

ILLINOIS COMMUNITY COLLEGE SYSTEM

HISPANIC/LATINO

EMPLOYMENT PLAN REPORT



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Hispanic/Latino Employment Plan Report Fiscal Year 2014

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INTRODUCTION

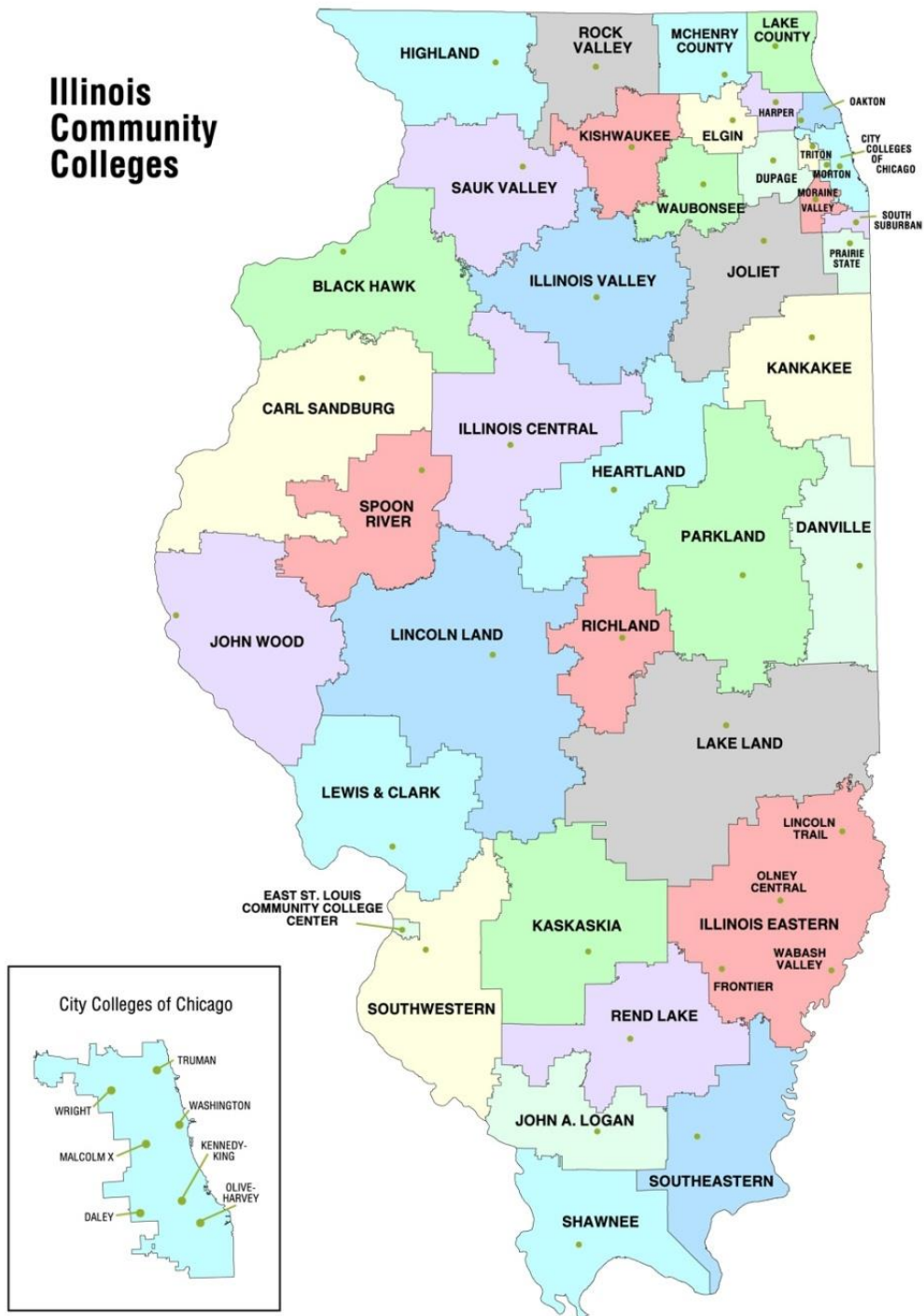
The enclosed materials contain fiscal year 2014 (July 1, 2013 through June 30, 2014) responses from Illinois' public Community College System to the *Hispanic Employment Plan Survey* and the *Bilingual Needs and Bilingual Pay Survey* (SB 387/P.A. 96-1286 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1286&GA=96>). 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 2014 is the fifth 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 complementary 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 2013.

State of Illinois' Racial/Ethnic Distribution – State census data and population estimates show that Illinois' population reached over 12.88 million in 2013 compared to 12.83 million in 2000 (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf> and 2014 Index of Need, Table 1 http://www.iccb.org/pdf/reports/IndexOfNeedTables_2014.pdf). These Illinois census data and population estimates indicate that the state's population grew 3.7 percent between 2000 and 2013. Illinois' 2013 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 2013, as the percent of Caucasians decreased from 73.5 percent to 71.1 percent of the population (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf> and 2014 Index of Need, Table 1 http://www.iccb.org/pdf/reports/IndexOfNeedTables_2014.pdf).

The racial/ethnic data collection methodology changed for the 2000 census and continued in the 2013 census data. The 2013 census data showed that 1.8 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 2013 data in the table. These duplicated Hispanic/Latino population counts show substantial growth, from 1,530,262 in 2000 to 2,117,028 in 2013 (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf> and 2014 Index of Need, Table 1 http://www.iccb.org/pdf/reports/IndexOfNeedTables_2014.pdf).

Illinois' largest minority group in 2000 was African American and in 2013 was Hispanic/Latino. Compared to 2000, African American counts in 2013 decreased from 15.1 percent to 14.7 percent, whereas Asian American counts increased from 3.4 percent to 5.1 percent, Native American from 0.2 percent to 0.6 percent, and Latino from 12.3 percent to 16.4 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%
2013	71.1%	14.7%	5.1%	0.6%	8.5%	16.4%

*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 2014 Index of Need, Table 1.

Racial/Ethnic Distribution Community College System Credit Programs

– Overall in fiscal year 2014, minority students accounted for 40.7 percent of the individuals enrolled in credit coursework at Illinois community colleges whose ethnicity was known. Fiscal year 2014 data show that minority representation was similar to the prior year (fiscal year 2013 = 40.2 percent). Fiscal year 2014 results are above the five-year average (39.1 percent). Students identifying themselves as Hispanic/Latino students – 116,319 in fiscal year 2014 – accounted for the largest number of minority enrollments this year. African American students – 103,591 in fiscal year 2014 – constitute the second largest minority group in the latest data. The fiscal year 2014 proportionate representation by Hispanic/Latino students was higher by nearly one percentage point in comparison to the prior year (18.5 percent in fiscal year 2014 versus 17.6 percent in fiscal year 2013). 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 2014 African American student proportional representation was lower in comparison to the prior year (16.5 percent in fiscal year 2014 versus 16.9 percent in fiscal year 2013). Over the longer term – over the past five years – a decrease in the Illinois Community College System’s enrollments was noted among Asians (-8.5 percent), African Americans (-6.2 percent), and Non-Resident Aliens (-42.6 percent) while an increase was noted among Native American/Alaskans (32.6 percent) and Hispanic/Latinos (1.6 percent).

Students identifying themselves as Hispanic/Latino – 116,319 in fiscal year 2014 – accounted for the largest number of minority enrollments in the Illinois Community College System this year.

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 over three-fourths (76.2 percent) of the individuals enrolled in community college Adult Education coursework. In fiscal year 2014, both Hispanic/Latino students and African American students accounted for more than one-third of the adult education enrollments (38.1 percent and 35.0 percent, respectively). Additionally, minority students accounted for nearly nine out of every ten (85.3 percent) individuals enrolled in community college ESL coursework during fiscal year 2014. Hispanic/Latino students accounted for over two-thirds (69.9 percent) of the community college ESL students, followed by Asian American students (10.2 percent).

Table 2
Fiscal Year 2014 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 %	35.0%	38.1%	2.4%	0.1%	0.4%	0.1%	76.2%
Number	13,602	14,804	951	25	164	39	29,585
ESL %	4.5%	69.9%	10.2%	0.5%	0.1%	0.2%	85.3%
Number	1,662	25,841	3,774	200	24	65	31,566

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 2014, minorities comprised nearly four out of every ten (35.4 percent) Baccalaureate/Transfer enrollees. An examination of each minority racial/ethnic group’s representation across the Baccalaureate/Transfer program area indicates that African American students accounted for the largest minority group enrollments (14.8 percent), followed by Hispanic/Latino students (14.5 percent), Asian students (5.0 percent), Native American students (0.5 percent), Pacific Islander students (0.3 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 (31.8 percent). African American students had the highest representation among minorities in Career/Technical programs and accounted for 14.7 percent of the population. Latino students had the second largest Career/Technical program enrollment (12.0 percent), followed by Asian students (4.0 percent), Native American students (0.5 percent), Pacific Islander students (0.3 percent), and Nonresident Alien students (0.2 percent).

Table 3
Fiscal Year 2014 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 %	14.8%	14.5%	5.0%	0.3%	0.5%	0.3%	35.4%
Number	42,347	41,714	14,242	874	1,457	911	101,545
Career/Tech. %	14.7%	12.0%	4.0%	0.2%	0.5%	0.3%	31.8%
Number	25,355	20,780	6,894	413	929	503	54,874

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 2014. 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 2014.

