

# **ILLINOIS COMMUNITY COLLEGE SYSTEM**

## **HISPANIC/LATINO**

### **EMPLOYMENT PLAN REPORT**



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## Hispanic/Latino Employment Plan Report Fiscal Year 2015

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## Table of Contents

Introduction .....	1
Map of Illinois Community Colleges .....	2
Demographic Information.....	3
Hispanic/Latino Employment Plan Survey Results .....	8
Bilingual Needs and Bilingual Pay Survey Results.....	188
Bibliography .....	287

## INTRODUCTION

The enclosed materials contain fiscal year 2015 (July 1, 2014 through June 30, 2015) 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.

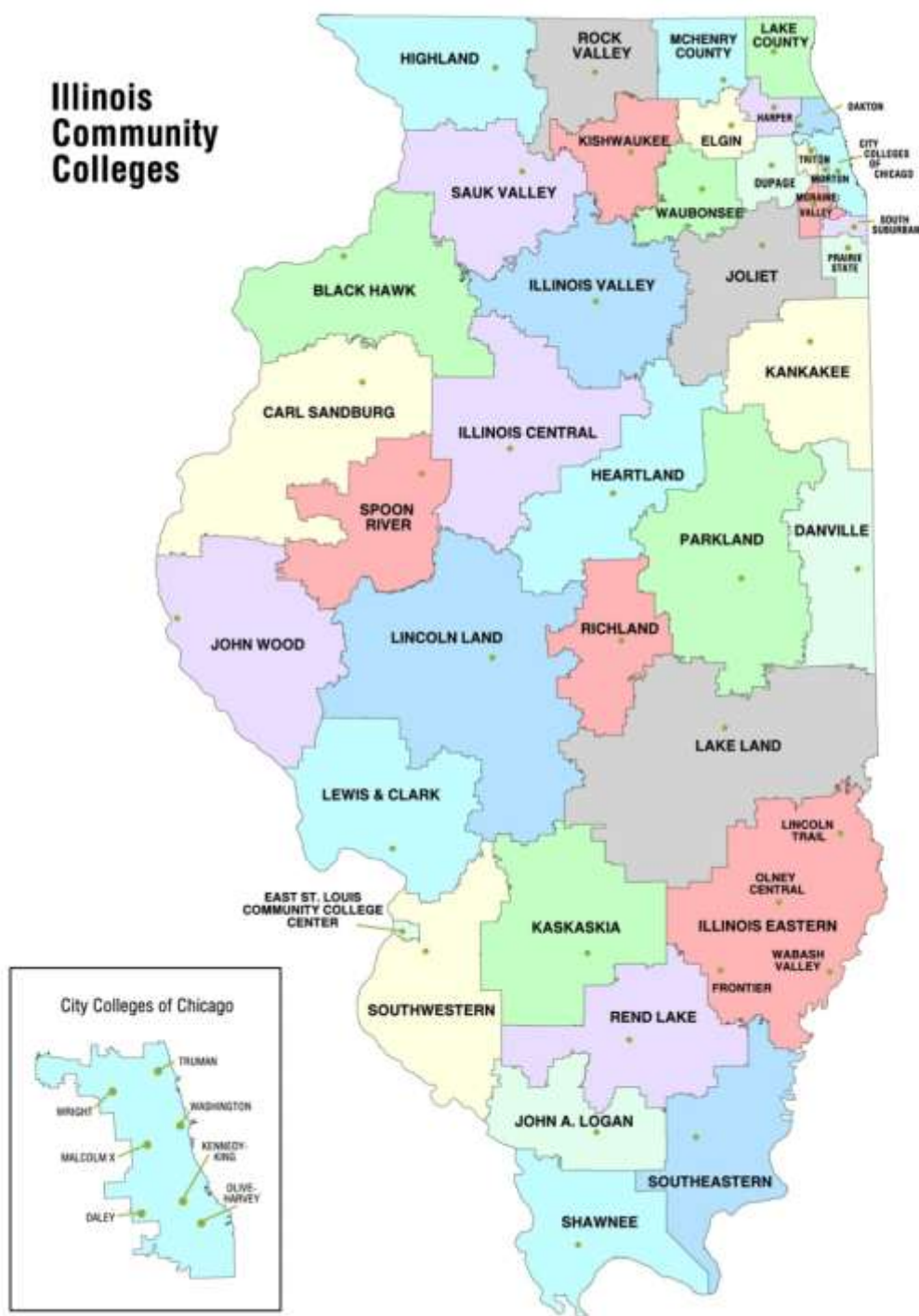
Fiscal year 2015 is the sixth year that community colleges and public universities have been given the opportunity to respond to this important legislation. Many state agencies have been reporting their activities and initiatives under the act since 2005. The initial legislation dates back to 1993.

