at our 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: 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?

Sauk Valley Community College has a student activities/cross-cultural coordinator who assists and offers support to minority students/families; provides translation/interpreting services as needed; advises ALAS Association of Latin American Students; offers family programming to increase awareness of higher education in the Latino/Hispanic family, encourage communication, and reiterate the value that the Latino culture has on the local community; participates in the Hispanic business group & Trabajando Juntos (working together) meetings to network with Hispanic serving representatives from community agencies and businesses; maintains the cross-cultural and Spanish web sections.

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

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

Tuition Reimbursement-SVCC Tuition Waivers-On the job training-Internships-Career Counseling

Self-development training: Y

SVCC Tuition Waivers-Community Classes-Reimbursement for Seminars-Staff Development Committee

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 every hiring manager and screening committee to ensure compliance with 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.

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, 2013, 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, 2013, 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 13 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 also forwards vacancy notices to the placement offices of other higher education institutions with high minority enrollments. 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. Minority recruitment and retention documents are shared with administrators/staff who participate in the colleges hiring process. Goals have been developed in an attempt to set forth positive steps to increase employment opportunities for minorities. The EEOC affirmative action officer and college leaders attend regional and national diversity conferences. Diversity training information is incorporated into the monthly HR newsletter. The HR office subscribes to Diversity Health Works emails, is a member of IL-CUPA, and SHRM which provide 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.

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 including high schools with Hispanic populations. The college 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 members are encouraged to continue education and are allowed to leave early for work to meet a class at a local university.

Self-development training: Y

The college encourages and allows time off of work 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 colleges EEOC officer monitors all employments 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.

Not applicable at this time.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

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, 2013, 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	12	0	15	4	0	3	36

2. As of June 30, 2013, 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
123	465	0	128	78	0	29	823

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 787

4. As of June 30, 2013, 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	0	-6	0	-1	-24

5. As of June 30, 2013, provide the number of faculty up for tenure at your institution:

9	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, 2013, 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 13 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 committees involved in interviewing, recruiting, and recommending the final candidates. The search committees are composed of diverse members. Final candidates are then reviewed with the Vice President of the hiring area.

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

To increase our applicant pool, SSC has regular and consistent pay increases based on a negotiated contract. SSC has also increased the advertising budget for quality faculty. 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. SSC 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

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. SSC also offers tuition waivers and tuition reimbursements.

Other: N

Other: N

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

South Suburban College provides hiring guidelines to the search committees involved in interviewing, recruiting, and recommending the final candidates. The search committees are composed of diverse members. Final candidates are then reviewed with the Vice President of the hiring area.

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 2013

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, 2013, 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	1	0	0	0	2

2. As of June 30, 2013, 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
56	118	0	56	34	0	14	278

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 276

4. As of June 30, 2013, 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, 2013, provide the number of faculty up for tenure at your institution:

1	Total that received tenure
7	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, 2013, 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 13 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 Hispanics in Higher Education. 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? Y

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

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 committee to ensure policy and process are followed for hiring and ensuring that board policy is followed regarding promotion. Also, HR is meeting with Leadership division chairs and hiring chairs to ensure they each have a hiring manual and are familiar with relaying this information to those who serve on hiring 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.

We believe our recruitment and hiring efforts have been successful in the fact that we have recruited in Hispanic resources.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

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, 2013, 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	0	4	0	0	1	9

2. As of June 30, 2013, 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
154	867	0	596	56	0	120	1793

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1784

4. As of June 30, 2013, 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, 2013, provide the number of faculty up for tenure at your institution:

154	Total that received tenure
867	Total that did not receive tenure
2	Total Hispanic faculty that received tenure
2	Total Hispanic that did not receive tenure

6. As of June 30, 2013, 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 13 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?

We provide training to hiring committees and monitor all FT applicant pools to ensure we've reached minority candidates. Advertisements of positions are sent to the Latino Round Table and to HigherEdJobs.com utilizing an Affirmative Action Email (\$1,380.00).

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?

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.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013

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, 2013, 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, 2013, 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
54	96	0	46	34	0	6	236

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 235

4. As of June 30, 2013, 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	1	0	0	4

5. As of June 30, 2013, provide the number of faculty up for tenure at your institution:

0	Total that received tenure
9	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, 2013, 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 13 budget allocation for each of these Initiatives:

\$500

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?

Increased advertising in EEO journals. 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.

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?

Increased advertising in EEO journals.

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

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 2013**

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, 2013, 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
11	26	0	7	50	0	49	143

2. As of June 30, 2013, 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	696	0	65	424	0	113	1439

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1296

4. As of June 30, 2013, 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
-14	-18	0	-11	-10	0	21	-32

5. As of June 30, 2013, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2013, 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 13 budget allocation for each of these Initiatives:

No, we do not provide budget allocations specifically for recruitment. However, we do utilize diversity job outlets.

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?

Not only do we utilize diversity job outlets, but all hiring chairs are trained on the importance of diversity on search committees, interviewing process, diversity sensitivities, and diversity questioning. 20% diversity required on all search committees.