During fiscal year 2014, there were nearly three times as many minorities completing Career/ Technical programs as minorities completing Baccalaureate/ Transfer programs.

Across all minority groups in 2014, Career/Technical program graduates far outnumbered Baccalaureate/ Transfer program graduates. Table 4 shows that during fiscal year 2014, nearly three times more minorities completed Career/Technical programs (N = 15,504) than Baccalaureate/Transfer programs (N = 5,627). Minority students accounted for 33.3 percent of all Career/Technical graduates, compared to 28.8 percent of Baccalaureate/Transfer graduates. African American students accounted for

the largest minority group completions in Career/Technical programs (15.3 percent), followed by Hispanic/Latino students (11.9 percent), Asian students (5.2 percent), Native American students (0.5 percent), Pacific Islander students (0.2 percent), and Nonresident Alien students (0.2 percent). The fiscal year 2014 proportional representation of the Hispanic/Latino Baccalaureate/Transfer graduates (14.0 percent) was higher by 1.3 percentage points in comparison to the prior year (12.7 percent). Hispanic/Latino students accounted for the largest group of Baccalaureate/Transfer minority graduates (14.0 percent), followed by African American students (9.6 percent), Asian students (4.1 percent), Nonresident Alien students (0.4 percent), Native American students (0.4 percent), and Pacific Islander students (0.4 percent).

Table 4
Fiscal Year 2014 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%	14.0%	4.1%	0.4%	0.4%	0.4%	28.8%
Number	1,868	2,734	807	77	72	66	5,627
Career/Tech. %	15.3%	11.9%	5.2%	0.2%	0.5%	0.2%	33.3%
Number	7,105	5,555	2,411	108	212	113	15,504

SOURCE OF DATA: Annual Enrollment and Completion (A1)

Table 5 shows that in fiscal year 2014, minority faculty and staff accounted for 17.6 percent of tenured faculty/officials and managers, 15.0 percent of non-tenured faculty, 25.1 percent of professional staff/protective service workers, 28.8 percent of office and clerical/para-professionals, and 42.2 percent of service maintenance employees.

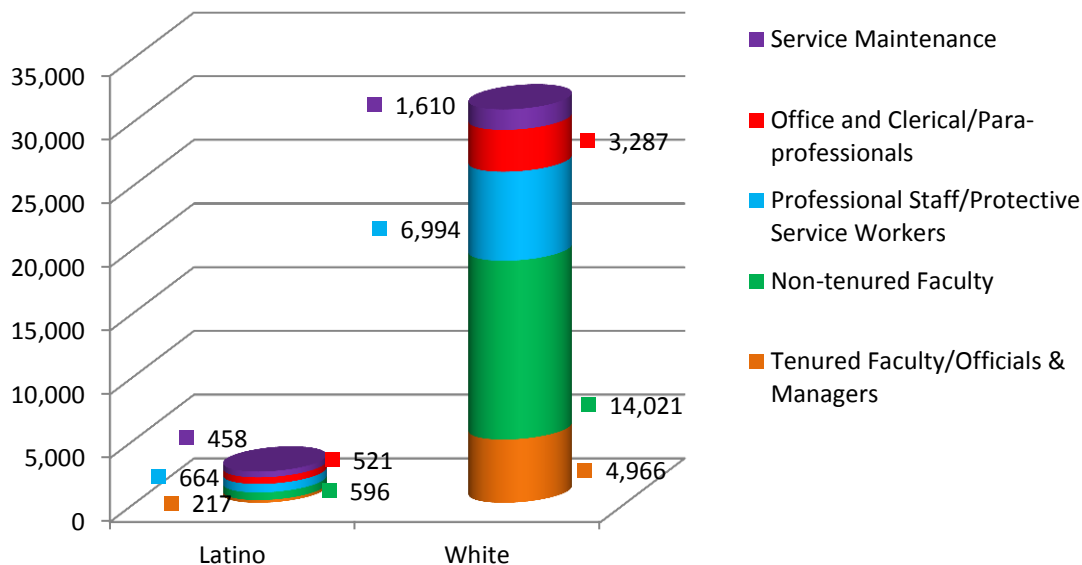
In fiscal year 2014, Hispanic/Latino faculty and staff accounted for 3.5 percent of tenured faculty/officials and managers, 3.2 percent of non-tenured faculty, 6.7 percent of professional staff/protective service workers, 10.9 percent of office and clerical/para-professionals, and 15.3 percent of service maintenance employees.

Table 5						
Fiscal Year 2014 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% 630	7.8% 1,450	14.8% 1,460	14.9% 709	25.2% 755*	0.0% 0
Hispanic/Latino % Number	3.5% 217	3.2% 596*	6.7% 664*	10.9% 521	15.3% 458	0.0% 0
Asian % Number	3.6% 220	3.6% 661	3.1% 308*	2.7% 128*	1.1% 33	0.0% 0
Native American % Number	0.2% 14	0.3% 53	0.3% 30	0.3% 14	0.4% 12	0.0% 0
Non-Resident Alien % Number	0.0% 3	0.1% 23	0.0% 3	0.0% 0	0.0% 1	0.0% 0
Pacific Islander % Number	0.1% 5	0.1% 16	0.2% 20	0.1% 5	0.1% 4	0.0% 0
Minority Subtotal % Number	17.6% 1,089	15.0% 2,799*	25.1% 2,485*	28.8% 1,377*	42.2% 1,263*	0.0% 0

*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 2014



*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 Administrative Staff/Technicians and Skilled Craft Workers were included in the Professional Staff/Protective Service Workers category unless colleges specified the counts for these two categories. Utilization data of Hispanic/Latino Staff Employed in Illinois Public Community Colleges for question four were calculated as each college's percentage of overall Hispanic/Latino district population (16 years and older) minus the percentage of Hispanic/Latino staff (Tenured Faculty/Executive/Administrative; Non-Tenured Faculty/Adjunct Faculty; Professional Staff/Protective Service Workers; Office & Clerical/Para-professionals; and Service Maintenance employment classification) at each community college. The percentages were rounded to full numbers. 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 2014

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, 2014, 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	9	0	6	6	0	5	30

2. As of June 30, 2014, 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	353	0	117	105	0	50	804

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 774

4. As of June 30, 2014, 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
-6	-5	0	-3	-2	0	-2

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2014, 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 14 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 2014**

**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)? N

1. As of June 30, 2014, 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	40	0	54	38	0	47	193

2. As of June 30, 2014, 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
75	271	0	172	84	0	146	748

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 555

4. As of June 30, 2014, 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
-13	-17	0	-10	0	0	-13

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2014, provide the number of faculty that separated or left the university (retired or resigned):

8	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 14 budget allocation for each of these Initiatives:

No. City Colleges has a total annual budget for recruitment of 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 African American 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 African American 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 2014**

**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, 2014, 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	8	0	27	13	0	2	55

2. As of June 30, 2014, 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	215	0	234	89	0	191	803

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 748

4. As of June 30, 2014, 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
-13	-17	0	-10	0	0	-13

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2014, provide the number of faculty that separated or left the university (retired or resigned):

15	Total faculty that experienced separation from the university
5	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 14 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 African American 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 African American 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 2014**

**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)? N

1. As of June 30, 2014, 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	17	0	28	16	0	13	81

2. As of June 30, 2014, 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
93	245	0	202	73	0	107	720

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 639

4. As of June 30, 2014, 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
-13	-17	0	-10	0	0	-13

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

12	Total that received tenure
2	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, 2014, provide the number of faculty that separated or left the university (retired or resigned):

10	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 14 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 African American 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

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 African American 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 2014**

**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, 2014, 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	10	0	19	13	0	4	52

2. As of June 30, 2014, 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
78	148	0	169	76	0	108	579

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 527

4. As of June 30, 2014, 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
-13	-17	0	-10	0	0	-13

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

6	Total that received tenure
1	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, 2014, provide the number of faculty that separated or left the university (retired or resigned):

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

7. What percentage of your community college employees are union? More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? If yes, provide FY 14 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 African American 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 African American 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 2014**

**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)? N

1. As of June 30, 2014, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
17	32	0	43	30	0	15	137

2. As of June 30, 2014, 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	343	0	301	106	0	115	994

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 857

4. As of June 30, 2014, 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
-13	-17	0	-10	0	0	-13

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

14	Total that received tenure
2	Total that did not receive tenure
4	Total Hispanic faculty that received tenure
1	Total Hispanic that did not receive tenure

6. As of June 30, 2014, provide the number of faculty that separated or left the university (retired or resigned):

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

7. What percentage of your community college employees are union? 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 14 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 African American 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:

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 African American 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 2014**

**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)? N

1. As of June 30, 2014, 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
20	10	0	34	19	0	8	91

2. As of June 30, 2014, 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
117	272	0	183	100	0	84	756

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 665

4. As of June 30, 2014, 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
-13	-17	0	-10	0	0	-13

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2014, provide the number of faculty that separated or left the university (retired or resigned):

10	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 14 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 African American 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 African American 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 2014**

**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)? N

1. As of June 30, 2014, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
22	39	0	44	36	0	22	163

2. As of June 30, 2014, 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
113	367	0	211	102	0	99	892

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 729

4. As of June 30, 2014, 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
-13	-17	0	-10	0	0	-13

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

13	Total that received tenure
3	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, 2014, provide the number of faculty that separated or left the university (retired or resigned):

10	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 14 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 African American 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 African American 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 2014

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, 2014, 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	3	9	2	0	0	16

2. As of June 30, 2014, 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
83	117	12	219	46	0	21	498

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 482

4. As of June 30, 2014, 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
0	0	2	2	1	0	0

5. As of June 30, 2014, 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, 2014, provide the number of faculty that separated or left the university (retired or resigned):

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

7. What percentage of your community college employees are union? Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? If yes, provide FY 14 budget allocation for each of these Initiatives:

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

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

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

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

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: 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

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: 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?
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 2014

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)? N

1. As of June 30, 2014, 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	46	0	18	20	0	43	133

2. As of June 30, 2014, 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
287	1637	0	453	329	0	143	2849

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 2716

4. As of June 30, 2014, 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
-10	-10	0	-9	-6	0	17

5. As of June 30, 2014, 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, 2014, provide the number of faculty that separated or left the university (retired or resigned):

32	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 14 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, Managers, and Supervisors. Additionally, the College's Board of Directors requires the Human Resources Department to monitor the diversity of the candidates. We do this at the overall applicant pool stage 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.