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.



**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 and A2) submissions. 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 2014.

**State of Illinois' Racial/Ethnic Distribution** – State census data and population estimates show that Illinois' population reached over 12.88 million in 2014 compared to 12.83 million in 2010 and 12.42 million in 2000. (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf>, <http://www.census.gov/2010census> Select Illinois, and 2014 Index of Need, Table 1 [http://www.iccb.org/pdf/reports/IndexOfNeedTables\\_2015.pdf](http://www.iccb.org/pdf/reports/IndexOfNeedTables_2015.pdf)) These Illinois census data and population estimates indicate that the state's population grew 3.7 percent between 2000 and 2014. Illinois' 2014 census estimate shows that Whites/Caucasians remained the

largest racial/ethnic group. However, minority populations were responsible for Illinois' overall population growth from 2000 to 2014, as the percent of Caucasians decreased from 73.5 percent to 70.8 percent of the population. (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf> and 2015 Index of Need, Table 1 [http://www.iccb.org/pdf/reports/IndexOfNeedTables\\_2015.pdf](http://www.iccb.org/pdf/reports/IndexOfNeedTables_2015.pdf))

The racial/ethnic data collection methodology changed for the 2000 census and continued in the 2014 census data. The 2014 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 data in the table. These duplicated Hispanic/Latino population counts show substantial growth, from 1,530,262 in 2000 to 2,152,974 in 2014 (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf> and 2015 Index of Need, Table 1 [http://www.iccb.org/pdf/reports/IndexOfNeedTables\\_2015.pdf](http://www.iccb.org/pdf/reports/IndexOfNeedTables_2015.pdf)).

Illinois' largest minority group in 2000 was African American and in 2014 was Hispanic/Latino. Compared to 2000, African American counts in 2014 decreased from 15.1 percent to 14.7 percent, whereas Asian American counts increased from 3.4 percent to 5.4 percent, Native American from 0.2 percent to 0.6 percent, and Latino from 12.3 percent to 16.7 percent.

<b>Table 1</b>						
<b>State of Illinois Racial/Ethnic Distribution (Census)</b>						
	<b>White/ Caucasian</b>	<b>African American</b>	<b>Asian American*</b>	<b>Native American</b>	<b>Some Other Race**</b>	<b>Hispanic/Latino*** (Duplicated)</b>
<b>2000</b>	73.5%	15.1%	3.4%	0.2%	7.7%	12.3%
<b>2010</b>	71.5%	14.5%	4.6%	0.3%	9.0%	15.8%
<b>2014</b>	70.8%	14.7%	5.4%	0.6%	8.6%	16.7%

\*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 & 2010 and 2015 Index of Need, Table 1.