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

Better advertisement and promotion of Hispanic Learning Institution; Improve training on search committees (committee members); Create continual annual evaluation of diversity plan; Work with Diversity Functional 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: 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?

Reviewing Strategic plan and enrollment methods; Working on diversity representation; Hispanic Recruiting Events

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

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

Professional Development Center In services

Other: N

Other: N

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

All hiring chairs are trained on the importance of diversity on search committees, interviewing process, diversity sensitivities, and diversity questioning. 20% diversity required on all search 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.

EEO1

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013

Waubonsee 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, 2013, 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	23	0	59	26	0	30	142

2. As of June 30, 2013, 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
169	623	0	378	182	0	73	1425

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1283

4. As of June 30, 2013, 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	-21	0	-9	-10	0	16	-46

5. As of June 30, 2013, 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, 2013, 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 13 budget allocation for each of these Initiatives:

College recruiting budget includes funds for minority recruitment. There is no budget specifically for recruitment of Hispanic 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?

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. Additionally we are developing a new transition to college course, providing professional development for faculty and staff and establishing a program/course/student level evaluation and data collection process. As part of the Title V grant, the college partnered with the National College Transition Network (NCTN) to facilitate the development of a research based transition program tailored to the needs of our 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

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 for faculty and staff provided by our training department

Other: Y

New Faculty Learning Academy - a training program for non-tenured full-time faculty

Other: Y

Leadership Academy

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 2013**

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, 2013, 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	2	0	0	0	0	0	3

2. As of June 30, 2013, 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
85	203	0	51	56	0	11	406

3. As of June 30, 2013, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 403

4. As of June 30, 2013, 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	-8	0	-9	-9	0	-9	-42

5. As of June 30, 2013, 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, 2013, 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 13 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. A budget was not established for these Initiatives for FY13.

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 reasons as to what the reasons were to ensure all reasons are qualifications-related. Additionally, all employees who are part of the interview committee or selection process are provided with information and training regarding a selection based on qualifications and not personal appearance, beliefs, race or ethnicity.

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

A plan will be developed when there is an increased need for bilingual staff.

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. A plan will be developed when there is an increase. JWCC currently has an English as a Second Language program for any interested students or public.

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

Associate faculty are eligible to participate in any in-services, workshops and training held for employees; Associate faculty members are eligible to participate in Faculty Senate; Associate faculty are eligible to participate in tuition waivers for JWCC classes.

Other: Y

Associate faculty members who are employed on a temporary basis are not on a tenure track. All qualified associate faculty are encouraged to apply for full-time faculty positions when available. Full-time faculty members 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?

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.

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

BILINGUAL NEEDS AND BILINGUAL PAY SURVEY RESULTS

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

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 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 2013? (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 2013**

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.

City Colleges of Chicago – Richard J. Daley 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? 50
- 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? 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 2013? (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? 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 determine how many employees will be needed strictly for Spanish interpretation. Many of our employees are bilingual and simply interpret when the need arises.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

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.

City Colleges of Chicago – Kennedy-King 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? 50

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? 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 2013? (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 institution does not determine how many employees will be needed strictly for Spanish interpretation. Many of our employees are bilingual and simply interpret when the need arises.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

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.

City Colleges of Chicago – Malcolm X 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? 50
- 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? 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 2013? (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 institution does not determine how many employees will be needed strictly for Spanish interpretation. Many of our employees are bilingual and simply interpret when the need arises.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

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.

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? 50

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? 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 2013? (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 institution does not determine how many employees will be needed strictly for Spanish interpretation. Many of our employees are bilingual and simply interpret when the need arises.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

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.

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? 50
- 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? 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 2013? (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 institution does not determine how many employees will be needed strictly for Spanish interpretation. Many of our employees are bilingual and simply interpret when the need arises.

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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? 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? 50
- 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? 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 2013? (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?

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Fiscal Year 2013**

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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 – 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? 50
- 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? 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 2013? (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 institution does not determine how many employees will be needed strictly for Spanish interpretation. Many of our employees are bilingual and simply interpret when the need arises.

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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 2013? (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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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? Partial budget
2. What percentage of those employees used bilingual skills?
 - i. every day? 75
 - ii. at least once a week? 20
 - iii. at least once a month? 4
 - iv. at least once a year? 1

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? 22
- 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? 50
 - 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 2013? (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?

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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.

Elgin Community 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? 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 2013? (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.

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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.

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 2013? (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? 5
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 2013**

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.

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? 89
 - ii. 16 minutes to 60 minutes? 10
 - iii. 61 minutes to half of a work day? 1
 - 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 2013? (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? 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? 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 general assessment of needs is conducted taking into consideration supervisory recommendations.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

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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.

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? 221

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

 - i. 15 minutes or less? 0
 - ii. 16 minutes to 60 minutes? 34
 - iii. 61 minutes to half of a work day? 66
 - 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? 66
 - 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 2013? (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? 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 bilingual service needs are determined on an as-needed basis when a student or parent makes a request for language services. The only area where we have needed Spanish translation in FY'13 was in our ESL family literacy program. 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.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

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.