The College of DuPage participates in Diversity Job Fairs such that target minority applicants. 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?

- Offer student and parent workshops in both English and Spanish.
- Offer select brochures in both English and Spanish.
- Offer one-on-one appointments to those who need additional support.
- Retain bilingual staff in many student service areas to assist Spanish speaking students and community members. (Campus Central, Admissions & Outreach, Counseling & Advising, Student Financial Assistance, Student Records, Veterans Services)
- Planned and coordinated cultural events targeting the Latino population including Latino Student Visit Day; parent workshops; the Dare to Dream Conference for Latino 8th grade and freshman girls; and a new Mother's Day event honoring mothers of our Latino students.
- Hosted ACT and GED preparation sessions for Latino students and parents.
- Presented to local high school counselors on the community and issues in education such as undocumented 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)? 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: N

Other: Y

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

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 monitor our diversity in candidates to ensure compliance with Board Policy. We do this at the overall applicant pool stage and again at the interview stage. 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 2014

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, 2014, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
12	34	0	30	28	0	81	185

2. As of June 30, 2014, 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
232	459	0	204	138	0	109	1142

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 957

4. As of June 30, 2014, 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
-18	-16	0	-9	-3	0	51

5. As of June 30, 2014, 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, 2014, 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 14 budget allocation for each of these Initiatives:

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

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

ECC's commitment to diversity, equity, and inclusion is ingrained in the college's strategic plan as well as the college's EEO/AA policies and procedures. ECC is also one of a few Illinois community colleges that participate in the national Achieving the Dream initiative. Achieving the Dream Community Colleges Count is a multi-year, national initiative to improve student success, particularly among students of color and low-income students. A cornerstone of the initiative is broad engagement of faculty, staff, students and the community. ECC has developed a college wide Student Success Infrastructure model that connects all aspects of the college to student success. The committee/task force members assist the president in defining, planning for, and implementing infrastructures to build and sustain cultural competence in the areas of diversity, equity, and inclusion. The CMCO is responsible for developing and executing community relations strategies that effectively support and achieve the vision, mission, goals and objectives of the college. Members of the Alliance for College Readiness work in faculty and staff teams to establish a common understanding of college and career readiness, to better align curriculum and instruction and to foster effective communication systems between students, educators, and parents. The Multicultural and Global Initiatives Committee (MAGIC) was established to prepare individuals to succeed in a diverse society by providing and supporting multicultural learning experiences in an inclusive environment. ECC's commitment to international education is evident in the accomplishments of our cross-functional team, Global/International Studies Taskforce (GIST), which was charged with expansion of international programs. Position vacancies are posted for a minimum of 5 business days to give all employees an equal opportunity to apply for open positions within the institution. The Human Resources Department is responsible for the integration of a systematic approach to identifying external recruitment sources and referring internal and external candidates to open vacancies. ECC participates in district wide employment/career fairs sponsored by colleges, and community and civic activities. Additionally ECC hosts two

annual job fairs (diversity recruitment and career). ECC employees maintain memberships to minority professional associations and societies. The ECC Human Resources Department tracks demographic information of applicants who submit an ECC application for employment. The Human Resources Department assists applicants by mail, email, telephone, in person and Internet with completing and submitting an online application and general information regarding the hiring process. The Human Resources Department provides hard copy and electronic documents related to the hiring process in both English and Spanish. Additionally, Spanish-speaking employees are available to assist internal and external customers. Applicants respond to questions related to multiculturalism during the application and interview process. Anyone participating in the hiring process is required to complete cultural competency training. The college also offers a series of in-service professional development opportunities related to diversity, inclusion, and equity.

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

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

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

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

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

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

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: Y

The college also offers a series of in-house professional development opportunities, tuition reimbursement, and professional development funds.

Other: N

Other: N

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

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

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

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 2014

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, 2014, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
8	19	0	17	14	0	21	79

2. As of June 30, 2014, 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
292	836	0	336	234	0	92	1790

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1711

4. As of June 30, 2014, 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
-11	-11	0	-8	-7	0	10

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2014, provide the number of faculty that separated or left the university (retired or resigned):

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

7. What percentage of your community college employees are union? More than 50 percent
8. Does your Institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? If yes, provide FY 14 budget allocation for each of these Initiatives:

Harper College allocated \$5,275 or 5.07% of its FY 14 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, \$8,859 or 8.52% of its FY14 budget was targeted for recruiting multiple diverse populations, including Hispanic, that are considered underrepresented in the academic workforce.

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

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

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

Monitor the College's multi-year plan targeting the recruitment and hiring of Hispanic Faculty and Staff. Continue to identify 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. Continue to develop and mandate training classes for all faculty search committee members to educate interviewers on diversity issues, legal compliance and cultural competency in the hiring process. Continually review and update the College Web-site to continue to create a more welcoming environment and to encourage individuals from under-represented groups to apply. Expand the current Diversity Faculty Fellowship to include nationwide recruitment and multiple disciplines for potential succession planning.

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 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; 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. The College convened a Presidential Task Force in 2012 to examine and make recommendations regarding the College's diversity initiatives. Harper College faculty and staff also completed a Cultural Values Assessment (CVA) in 2012. The recommendations of this Task Force, the results of the CVA and the creation of the Special Assistant to the President for Diversity and Inclusion position are drivers assisting the College in improving and enhancing its efforts and initiatives in Diversity and Inclusion.

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 2014

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, 2014, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
2	10	0	6	0	0	0	18

2. As of June 30, 2014, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
146	326	0	373	51	0	14	910

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 892

4. As of June 30, 2014, 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
-3	-1	0	-2	-4	0	-4

5. As of June 30, 2014, 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, 2014, provide the number of faculty that separated or left the university (retired or resigned):

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

7. What percentage of your community college employees are union? 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 14 budget allocation for each of these Initiatives:

The College provides a budget allocation for employee recruitment advertising. The FY14 budget for this advertising was approximately \$71,300, of which over 7% (\$5300) 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 is reaching qualified Hispanic populations and those with connections to these populations. Human Resources staff routinely sends job announcements to representatives of various diversity organizations and networks, including an Hispanic outreach program facilitated by a local community center. In addition to other diversity-oriented online job boards, the College advertises select positions 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

The College has expanded its professional development offerings and employees have access to a wide variety of opportunities, including: seminars; workshops; training sessions; webinars/conferences; professional publications; professional association memberships; sabbaticals; tuition support.

Other: Y

The College supports voluntary employee involvement in various professional/community organizations and associations.

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 2014

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, 2014, 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	1	0	1	5

2. As of June 30, 2014, 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
61	170	0	63	50	0	45	389

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 384

4. As of June 30, 2014, 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
-1	-3	0	1	-1	0	0

5. As of June 30, 2014, 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, 2014, provide the number of faculty that separated or left the university (retired or resigned):

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

7. What percentage of your community college employees are union? Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? If yes, provide FY 14 budget allocation for each of these Initiatives:

In FY'14, Highland allocated 7% of our advertising budgeted toward specific recruitment of minority applicants, including 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?

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.

Historically, we have used DiverseJobs.com and Latinos in Higher Ed to reach Hispanic applicants, however, when surveying applicants on how they heard of open positions, these sites were rarely noted. We have started using CommunityCollegeJobs.com, which incorporates the site Hispanics in Academia in their postings to see if this will reach more 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?

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.

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

Employees have the opportunity to develop their professional skills through workshops, online training, publications and one-on-one coaching. Tuition waivers for Highland classes are provided to part-time and full-time employees. Education assistance is provided for our full-time employees to pursue advanced degrees or classes.