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

– Overall in fiscal year 2015, minority students accounted for 41.4 percent of the individuals enrolled in credit coursework at Illinois community colleges whose ethnicity was known. Fiscal year 2015 data show that minority representation was similar to the prior year (fiscal year 2014 = 40.7 percent). Fiscal year 2015 results are above the five-year average (40.0 percent). Students identifying themselves as Hispanic/Latino students – 115,824 in fiscal year 2015 – accounted for the largest number of minority enrollments this year. African American students – 92,904 in fiscal year 2015 – constitute the second largest minority group in the latest data. The fiscal year 2015 proportionate representation by Hispanic/Latino students was higher by more than one percentage point in comparison to the prior year (19.6 percent in fiscal year 2015 versus 18.5 percent in fiscal year 2014). 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 2015 African American student proportional representation was lower in comparison to the prior year (15.8 percent in fiscal year 2015 versus 16.5 percent in fiscal year 2014). Over the longer term – over the past five years – a decrease in the Illinois Community College System’s minority enrollments was noted among students identifying themselves as Pacific Islander/Native Hawaiian (-51.8 percent), African American (-17.2 percent), and Asian American (-6.8 percent) while an increase was noted among students identifying themselves as Non-Resident Alien (46.0 percent), Native American/Alaskan (5.1 percent), and Hispanic/Latino (2.8 percent).

Students identifying themselves as Hispanic/Latino – 115,824 in fiscal year 2015 – 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 (76.1 percent) of the individuals enrolled in community college Adult Education coursework. In fiscal year 2015, Hispanic/Latino students accounted for about forty percent of adult education enrollments and African American students for nearly one-third of those enrollments (41.4 percent and 31.2 percent, respectively). Additionally, minority students accounted for more than eight out of every ten (84.3 percent) individuals enrolled in community college ESL coursework during fiscal year 2015. Hispanic/Latino students accounted for over two-thirds (67.8 percent) of the community college ESL students, followed by Asian American students (10.9 percent) and African American students (4.8 percent).

**Table 2**  
**Fiscal Year 2015 Minority Students Enrolled in Adult Education (ABE/ASE)**  
**and English-as-a-Second Language (ESL)**

<b>Program</b>	<b>African American</b>	<b>Hispanic/Latino</b>	<b>Asian American</b>	<b>Nonresident Alien</b>	<b>Native American</b>	<b>Pacific Islander</b>	<b>Minority Subtotal</b>
<b>ABE/ASE %</b>	<b>31.2%</b>	<b>41.4%</b>	<b>2.8%</b>	<b>0.1%</b>	<b>0.4%</b>	<b>0.1%</b>	<b>76.1%</b>
<b>Number</b>	11,791	15,628	1,073	22	162	43	28,719
<b>ESL %</b>	<b>4.8%</b>	<b>67.8%</b>	<b>10.9%</b>	<b>0.6%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>84.3%</b>
<b>Number</b>	1,579	22,284	3,566	184	21	53	27,687

**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 2015, minorities comprised nearly four out of every ten (37.4 percent) Baccalaureate/Transfer enrollees. An examination of each minority racial/ethnic group’s representation across the Baccalaureate/Transfer program area indicates that Hispanic/Latino students accounted for the largest minority group enrollments (16.4 percent), followed by African American students (14.5 percent), Asian American students (5.1 percent), Native American students (0.5 percent), Nonresident Alien students (0.5 percent), and Pacific Islander 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 (32.5 percent). African American students had the highest representation among

minorities in Career/Technical programs and accounted for 14.5 percent of the population. Hispanic/Latino students had the second largest Career/Technical program enrollment (12.9 percent), followed by Asian American students (4.0 percent), Native American students (0.5 percent), Nonresident Alien students (0.3 percent), and Pacific Islander students (0.3 percent).

<b>Table 3</b> <b>Fiscal Year 2015 Minority Students Enrolled in</b> <b>Baccalaureate Transfer and Career and Technical Programs</b>							
<b>Program</b>	<b>African American</b>	<b>Hispanic/Latino</b>	<b>Asian American</b>	<b>Nonresident Alien</b>	<b>Native American</b>	<b>Pacific Islander</b>	<b>Minority Subtotal</b>
<b>Bacc./Transfer %</b>	<b>14.5%</b>	<b>16.4%</b>	<b>5.1%</b>	<b>0.5%</b>	<b>0.5%</b>	<b>0.3%</b>	<b>37.4%</b>
Number	41,086	46,652	14,599	1,503	1,480	936	106,256
<b>Career/Tech. %</b>	<b>14.5%</b>	<b>12.9%</b>	<b>4.0%</b>	<b>0.3%</b>	<b>0.5%</b>	<b>0.3%</b>	<b>32.5%</b>
Number	23,658	21,033	6,594	462	895	449	53,091

**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 2015. 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 2015.