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 2013? (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 2013**

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.

Illinois Eastern Community Colleges – Frontier Community 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 2013? (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 hire ESL instructors as needed.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

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.

Illinois Eastern Community Colleges – Lincoln Trail 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 2013? (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 2013**

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.

Illinois Eastern Community Colleges – Olney Central 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 2013? (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?

Hire ESL instructors as needed.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

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.

Illinois Eastern Community Colleges – Wabash Valley 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 2013? (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?

Hire ESL instructors as needed.

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

Illinois Eastern Community Colleges – 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 2013? (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?

If Spanish speaking services are needed we employ someone part-time on an as needed basis

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

Illinois Valley Community College

1. 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? 20

- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 50
 - ii. 16 minutes to 60 minutes? 40
 - iii. 61 minutes to half of a work day? 10
 - 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 2013? (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? 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? 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?

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.

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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? 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? 5
- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 60
 - ii. 16 minutes to 60 minutes? 20
 - iii. 61 minutes to half of a work day? 20
 - 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? 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 2013? (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? 20
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 College is not under a hiring and promotion monitor. However, as part of our inclusion/diversity plan we do monitor the applicant pools and minority hiring and promotions through the annual utilization analysis process.

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Fiscal Year 2013**

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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 2013? (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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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 2013? (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 2013**

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.

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? 25
 - ii. at least once a week? 25
 - iii. at least once a month? 50
 - 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? 700
- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 50
 - ii. 16 minutes to 60 minutes? 40
 - iii. 61 minutes to half of a work day? 8
 - iv. more than half of a work day? 2

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 100
 - 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 2013? (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? 8
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? 2
 - 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?

Divisions identify need and use the annual budget process to communicate need.

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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 2013? (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 2013**

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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.

Lake Land 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? 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 2013? (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? 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?

EEO forms data. Client needs data

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

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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 2013? (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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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? 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 2013? (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

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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? 100
 - 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? 12
- 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? 50
 - 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 2013? (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? 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? 2
 - 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?

Case load data

**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.

Mc Henry County 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? 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? 9
- 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 2013? (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? 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? 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?

Key methods employed: 1) The institution conducts a variety of regular assessments of services rendered, as well as analysis of retention and academic achievement completion rates of students to determine the direction for what is necessary to meet the needs of Hispanic students and the public who may access services, etc. 2) At the departmental, divisional level and above Managers/Administrators conduct, at minimum, an annual assessment of staffing requirements/resources necessary and submit recommendations for those needs through the budget process and/or at the onset of recruitment to fill a position vacancy.

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Moraine Valley Community 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 2013? (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?

In an effort to support parents, students, or the public in Spanish, bilingual staffing is preferred, not required, in some student services positions. Recruitment of these positions where bilingual is preferred, uses standard terminology encouraging those with bilingual skills to apply. The College does have bilingual staff and maintains a contact list or language bank of volunteer employees with bilingual skills of various languages who can be contacted if bilingual skills are required.

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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.

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 2013? (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 an 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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Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Oakton Community College

1. 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? 50
 - iii. at least once a month? 50
 - 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? 200
- 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? 100
 - 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 2013? (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 skill. Those offering instruction in an ESL course are bilingual. There is insufficient demand for services requiring English-second language bilingual skills in any one position to require that an individual filling the position be bilingual. However, we have bilingual staff in the major student support departments (Financial Aid, Enrollment Services, Student Outreach and Advising). Consequently, there are no positions with bilingual pay supplements.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2013**

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 2013? (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 2013**

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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 2013? (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)
Fiscal Year 2013**

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? 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 2013? (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 a student or employee or their family needed assistance; however, we do have an instructor that teaches Spanish and English as a second language should there be a need for translation.

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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? 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 2013? (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.

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Fiscal Year 2013**

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.

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? 50

- 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 2013? (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? 1
 - ii. other college employees who provide translation as needed? 6
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

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Fiscal Year 2013**

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? 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 2013? (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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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? No budget
2. What percentage of those employees used bilingual skills?
 - i. every day? 10
 - ii. at least once a week? 75
 - iii. at least once a month? 15
 - 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? 95
- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 25
 - ii. 16 minutes to 60 minutes? 75
 - 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? 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 2013? (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? 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? 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? 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?

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

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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 2013? (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 at this time.

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

South Suburban College

1. 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? 25
 - ii. at least once a week? 25
 - iii. at least once a month? 0
 - iv. at least once a year? 50

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? 35
- 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 2013? (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.

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

Southeastern Illinois College

1. 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 2013? (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 had no requests for 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 2013**

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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 2013? (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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Spoon River 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 2013? (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

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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 2013? (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? 9
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?

Every position is re-evaluated to assess the need for Spanish speaking.

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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 2013? (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? 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.

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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.
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 - 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 2013? (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 have been no requests for bilingual services. A plan for bilingual staff will be developed should requests occur.

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