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 Colleges Equal Opportunity/Affirmative Action Committee are dedicated to a recruitment and selection process that ensures nondiscrimination, provides equal access and opportunity for all, and complies with all State and Federal regulations. A representative of the EE/AA Committee is assigned to each search committee to participate in the review, interview and selection of position candidates. The EE/AA Committee members have received training on College policies and State and Federal regulations in relation to the hiring process. The EE/AA Committee members purpose on search committees is to: assure no illegal inquiries are made of the candidate; ensure that policies and procedures are followed; that candidates are not subject to inappropriate treatment, questions, etc.; and ensure that no one is eliminated from the search for reasons other than not meeting the selection criteria (minimum requirements), not meeting the application deadlines, or not following the guidelines for applying. The AA rep is also to ensure that selection criteria does not create artificial barriers to employment for under-represented groups and to ensure each step of the process that candidates from under-represented groups are not excluded from consideration for inappropriate reasons. The HR staff member that oversees the hiring process reviews applicant pools for minority composition and reviews applications selected for interview to consider whether qualified minority applicants are being left out. Prior to scheduling interviews and again before an offer of employment is made, the HR staff member will talk with the Search Committee Chair to discuss the qualifications for those selected to ensure that the best qualified are selected. Search committee members are required to keep documentation which explains how each applicant matched up to the qualifications that are needed to be successful in the position.

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

N/A

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014**

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, 2014, 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	12	6	0	3	30

2. As of June 30, 2014, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
213	603	0	667	172	0	134	1789

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1759

4. As of June 30, 2014, 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
2	5	0	3	6	0	4

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2014, provide the number of faculty that separated or left the university (retired or resigned):

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

7. What percentage of your community college employees are union? 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 14 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 place 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?

We have a student International Center that assist students and the public with information about the Institution in Spanish. Student information is published in English and Spanish.

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? N
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? never
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).
Employees with career ladder enhancement: Y
- All employees are eligible for promotion through our open job posting system.- Employees have annual career discussions with supervisors.
- Self-development training: Y
- Self-improvement and development courses are offered continuously
- 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.
- The College's Diversity Inclusion Committee monitors and maintains survey results in conjunction with our V. P . of Diversity.- 2014-2015 survey results will be ready after survey submission.

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

5. As of June 30, 2014, 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, 2014, 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 14 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 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 and review with member of 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.

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

5. As of June 30, 2014, 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, 2014, 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 14 budget allocation for each of these Initiatives:

No

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

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

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

continue to look for Spanish speaking/Hispanic instructors.

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

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

Internships: 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 and review with a member of 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.

**Illinois Eastern Community Colleges
Olney Central College**

Is your institution a Hispanic Serving Institution (HSI)? ☒ No

Tenured Faculty/ Executive/ 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

Tenured Faculty/ Executive/ 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	84	0	58	20	0	11	228

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

5. As of June 30, 2014, 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, 2014, 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 14 budget allocation for each of these Initiatives:

No

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

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

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

Continue to look for Spanish speaking/Hispanic individuals.

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

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

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

We hire ESL instructors as needed.

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

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

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

15. Is the center Director/Coordinator Hispanic? N

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

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

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

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

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

Self-development training: N

Other: N

Other: N

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

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

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

5. As of June 30, 2014, 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, 2014, 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 14 budget allocation for each of these Initiatives:

no

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

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

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

continue to look for Spanish speaking/Hispanic instructors.

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

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

Internships: 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 and review with member of 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.

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

5. As of June 30, 2014, 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, 2014, 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 14 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 that 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 and review with a member of 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 2014**

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, 2014, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	6	0	2	3	0	0	11

2. As of June 30, 2014, 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
93	214	0	86	64	0	17	474

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 463

4. As of June 30, 2014, 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
-7	-4	0	-5	-2	0	-7

5. As of June 30, 2014, 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, 2014, 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 14 budget allocation for each of these Initiatives:

No, IVCC has one advertising budget for all positions regardless of job category. The total budget for FY14 was \$6,578.

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: 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?

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. Access to public transportation through NCAT/BPART, GED/ESL orientations, and IVCC outreach/media events through enrollment task force initiatives for Spanish speaking students/parents. Each year we conduct a "Hispanic Student Visit Day" where we invite the local high school to attend IVCC for an Open House event. We also have recently increased our radio advertising on Hispanic radio stations.

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.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014**

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, 2014, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
8	30	2	28	21	0	19	108

2. As of June 30, 2014, 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
232	942	33	398	214	17	205	2041

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1933

4. As of June 30, 2014, 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
8	0	2	1	35	0	2

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2014, 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 14 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?

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

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

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

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: N

Other: Y

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?

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
- Reviewing and comprehending course homework assignments

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

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

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

15. Is the center Director/Coordinator Hispanic? Y

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

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

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

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

Other: Y

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

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

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 2014**

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, 2014, 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	3	0	2	7	0	4	19

2. As of June 30, 2014, 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
144	257	0	77	87	0	31	596

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 577

4. As of June 30, 2014, 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
1	1	0	1	1	0	-1

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

6	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, 2014, 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 14 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?

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.

CC 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 2014

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, 2014, 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	4	0	1	1	0	0	7

2. As of June 30, 2014, 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	389	0	118	136	0	87	831

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 824

4. As of June 30, 2014, 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
-1	-1	0	-1	-1	0	-2

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

3	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, 2014, 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 14 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?

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

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

Research advertising sources that will target Hispanic professionals interested in higher education careers. The college is currently providing conversational Spanish classes to both college staff and professionals in the community.

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 is currently providing conversational Spanish classes to both college staff and professionals in the community. The college also offers many English as a second language classes 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: Y

Professional development opportunities are provided for all employees.

Other: N

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

Hiring is done through 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 2014

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)? Y

1. As of June 30, 2014, 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	6	1	0	1	12

2. As of June 30, 2014, 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	214	20	122	51	0	37	535

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 523

4. As of June 30, 2014, 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
0	0	0	0	0	0	0

5. As of June 30, 2014, 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, 2014, 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? 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 14 budget allocation for each of these Initiatives:

The College provides a set allocation for recruitment and advertising of positions. Within HR, these funds are reallocated towards promotional job boards and activities that promote the diversity of applicants to positions including email blasts to diverse lists, postings on exclusive websites for people of diverse backgrounds, etc.

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 implemented a mandatory training program before any search can begin that focuses on the appropriate steps to ensure compliance and to promote the college's diversity strategic workforce plan.

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

Continue to promote job ads, placement ads, as well as recruitment activities that focus on the recruitment of a people of a diverse background.

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?

Yes, the Access, Equity and Diversity Office is charged with creating an action plan to help inject these strategies into the workforce planning documents as well as within the student focused activities.

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 College provides professional development activities for all staff to continue to develop skills necessary for internal advancement.

Self-development training: Y

The College provides professional development activities for all staff to continue to develop skills necessary for internal advancement.

Other: N

Other: N

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

In several areas, the College employs professional development activities that are sometimes self-directed to encourage career growth. This is also part of the performance management system.

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 2014

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, 2014, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
8	47	0	41	41	0	16	153

2. As of June 30, 2014, 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
262	901	0	377	182	0	110	1832

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1679

4. As of June 30, 2014, 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
-15	-13	0	-7	4	0	-4

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2014, provide the number of faculty that separated or left the university (retired or resigned):

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

7. What percentage of your community college employees are union? More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? If yes, provide FY 14 budget allocation for each of these Initiatives:

Yes; Total FY14 Budget - \$210,000 Total Diversity FY14 Budget - \$68,210 African American Recruitment initiatives - \$189,000 Advertising - \$170,100 Travel - \$37,782 Publications 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. Recruiting staff attend local and regional conferences, seminars, webinars, etc. to ensure compliance with legislative mandates.

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 self-identified minorities nationwide who earned a degree within the last year. Human Resources staff attends various employment fairs designed to draw minority 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. In conjunction with the Career and Placement Center, Human Resources participates in several career events to train minority 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: Y

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 of Lake County offers a variety of multicultural programs and services. There is an international office in place where Hispanic students and the public have the opportunity to visit the department for retention and mentoring. Students have the opportunity to meet with our Title V retention area that provides service for Spanish speaking students and to the public. Students have the option of joining the Latino Alliance and attend the Alicia Hernandez Scholarship banquet where they have the chance to receive funding for school. CLC has an employee in Enrollment Services who primarily works with the Spanish speaking community. CLC presents various presentations at local high schools for students and parents. Also I attend various cultural community events that are put on by the Latino community. Also there are various bilingual marketing materials that primarily promote GED/ESL classes. CLC has a Latino Success Committee that falls under the Enrollment Management Commission that is developing a strategic plan. The plan will include planning various events/presentations to the Latino Community, translating marketing brochures to Spanish, improving the CLC website, 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? 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

Self-development training: Y

Other: Y

- HR/Training Personnel: 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.
- Educational cohort: The College pays tuition and expenses for a cohort of employees completing a PhD program.

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 is an equal opportunity employer with a diverse workforce. The College advertises opening by using websites, publications, list serves, and email blasts that are geared toward African American individuals, communities, recent graduates, etc. The College provides search committee and EEO representative training to ensure that all administrative staff responsible for hiring, interviewing, recruitment, and EEO complies with all legislative mandates of the African American Employment Plan. Human Resources also ensure that the applicant pools are diverse for all positions including Administrative and Faculty positions before the applications are released to the search committee. If the pool is not diverse, as defined by the area Vice President, the search is reopened. Based upon voluntary applicant information, Human Resources staff assesses the diversity of each applicant pool to ensure a diverse and applicant and interview pool.