*During fiscal year 2015, there were nearly three times as many minorities completing Career/ Technical programs as minorities completing Baccalaureate/ Transfer programs.*

Across all minority groups in 2015, Career/Technical program graduates far outnumbered Baccalaureate/ Transfer program graduates. Table 4 shows that during fiscal year 2015, nearly three times more minorities completed Career/Technical programs (N = 16,415) than Baccalaureate/Transfer programs (N = 6,484).

Minority students accounted for 34.2 percent of all Career/Technical graduates, compared to 32.1 percent of Baccalaureate/Transfer graduates. African American students accounted for the largest minority group completions in Career/Technical programs (15.1 percent), followed by Hispanic/Latino students (13.1 percent), Asian American students (4.8 percent), Native American students (0.5 percent), Nonresident Alien students (0.4 percent), and Pacific Islander students (0.2 percent). The fiscal year 2015 proportional representation of the Hispanic/Latino Career/Technical program graduates (13.1 percent) was higher by 1.2 percentage points from fiscal year 2014 (11.9 percent). Hispanic/Latino students accounted for the largest group of Baccalaureate/Transfer minority graduates (15.8 percent), followed by African American students (10.8 percent), Asian American students (3.9 percent), Nonresident Alien students (0.7 percent), Native American students (0.5 percent), and Pacific Islander students (0.4 percent). The fiscal year 2015 proportional representation of the Hispanic/Latino Baccalaureate/Transfer graduates (15.8 percent) was higher by 1.8 percentage points from the prior year (14.0 percent).

<b>Table 4</b> <b>Fiscal Year 2015 Minority Student Completers in</b> <b>Baccalaureate Transfer and Career and Technical Programs</b>							
<b>Program</b>	<b>African American</b>	<b>Hispanic/Latino</b>	<b>Asian American</b>	<b>Nonresident Alien</b>	<b>Native American</b>	<b>Pacific Islander</b>	<b>Minority Subtotal</b>
<b>Bacc./Transfer %</b>	<b>10.8%</b>	<b>15.8%</b>	<b>3.9%</b>	<b>0.7%</b>	<b>0.5%</b>	<b>0.4%</b>	<b>32.1%</b>
Number	2,187	3,194	786	141	98	78	6,484
<b>Career/Tech. %</b>	<b>15.1%</b>	<b>13.1%</b>	<b>4.8%</b>	<b>0.4%</b>	<b>0.5%</b>	<b>0.2%</b>	<b>34.2%</b>
Number	7,263	6,273	2,318	201	246	114	16,415

**SOURCE OF DATA: Annual Enrollment and Completion (A1 & A2)**

Table 5 shows that in fiscal year 2015, minority faculty and staff accounted for 17.6 percent of tenured faculty/officials and managers (a 1.8 percent increase from fiscal year 2014), 15.2 percent of non-tenured faculty (a 1.6 percent decrease from fiscal year 2014), 26.4 percent of professional staff/protective service workers (a 5.6 percent increase from fiscal year 2014), 30.0 percent of office and clerical/para-professionals (a 0.8 percent decrease from fiscal year 2014), and 42.4 percent of service maintenance employees (a 1.8 percent decrease from fiscal year 2014).