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 African Americans employed by the College through exit interviews, turnover reports, and performance evaluations. Last fiscal year, the College asked employees to complete a Diversity Survey that covered minority employment issues. Note, this survey addressed issues related to all types of diversity, including but not specifically, African American employees. Key Findings " Nearly nine in 10 college employees agree that the college is a welcoming place. " The responses reveal the extent of diversity of faculty and staff regarding their race, age, gender identity, sexual orientation, disabilities, military experience and religious affiliation. " Majorities of college personnel agree that the hiring practices of the college are fair. " Large majorities agree that the college should require all personnel to participate in annual training regarding anti-discrimination policies and procedures, as well as ways to work with diverse colleagues and students.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014**

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, 2014, 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	2	1	0	0	6

2. As of June 30, 2014, 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
100	308	19	318	93	0	36	874

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 879

4. As of June 30, 2014, 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
-1	0	-1	-1	0	0	-1

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2014, provide the number of faculty that separated or left the university (retired or resigned):

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

7. What percentage of your community college employees are union? More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? If yes, provide FY 14 budget allocation for each of these Initiatives:

No. 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

Diversity 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: 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?

The college has Spanish speaking instructors to assist with translation 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 for all employees.

Other: N

Other: N

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

Required hiring committee training for all participants.

Human Resources is a member of the hiring committee.

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.

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

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

8	Total that received tenure
19	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, 2014, 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 14 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 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 moved along in the employment process.

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

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

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

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

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: 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?

Lewis and Clark's Adult Education Department has an English as a Second Language program for Spanish speaking community members seeking to learn English. The department has Spanish speaking Project READ tutors to work with Spanish speaking community members. The ESL program is also serving an increasing number of Asian community members. Lewis & Clark's Associate Dean for Adult Education recently met with the enrollment management staff at Southern Illinois University at Edwardsville (SIUE) to discuss how we might collaborate to expand our English as a Second Language services. In the upcoming year, the University plans to recruit international students and seeks Lewis and Clark's assistance to serve these 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: 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 HR Specialist responsible for the employment processes is responsible for posting all postings. She then partners with the hiring committee and the hiring chair 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 2014**

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, 2014, 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	1	0	5	0	0	1	11

2. As of June 30, 2014, 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
190	418	0	280	85	0	54	1027

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1016

4. As of June 30, 2014, 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
0	-2	0	0	-2	0	0

5. As of June 30, 2014, 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, 2014, provide the number of faculty that separated or left the university (retired or resigned):

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

7. What percentage of your community college employees are union? Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? If yes, provide FY 14 budget allocation for each of these Initiatives:

LLCC has a budget for advertising vacancies to all groups and at all levels, for fiscal year 2014 LLCC spent \$72,540. Of this amount, \$5,233 (over 7%) was spent on advertising specific to the recruitment of minorities, including Hispanics. Additionally, LLCC has a budget of \$2,500 that is used to attend recruitment events such as career and job fairs which provide an exposure of the college to diverse individuals who may be interested in employment at LLCC.

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. LLCC does have comprehensive Screening and Interviewing Guidelines and all employees involved in screening, interviewing and hiring are required to undergo training.

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. LLCC continues to post open positions on websites specifically targeted to minorities. During FY2014, \$1,325 was spent with Hispanic Outlook and Latinos In HigherEd.

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. Additionally, all staff members also have access to funds of up to \$1,500 annually which can be used to attend another college/university, workshop, conference or seminar. 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. These educational opportunities can help staff acquire knowledge, skills and abilities that may help them qualify for other positions at the college.

Other: N

Other: N

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

LLCC does not 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 2014

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, 2014, 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	2	1	0	0	2	9

2. As of June 30, 2014, 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
139	172	0	117	90	1	49	568

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 559

4. As of June 30, 2014, 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
2	0	1	1	0	0	1

5. As of June 30, 2014, 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, 2014, 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 14 budget allocation for each of these Initiatives:

The college maintains a work environment free from harassment, intimidation, and coercion. To comply, the institution has a written sexual harassment policy with a clear complaint procedure, and the policy is posted for access to all employees. The college provides professional development opportunities and offers employees the right to participate in training programs that expressly include minorities and women. The College's EEO policy is sent to unions, listed in policy manuals and collective bargaining agreements, and posted at all campus locations. The EEO policy is reviewed annually with all employees having any responsibility for hiring, assignment, layoff, termination, or other employment decisions.

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 office of human resource staff attend professional development training and frequently meet with the college's employment law attorney

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

HR conducts workforce utilization analysis to identify the areas in the region where Hispanic population reside and have increased marketing efforts within these areas

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: 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?

Increased the availability of bi-lingual staff in student success

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? 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: Y

Funding available for professional development opportunities to all labor groups

Self-development training: Y

Funding available for professional development opportunities to all labor groups

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 has a hiring committee consisting from members of all labor groups. The office of human resources frequently provides training on EEO guidelines and procedures

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 2014

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, 2014, 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	11	0	4	14	0	0	30

2. As of June 30, 2014, 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
142	423	0	172	79	0	1	817

3. As of June 30, 2014, 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, 2014, 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
-10	-8	0	-8	8	0	-10

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

3	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, 2014, 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 14 budget allocation for each of these Initiatives:

A percentage of both the Affirmative Action and Human Resources Recruitment budget was utilized to attract Hispanic candidates/applicants. A specific budget allocation was not designated for Hispanic recruitment.

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

All communication and information regarding the Hispanic Employment Plan directed to the Institution is forwarded to Human Resource Officials and Managers responsible for compliance. Accountable and committed staff review the information and carryout mandates.

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

Three key recommendations for increasing Hispanic representation include: 1) Expand the usage of recruitment resources targeting the Hispanic population and identify additional new resources. 2) Place a preference on hiring Hispanic candidates and/or a candidate's with related cultural experience when appropriate. 3) Charge current staff directly and indirectly involved in the recruitment process to engage in outreach efforts to attract candidates to apply for job opportunities at the college.

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

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

Internships: Y

Community Linkages: Y
Mentorship of a new Hispanic Faculty: Y
Staff Employment Recruitment Plan: Y
Other: N

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

The College's Strategic Plan (2013-2018) includes an initiative to increase student engagement, completion and success: Prepare for increased diversity in student populations, with a focus on Latino community. Promote diversity among staff and attract, develop and retain a diverse staff. Officials and Managers must develop objectives and goals specific to this 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)? 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: Y

The College offers a Mentor Program for employees interested in career advancement and/or enhancement.

Self-development training: Y

A variety of professional self-development training is provided by the MCC Professional Development Dept. to employees throughout the year. The department regularly provides information and resources to all employees regarding development opportunities offered internally and externally.

Other: Y

MCC offers Professional Development Benefits (incentives) to include a Tuition Fee Wavier 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: N

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

Compliance responsibility has been assigned to accountable Human Resources Officials and Managers. All related information and communication received by the institution is directed to their attention.

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.

Primary plans and studies include: 1) The College's Strategic Plan (2013-2018) includes the initiative to increase student engagement, completion and success: Prepare for increased diversity in student populations, with a focus on Latino community. Promote diversity among staff and attract, develop and retain a diverse staff.

2) The College's Affirmative Action Program encompasses directives for increasing staff diversity with employment initiatives focused on attracting and recruiting minorities/Hispanics. 3) A Study and Survey: Environmental Scan 2013 Report [http://www.mchenry.edu/excellence/MCC Environmental Scan 2013.pdf](http://www.mchenry.edu/excellence/MCC%20Environmental%20Scan%202013.pdf).

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014

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, 2014, 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	13	0	10	13	0	6	43

2. As of June 30, 2014, 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
182	770	0	345	198	0	74	1569

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1526

4. As of June 30, 2014, 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
-14	-13	0	-12	-8	0	-6

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

16	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, 2014, provide the number of faculty that separated or left the university (retired or resigned):

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

7. What percentage of your community college employees are union? More than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? If yes, provide FY 14 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 FY14 \$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 a compiled language bank available of faculty and staff members who are able to assist the public in various languages if and when needed.

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

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

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

15. Is the center Director/Coordinator Hispanic? Y

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

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

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

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 2014

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, 2014, 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
10	30	0	6	48	0	25	119

2. As of June 30, 2014, 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
71	283	0	17	116	0	52	539

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 420

4. As of June 30, 2014, 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
-55	-59	0	-34	-28	0	-21

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2014, 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 14 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, and posts job openings to the Hispanic Association of Colleges and Universities (HACU) job board.

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? 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

By Collective Bargaining Agreement

Self-development training: Y

Budget for professional development by Collective Bargaining Agreement.

Other: N

Other: N

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

Formal recruitment and hiring processes are in place; and by Collective Bargaining Agreement.

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

Annual fact sheet with employee figures disaggregated by race/ethnicity, which includes EEO survey of employees.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014

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, 2014, 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	21	7	18	15	0	14	81

2. As of June 30, 2014, 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
161	694	72	185	147	9	79	1347

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1266

4. As of June 30, 2014, 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
-5	-5	0	1	2	0	9

5. As of June 30, 2014, 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, 2014, 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 14 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 \$4,140.00 on print ads in websites/publications focused on Hispanics including Hispanic Recruitment Services, Hispanic Association of Colleges and Universities, Illinois Latino Council on Higher Education, and Hispanic Outlook in Higher Education. Additionally, \$10,395.00 was spent on ads in publications focusing on diversity in general, including Diverse Issues in Higher Ed, Chicago Diversity.com, Insight into Diversity, and IMDiversity.