<b>Table 5</b> <b>Fiscal Year 2015 Minority Faculty and Staff at Illinois Community Colleges</b>					
	<b>Tenured Faculty/ Officials &amp; Managers</b>	<b>Non- tenured Faculty</b>	<b>Professional Staff/ Protective Service Workers</b>	<b>Office and Clerical/ Para- professionals</b>	<b>Service Maintenance</b>
<b>African American %</b>	<b>10.0%</b>	<b>7.7%</b>	<b>15.1%</b>	<b>14.9%</b>	<b>25.3%</b>
Number	630*	1,395*	1,501*	678*	740
<b>Hispanic/Latino %</b>	<b>3.5%</b>	<b>3.4%</b>	<b>7.5%</b>	<b>12.0%</b>	<b>15.5%</b>
Number	222	608*	748*	545*	452
<b>Asian American %</b>	<b>3.7%</b>	<b>3.7%</b>	<b>3.2%</b>	<b>2.8%</b>	<b>1.1%</b>
Number	232	668	323*	126*	31*
<b>Native American %</b>	<b>0.2%</b>	<b>0.3%</b>	<b>0.3%</b>	<b>0.3%</b>	<b>0.4%</b>
Number	14	47	30	12	13
<b>Non-Resident Alien %</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.0%</b>	<b>0.0%</b>
Number	5	25	6	0	0
<b>Pacific Islander %</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>0.1%</b>	<b>0.1%</b>
Number	6	10	17*	5	4
<b>Minority Subtotal %</b>	<b>17.6%</b>	<b>15.2%</b>	<b>26.4%</b>	<b>30.0%</b>	<b>42.4%</b>
Number	1,109*	2,753*	2,625*	1,366*	1,240*

\*includes revised college figures

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

Nationwide, community college faculty members are disproportionately White and thus students of color are less likely to have the opportunity to engage with faculty members of their own race/ethnicity ([http://www.ccsse.org/docs/MoC\\_Special\\_Report.pdf](http://www.ccsse.org/docs/MoC_Special_Report.pdf)). In Illinois community colleges, Hispanic/Latino faculty members are the most underrepresented minority group in comparison to the student population of the same race/ethnicity (Table 6).

<b>Table 6</b> <b>Fiscal Year 2015 Minority Students and Faculty at Illinois Community Colleges</b>			
	<b>Percentage of Student Population*</b>	<b>Percentage of Faculty Population**</b>	<b>Percentage Point Difference</b>
<b>African American</b>	15.8%	8.3%	-7.5
<b>Hispanic/Latino</b>	19.6%	3.4%	-16.2
<b>Asian American</b>	4.8%	3.7%	-1.1
<b>Native American</b>	0.5%	0.2%	-0.3
<b>Non-Resident Alien</b>	0.4%	0.1%	-0.3
<b>Pacific Islander</b>	0.3%	0.1%	-0.2
<b>White</b>	58.6%	76.0%	+17.4

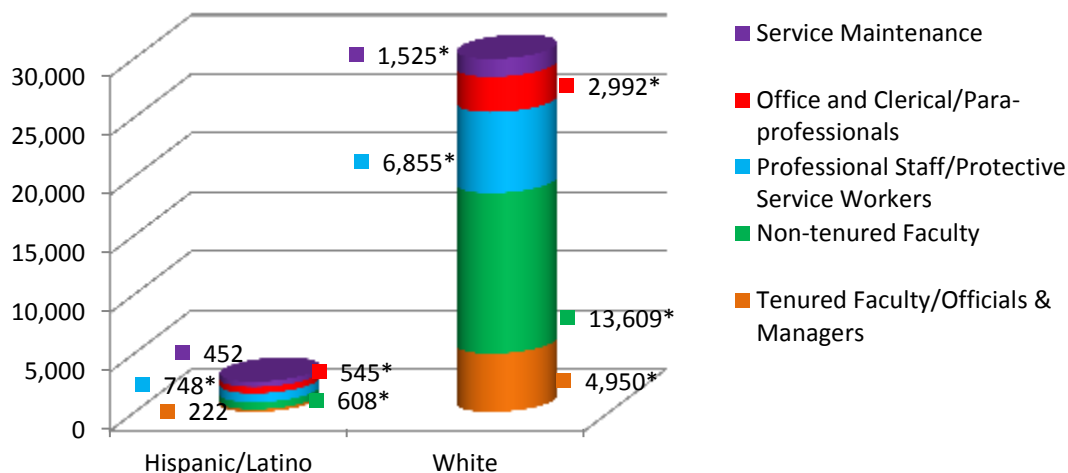
\*includes only students whose ethnicity was known.