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:

- The College's Affirmative Action Plan is found in the libraries of each campus, as well as in the President's Office. A copy of the Affirmative Action Plan is distributed to each administrator on an annual basis.
- An annual meeting is convened by the 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.
- Maintain a deliberate and continuous effort in complying with the College's Equal Employment Opportunity/Affirmative Action Program.

- Provide training and professional development activities to encourage the review/establishment of policies and processes to support the creation of a positive culture for recruiting and retaining [Hispanic] administrators, faculty and staff.
- The College will continue to conduct national and regional searches as a means to fill all administrative and full time faculty openings.
- The College will advertise in media targeted to Hispanics. Media will include print publications and Internet postings on employment sites focused on Asian Americans.
- All positions will be listed with the Illinois Job Service.
- Continue receiving the Directory of Graduates from the Illinois Board of Higher Education as part of the Diversifying Higher Education Faculty in Illinois initiative. Continue sending notice of openings to qualified applicants for openings that we have at that time.
- Human Resources professionals will attend affirmative action related seminars and workshops on a regular basis.
- Human Resources has developed and presented a workshop for search committee members on diversity sensitivity and effective interviewing issues. Attendees are certified as able to serve on search committees.
- 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.
- Applicant flow and selection data will continue to be reviewed and areas of concern will be discussed with the appropriate Vice President.
- The College will base all selection, compensation, promotion, development activities and all other employment decisions solely on performance and/or qualification; activities to be administered without discrimination.

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

- Conduct broad, wide, and deep searches for applicants of Hispanic backgrounds
- Clearly explain the intent of the Affirmative Action Plan and reiterate the commitment to equal employment opportunity and affirmative action with all college administrators.
- Clearly communicate commitments to affirmative action and employment goals to each search committee.
- Have supervising administrators set clear directions and charges to each search committee."
- Monitor the activities and progress of search committees and supervising administrators.
- Maintain a welcoming environment so that individuals from demographic groups other than Caucasian desire employment with the College accept employment offers, retained by the College, and willingly assist the College in broadening the selection pool of applicants.

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

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

Internships: Y

Community Linkages: N

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: N

Other: N

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

ANDALE! An Association for Nurturing the Development and Advancement of Latinos in Education: Its mission is to:

- Build solidarity between Oakton's Latino student population and Oakton's Latino employees, provide support for all persons of Latino descent, and advocate for the creation of an institution that fosters the success of Latino students at Oakton.
- Develop and disseminate information on the academic, social, financial, and institutional resources available to Latino students." Establish a support network for Latino students.
- Provide mentorship opportunities to contribute to the professional and intellectual development of Latino students.
- Engage the Latino families in their students' educational journeys.
- Build a social community among Oakton's Latino community.
- Contribute to the professional and leadership development of Oakton's Latino employees and students

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

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

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

15. Is the center Director/Coordinator Hispanic? N

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

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

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

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

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
- Comprise 12% of the Oakton student body
- Comprise 7.8% of the College's workforce

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

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2014, 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? 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 14 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 ensure that all selection procedures used by the search committee comply with Parkland College policies and procedures, and with all local, state and federal laws with respect to employment practices.

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 i 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 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, initial screenings of applicants, diversity statement for the position posted, and provide advice and counsel in carrying out the search 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 2014**

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)? Y

1. As of June 30, 2014, 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	15	0	16	11	0	4	46

2. As of June 30, 2014, 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
93	432	0	138	118	0	33	814

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 768

4. As of June 30, 2014, 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
-10	-7	0	1	-1	0	2

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2014, 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 14 budget allocation for each of these Initiatives:

Included in general 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?

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?

All hiring and postings are monitored by our AAO.
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 2014**

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, 2014, provide the number of **Hispanics employed** within each of the following EEOC categories:

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

2. As of June 30, 2014, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
95	252	0	137	46	0	69	599

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 598

4. As of June 30, 2014, 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
-1	-2	0	-2	-2	0	-2

5. As of June 30, 2014, 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, 2014, 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 14 budget allocation for each of these Initiatives:

No. With the small percentage of the area population being Hispanic, it is not feasible to provide a special budget allocation except in the case of spending a proportionate amount of allocated advertising money to reach as many people as possible within our surrounding communities.

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 that self-identify as Hispanic; however, the college only receives a very small amount of Hispanic applications despite the efforts made to advertise in various outlets throughout the surrounding communities. By offering dual credit high school classes at high schools, tuition free, we hope to have a greater number of Hispanics with the necessary education requirements apply in the near future.

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

The lack of Hispanic population in the area makes it difficult to recruit additional qualified applicants. The college will continue to advertise in all area employment outlets as an attempt to reach as many qualified Hispanics and Spanish speaking bilinguals applicants 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 with 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 promotional opportunities and that discrimination will not be tolerated.

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

Not Applicable. 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 produce.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014

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, 2014, 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	0	1	0	0	0	5

2. As of June 30, 2014, 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
107	175	0	88	61	0	6	437

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 432

4. As of June 30, 2014, 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
-1	0	0	-1	-2	0	-2

5. As of June 30, 2014, 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, 2014, provide the number of faculty that separated or left the university (retired or resigned):

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

7. What percentage of your community college employees are union? 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 14 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 Colleges 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 2014**

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, 2014, 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	5	4	0	1	17

2. As of June 30, 2014, 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
182	316	0	146	158	0	25	827

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 810

4. As of June 30, 2014, 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
1	1	1	0	1	1	1

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

11	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, 2014, provide the number of faculty that separated or left the university (retired or resigned):

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

7. What percentage of your community college employees are union? Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? If yes, provide FY 14 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 Hispanics are: the recruiter meets with all search committee members to explain the hiring process along with the Colleges diversity initiative. When at all possible we like a diverse search committee as well as a diverse pool of applicants for each vacant position. This is accomplished through the HR recruiter who forwards all self-identified qualified Hispanic applicants to the search committee chair for review. The search committee is responsible for submitting a matrix and a job applicant summary which reflects how the committee decided on who they would interview and ultimately hire.

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

We will continue to look for more diverse venues to advertise our vacant positions that directly market to the Hispanic population both nationally and locally. We will continue our efforts to reach- out to our current staff by asking for their help, support and ideas on the different venues (boards they may serve on, agencies etc.) we can possibly tap into too help 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: Y
Mentorship of a new Hispanic Faculty: Y
Staff Employment Recruitment Plan: Y
Other: Y

Hispanic employees on the tenure track are provided a mentor to help them with the process.

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? 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

NA

Self-development training: Y

Employees are offered twice a year, professional development opportunities in addition to interdepartmental training opportunities. The College offers tuition reimbursement for employees wanting to take classes outside of the College and free tuition for class taken at the institution.

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?

All search committee members are required to follow the hiring procedures which include diversity training and submitting the appropriate documentation after each hire.

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 2014

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, 2014, 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	4	1	0	1	9

2. As of June 30, 2014, 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
70	189	0	146	24	0	27	456

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 447

4. As of June 30, 2014, 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
-4	-2	0	-1	0	0	0

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

0	Total that received tenure
5	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, 2014, 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 14 budget allocation for each of these Initiatives:

There is not specific budgetary line item for this. 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?

We work to be compliant through continuous review and improvement of our policies, employment processes and practices.

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

Connect with a more diverse population of potential 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: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: N

Other: N

Coordinator of Minority Outreach Position whose responsibilities include developing contacts and relationships with the minority community.

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?

Classes for students whose native language is not English

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 College provides equal employment opportunities to all employees.

Self-development training: Y

The college offers a variety of professional development opportunities through professional development funds for training, tuition support, conferences, association and professional memberships

Other: N

Other: N

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

Reviews of all employment processes for compliance and improvement opportunities are routinely conducted.

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

None

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014**

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, 2014, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
2	9	0	5	2	0	4	22

2. As of June 30, 2014, 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
45	174	0	69	44	0	28	360

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 338

4. As of June 30, 2014, 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
4	5	0	7	5	0	14

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2014, 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 14 budget allocation for each of these Initiatives:

Recruitment of Hispanic faculty, administrators, or any level of job category was included in our FY14 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 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:

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 employs a Cross Cultural Coordinator who is a translator and interpreter for students, parents, and the general public. The Cross Cultural Coordinator is also the advisor for the Association of Latin American 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? 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 legislative mandates for the Hispanic Employment Plan for Higher Education and EEOC.

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 2014

Shawnee Community College

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

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

1. As of June 30, 2014, 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, 2014, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
53	142	0	54	25	0	3	277

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 275

4. As of June 30, 2014, 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
0	1	0	1	0	0	0

5. As of June 30, 2014, 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, 2014, 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 14 budget allocation for each of these Initiatives:

Our institution shares the advertisement of all open positions across all departmental lines. Funds are budgeted for the recruitment of all positions, not minority specific. The human resource officer forwards vacancy notices to the placement offices of institutions with high minority enrollments. Therefore the budget does cover the cost associated with this outreach.

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

The college maintains an affirmative action plan and a minority recruitment and retention document that is shared with administrators/staff who have a part in the college's hiring process. Goals have been developed in an attempt to increase employment opportunities for minority groups within specific job categories. The EEOC/Affirmative Action Officer and some administrators attend regional and national diversity conferences and training sessions addressing recruitment of all minority groups. Diversity training is also incorporated into the monthly HR newsletter for the purpose of reminding staff to be attentive to diversity issues. The human resource office subscribes to Diversity Healthworks emails, is a member of IL-CUPA and SHRM which provides access to diversity training materials.

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

The HR offices continues to reach out to minority applicants through mailings to HR offices at institutions with high minority populations. College administrators work closely with district Migrant Councils to identify qualified Hispanic instructors.

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

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

Internships: Y

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

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

The college has partnerships with district Migrant Councils, other agencies, and high schools with Hispanic populations. SCC also offers adult basic education, GED, and credit recovery courses to assist students.

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

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

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

15. Is the center Director/Coordinator Hispanic? N

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

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

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

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

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

Employees with career ladder enhancement: Y

Staff are encouraged to continue education and are allowed to leave early from work to attend classes at a local university.

Self-development training: Y

The college encourages and allows time off to attend leadership training and other professional development activities pertinent to their current job or that may help them achieve promotion to another job.

Other: N

Other: N

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

The college's affirmative action/EEO officer monitors all employment in accordance with college policy and serves on all employment screening committees.

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

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014**

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, 2014, 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	12	0	15	4	0	3	35

2. As of June 30, 2014, 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	424	0	130	76	0	29	788

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 753

4. As of June 30, 2014, 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
-11	-9	0	0	-6	0	-1

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

6	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, 2014, provide the number of faculty that separated or left the university (retired or resigned):

14	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 14 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 recruiting, interviewing, and recommending the final candidates. The search committees are composed of diverse members. Final candidates are then reviewed with the Vice President of the hiring area.

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. South Suburban employs bilingual employees throughout the College to help when needed and has also hired temporary interpreters/translators at peak times.

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

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

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

15. Is the center Director/Coordinator Hispanic? N

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

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

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

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

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

Employees with career ladder enhancement: N

Self-development training: Y

A variety of professional development opportunities are available to all employees through our staff and faculty development committees. They offer various on-campus workshops, seminars, and all day events. South Suburban College also offers tuition waivers and tuition reimbursement.

Other: N

Other: N

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

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

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 2014

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, 2014, 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	1	0	0	3

2. As of June 30, 2014, 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
58	110	0	47	36	0	14	265

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 262

4. As of June 30, 2014, 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
0	0	0	0	0	0	0

5. As of June 30, 2014, 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, 2014, 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 14 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 2013-14 recruitment were budgeted at \$28,000 for all recruitment activities. A portion of the recruitment budget was allocated to recruiting in Outlook/Hispanic. Also, all full-time positions are advertised in the Southern Illinoisan which services the southernmost portion of the State's closest university to capture a higher percentage of the Hispanic population within our region. We also advertised in Missouri, Kentucky and Indiana university career placement centers within a 100 mile radius of Southeastern Illinois College who also have a higher percentage of Hispanic population.

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

9. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Hispanic Employment Plan for Higher Education? As part of Southeastern's hiring process, a hiring manual has been developed to provide guidance for search committees regarding hiring, interviewing, recruitment, and EEO guidelines. Southeastern Illinois College is committed to providing equal opportunity through its employment practices and educational programs and through the many services it provides to the community. The Board of Trustees of Community College District No. 533 will make all personnel decisions without regard to race, color, religion, sex, age, national origin, citizenship status, ancestry, marital status, parental status, pregnancy, family status, military discharge status, sexual orientation, gender identity, disability or handicap unrelated to an individual's ability to perform the essential functions of the job, association with a person with a disability or handicap, military status, source of income, housing status or any other category protected by law. Additionally, administrators monitor the search/recruitment process by ensuring that the policy for hiring is followed.

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

To continue the recruitment process that Southeastern Illinois College has implemented: recruitment in Outlook/Hispanic publications; recruitment efforts within our largest southern Illinois city with a higher percentage of Hispanic population as well as having a major university with career centers, and continue to provide university career centers within the tri-state area information regarding vacant positions.

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

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

Internships: N

Community Linkages: Y

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

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

We do not anticipate a large amount of Hispanic student influx due to the fact that our community college district has less than 1% Hispanic population.

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

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

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

15. Is the center Director/Coordinator Hispanic? N

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

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

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

19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? 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. SIC also initiated a Leadership Training Program in 2014 where topics included recruitment and hiring.

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 have focused our hiring and recruitment efforts with Hispanic advertising and resources. We will continue this practice to try to reach a diverse recruitment pool.

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014

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, 2014, 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	5	0	0	1	10

2. As of June 30, 2014, 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
156	913	0	609	54	0	124	1856

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1846

4. As of June 30, 2014, 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
-2	-3	0	-2	-3	0	-2

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

148	Total that received tenure
913	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, 2014, 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 14 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?

SWIC requires at least one person in each hiring committee to complete a workshop on recruitment, interviewing and hiring. This workshop includes a discussion about how to avoid bias and focus on hiring the best person for the job. Our recruitment efforts include sharing vacancy announcements with the Latino Roundtable and utilizing the Affirmative Action package provided by HigherEdJobs.com. Additionally, we utilize CareerBuilder.com to reach a broad applicant pool.

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

N/A

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?

Although we offer English as a Second Language education through our Adult Basic Education, there have been no specific needs identified for faculty/staff. We offer English as a Second Language classes in communities with high Latino Populations. We have a representative from the college who serves on the Latino Roundtable and works on their projects.

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 employees are offered professional development through training opportunities and tuition assistance.

Other: N

Other: N

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

SWIC requires at least one person in each hiring committee to complete a workshop on recruitment, interviewing and hiring. This workshop includes a discussion about how to avoid bias and focus on hiring the best person for the job.

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.

H.R. runs an analysis of each applicant pool recruited for full-time positions to ensure that we have reached minority candidates. The search is not closed until we have ensured a successful search effort.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014**

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, 2014, 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, 2014, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
51	93	0	50	35	0	5	234

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 232

4. As of June 30, 2014, 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
0	0	0	0	1	0	0

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

0	Total that received tenure
10	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, 2014, 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 14 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 college 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

NA

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

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

8	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, 2014, 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 14 budget allocation for each of these Initiatives:

1. 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?

N/A

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

1. Increased usage of Hispanic focused job boards
2. Increased usage of Affirmative Action / EEO listserves
3. Employee ambassadors

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?

1. Increased personnel required to be bilingual (English/Spanish)2. Marketing materials in Spanish3. Campus signage in multiple languages

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

1. Annual evaluations with recommended areas for improvement2. Tuition reimbursement benefit3. Tuition waiver benefit4. Professional Development Center

Self-development training: Y

1. Tuition reimbursement benefit2. Tuition waiver benefit3. Professional Development Center

Other: N

Other: N

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

N/A

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

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014

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, 2014, 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	28	0	64	27	0	32	156

2. As of June 30, 2014, 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
181	672	0	387	184	0	78	1502

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1346

4. As of June 30, 2014, 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
-21	-20	0	-8	-10	0	16

5. As of June 30, 2014, provide the number of faculty up for tenure at your institution:

3	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, 2014, 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 14 budget allocation for each of these Initiatives:

There is no budget specifically for recruitment of Hispanic employee.

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.

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

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 trainingDiversity 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 2014**

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, 2014, provide the number of **Hispanics employed** within each of the following EEOC categories:

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

2. As of June 30, 2014, 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	181	0	56	56	0	15	387

3. As of June 30, 2014, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 385

4. As of June 30, 2014, 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
0	-1	0	-2	-2	0	-1

5. As of June 30, 2014, 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, 2014, provide the number of faculty that separated or left the university (retired or resigned):

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

7. What percentage of your community college employees are union? Less than 50 percent

8. Does your Institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? If yes, provide FY 14 budget allocation for each of these Initiatives:

JWCC does not provide specific budget allocations for recruitment of Hispanic faculty, administrators or any level job category.

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

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

There has not been a need for Spanish speaking bilinguals at JWCC; if a need arises, a plan will be developed at that time.

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 of Spanish speaking students or public accessing the institution.
A plan will be developed when there is an increase in numbers.* 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: Y

Associate faculty 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 are on a tenure track. All employees are encouraged to apply for any open positions, although some positions may be unlikely due to qualifications of education and experience.

Self-development training: Y

All regular full-time and part-time staff and faculty are eligible to participate in any in-services, workshops and training held for employees. Faculty and associate faculty are eligible to participate in Faculty Senate. All regular employees and associate faculty are eligible to participate in tuition waivers for JWCC classes.

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

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

BILINGUAL NEEDS AND BILINGUAL PAY SURVEY RESULTS

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

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

Black Hawk

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? N/A

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of English into a source language 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 2014? (chose one) N/A
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 2014**

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? Partial budget
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - 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 English into a source language was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 25
- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 100
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
 - NOTE: For the purposes of this survey, in-depth assistance is defined as:
 - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
 - A commitment of extensive time and resources.
 - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2014? (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 2014**

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? Partial budget
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - 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 English into a source language was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 25
- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 100
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
 - NOTE: For the purposes of this survey, in-depth assistance is defined as:
 - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
 - A commitment of extensive time and resources.
 - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2014? (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 2014**

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? Partial budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - 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 English into a source language was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 25

- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 100
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - NOTE: For the purposes of this survey, in-depth assistance is defined as:
 - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
 - A commitment of extensive time and resources.
 - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2014? (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 2014**

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? Partial budget
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - 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 English into a source language was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 25
- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 100
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
 - NOTE: For the purposes of this survey, in-depth assistance is defined as:
 - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
 - A commitment of extensive time and resources.
 - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2014? (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 2014**

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 – Harry S Truman 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? 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 English into a source language was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 25
- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 100
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
 - NOTE: For the purposes of this survey, in-depth assistance is defined as:
 - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
 - A commitment of extensive time and resources.
 - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2014? (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?

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**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014**

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 – Harold Washington 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 English into a source language 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? 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? 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 2014? (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
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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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**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014**

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 – Wilbur Wright 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? 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 English into a source language was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 25
- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 100
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
 - NOTE: For the purposes of this survey, in-depth assistance is defined as:
 - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
 - A commitment of extensive time and resources.
 - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2014? (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)
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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.

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? 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 English into a source language 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 2014? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

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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 English into a source language was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 4218
- 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 2014? (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? 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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The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

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

Elgin Community College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? N/A
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 English into a source language 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 2014? (chose one) Daily
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 15
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 12
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

ECC determines need based on the amount of public interaction an employee would encounter in the performance of normal job duties

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
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Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

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

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 English into a source language 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 2014? (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? 36
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? 36
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?

Previous experience.

**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.

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 English into a source language was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 150
- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 85
 - ii. 16 minutes to 60 minutes? 14
 - 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 2014? (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? 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?

A general assessment of needs is conducted taking into consideration supervisory recommendations.

**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.

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 English into a source language was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 156
- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 3
 - ii. 16 minutes to 60 minutes? 41
 - iii. 61 minutes to half of a work day? 56
 - 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? 97
 - 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 2014? (chose one) Quarterly
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 1
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 2
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The bilingual service needs are determined on an as-needed basis when a student or parent makes a request for language services. Since we have not seen a pervasive need for Spanish bilingual services, we have not hired bilingual positions. Instead, we have successfully addressed the bilingual needs through resources on campus. The number of cases requiring Spanish to English translation for FY'14 was small. An overwhelming majority of interpretation or translation cases noted in Question 3 were sign language translation. 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. Two Adult Education programs, ESL and Family Literacy, are specifically for ESL clients. They have a link to the Spanish bilingual community and serve a variety of first languages. Although not required, they attempt to fill the three positions with qualified instructors who are also bilingual. Currently, two staff members within the Family Literacy area are bilingual in English and Spanish which have nicely served the needs arising in the Adult Education Program as well as in other areas.

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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? N/A
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of English into a source language 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 2014? (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.

Illinois Eastern Community Colleges – Frontier 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 English into a source language 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 2014? (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?

Interpreters

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
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Note: Illinois community colleges all have an English-as-a-Second Language program and a foreign languages department. When college officials receive an incoming call or campus visit by someone speaking a language other than English, and the person who initially answers the phone or greets the visitor is not fluent in that language, the caller or guest is transferred or escorted to one of these two departments for assistance. College employees fluent in multiple languages working in other areas of the college may also be called upon to provide direct assistance.

Illinois Eastern Community Colleges – Lincoln Trail 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 English into a source language 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 2014? (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 2014**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

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

Illinois Eastern Community Colleges – Olney 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 English into a source language 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 2014? (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?

Interpreters

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014**

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? 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 English into a source language 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 2014? (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 2014**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the **Bilingual Needs and Bilingual Pay Survey**. If your institution has hired Spanish speaking bilingual staff specifically for interpreting or translating for Spanish speaking students or their parents please provide the requested information. If a question does not apply to your institution please indicate Not Applicable (N/A) or enter zeroes (0) where appropriate.

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

Illinois Eastern Community Colleges – District Office

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No budget

2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of English into a source language 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 2014? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

NA

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014**

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 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 English into a source language 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? 25
 - 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 2014? (chose one) Quarterly
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

We are a small institution and can effectively monitor our needs in this area. We are fortunate to have several employees throughout the college who are Hispanic or have bilingual communication skills and assist as needed.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014**

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.

Joliet Junior College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No budget
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 2
 - 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 English into a source language was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 6
- b)** In approximately what percentage of those cases was the time commitment?
 - v. 15 minutes or less? 100
 - vi. 16 minutes to 60 minutes? 0
 - vii. 61 minutes to half of a work day? 0
 - viii. 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 2014? (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? 6
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? 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?

Per recruitment plan

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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

Kankakee Community College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? No budget
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of English into a source language 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 2014? (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 2014**

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.

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 English into a source language 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 2014? (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 2014**

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? 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 English into a source language 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? 100
 - ii. 16 minutes to 60 minutes? 0
 - iii. 61 minutes to half of a work day? 0
 - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%

- c)** What percentage of those cases required in-depth assistance? 0
 - NOTE: For the purposes of this survey, in-depth assistance is defined as:
 - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
 - A commitment of extensive time and resources.
 - The simultaneous or consecutive interpretation of complex concepts.

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in 2014? (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? 6
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? 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?

Based on Departmental Needs

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014**

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

College of Lake County

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? 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 English into a source language was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 6749

b) In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 60
 - ii. 16 minutes to 60 minutes? 40
 - 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? 19
 - 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 2014? (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? 15
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. If the position requires assisting Spanish speaking students or public, the position would require fluency in English and Spanish. In determining this need, the department would study the demographics of the population served and the hours of operation.

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Fiscal Year 2014**

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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 English into a source language 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 2014? (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 data
 - Student demographics
 - Client needs

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014**

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.

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 English into a source language 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 2014? (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 2014**

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.

Lincoln Land Community College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? N/A
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of English into a source language 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 2014? (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 2014**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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

John A. Logan College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? 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? 1
 - 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 English into a source language 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 2014? (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? 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?

review of service records and client needs

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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

Mc Henry County College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? Partial budget
2. What percentage of those employees used bilingual skills?
 - i. every day? 5
 - ii. at least once a week? 1
 - iii. at least once a month? 1
 - 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 English into a source language was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 300
- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 50
 - ii. 16 minutes to 60 minutes? 35
 - iii. 61 minutes to half of a work day? 10
 - iv. more than half of a work day? 5

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 8
 - 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 2014? (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? 4
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 4
 - ii. other college employees who provide translation as needed? 10
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?

Program Review(s), student evaluations/surveys, and Administrator feedback regarding departments/services are utilized to measure effectiveness of services.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014**

Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges

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

Moraine Valley Community College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? N/A
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of English into a source language 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 2014? (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 English into a source language 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 2014? (chose one) Daily
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Morton College is a Hispanic-serving institution comprised of 80% Latino/Hispanic student population, many of them Spanish-speakers. The majority of advising staff is bilingual.

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Fiscal Year 2014**

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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? 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 English into a source language 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? 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? 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 2014? (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 on 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.

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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 English into a source language 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 2014? (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.

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 English into a source language 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? 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 2014? (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? 4
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 1
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 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 2014**

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

Rend Lake College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? N/A
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of English into a source language 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 2014? (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.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014**

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.

Richland Community College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? N/A
 2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
 3. **a)** Please indicate the number of cases in which interpretation or translation of English into a source language 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 2014? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Richland Community College's mission, vision, and Core Values focus on student success. Faculty and staff work together to develop programs and services that meet the needs of a diverse student population. The institution tracks and assesses enrollment numbers. Vice Presidents and respective Deans over each division review these demographic numbers on an ongoing basis and work with staff to ensure student support. Advisors are among the first College employees that prospective students encounter, and as such they are critical components of a student's success. Advisors are available to assist students with registration for classes and making academic decisions and identifying any bilingual communication needs.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014**

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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 English into a source language 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 2014? (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? 6
 - 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?

NA

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014**

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

Carl Sandburg College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? N/A
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of English into a source language 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 2014? (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 English into a source language was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 100
- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 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 2014? (chose one) Daily
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 1
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 1
 - ii. other college employees who provide translation as needed? 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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Fiscal Year 2014**

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.

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 English into a source language 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 2014? (chose one) Quarterly
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 1
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
- i. designated positions – primary duties include translation? 1
 - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Identification of needed services through the Illinois Migrant Council Centers in our district.

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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? 30
 - ii. at least once a week? 0
 - iii. at least once a month? 30
 - iv. at least once a year? 10

PLEASE ENSURE THE TOTAL IS 100%

3. **a)** Please indicate the number of cases in which interpretation or translation of English into a source language was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 26

- b)** In approximately what percentage of those cases was the time commitment?
 - i. 15 minutes or less? 85
 - ii. 16 minutes to 60 minutes? 15
 - iii. 61 minutes to half 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 2014? (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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Southeastern Illinois College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? N/A
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of English into a source language 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 2014? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The vast majority of our students come from within our community college district which has less than one percent Hispanic population. Spanish (only) speaking population seeking services at SIC is not sufficient to establish need for bilingual positions.

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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 English into a source language 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 2014? (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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Spoon River College

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? N/A
2. What percentage of those employees used bilingual skills?
 - i. every day? 0
 - ii. at least once a week? 0
 - iii. at least once a month? 0
 - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of English into a source language 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 2014? (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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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.

Triton 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 English into a source language 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 2014? (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? 12
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
 - i. designated positions – primary duties include translation? 0
 - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2014**

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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 English into a source language 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 2014? (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? 25
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 English into a source language 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 2014? (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 for bilingual staff is based on the requests for services. There have been no requests for bilingual services, therefore, it is determined that we do not require any bilingual staff. A plan for bilingual staff will be developed if the need arises.

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