\*\*includes Tenured Faculty/Officials & Managers and Non-tenured Faculty

**SOURCE OF DATA: Annual Enrollment and Completion (A1) and Annual Faculty, Staff, and Salary (C3)**

In fiscal year 2015, Hispanic/Latino faculty and staff accounted for 3.5 percent of tenured faculty/officials and managers, 3.4 percent of non-tenured faculty, 7.5 percent of professional staff/protective service workers, 12.0 percent of office and clerical/para-professionals, and 15.5 percent of service maintenance employees. Figure 1 shows the Hispanic/Latino employee counts in comparison to the White employee counts at Illinois Community Colleges in fiscal year 2015.

**Figure 1**  
**Comparison of Hispanic/Latino Employees to White Employees at Illinois Community Colleges**  
**Fiscal Year 2015**



\*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 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
3	8	0	7	7	0	4	29

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
171	313	0	115	101	0	47	747

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 718

4. As of June 30, 2015, 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	-6	0	-2	-1	0	0



5. As of June 30, 2015, 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, 2015, 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 15 budget allocation for each of these Initiatives:

N/A

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

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 of Illinois 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 *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 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: Y

1. As of June 30, 2015, 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
15	44	0	69	41	0	50	219

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
86	272	0	204	86	0	153	801

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 582

4. As of June 30, 2015, 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
-9	-10	0	7	21	0	6

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

12	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, 2015, 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 15 budget allocation for each of these Initiatives:

Budget of \$714.00. Daley College has invested in two new Hispanic/Latino networking sites for ad postings and other community information. These sites include the Hispanic/Latino Professional Association and Latinos in Higher Education. Daley College strives to create a diverse candidate pool by posting and networking through a variety of different recruitment resources.

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?

Daley College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Daley College is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Daley College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of Hispanic Job Boards (Latinos in Higher Education, Hispanic Latino Professional Association, Hispanic Alliance for Career Enhancement); District Wide memberships to Hispanic and Latino Higher Education and Professional organizations. Includes participation in local Hispanic job fairs and Leadership conferences; Utilizing a wide variety of recruitment platforms to create a diverse candidate pool; Interviewing candidates with a diverse panel; Continued community involvement in the form of language classes and conversation tables; Open, frequent discussions between bilingual students and staff to increase engagement

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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?

Student/Parent Workshops in Spanish; Brochures/website options in Spanish; One on One appointments to Spanish speaking students and parents who need additional assistance; Bilingual staff in student support areas to help when needed; Early College Programs at local public schools offer introductory college level courses, as well as ACT and GED Prep courses to Hispanic/Latino students; Attend and Present at the Illinois State Board of Education Bilingual Parent Summit

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

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

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

15. Is the center Director/Coordinator Hispanic? N

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

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

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

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

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

Employees with career ladder enhancement: Y

All Daley College employees are encouraged to apply for positions at any of our colleges, satellite campuses, or the district office that would enhance their career.

Self-development training: Y

Daley College provides self-development training in many departments. All full-time employees of Daley College are able to take classes offered at any of our colleges. Tuition reimbursement is available to many full-time employees if they wish to further their education.

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?

Daley College is an equal opportunity employer with a diverse workforce. Our recruitment and staffing efforts are clear and consistent to ensure a wide range of applicants are exposed to each job posted at our seven colleges. Daley College strictly enforces our EEO policy, which prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

N/A

Question 18 Addendum: Daley College employs multiple culturally-competent recruiters to communicate and interact with parents and students. These recruiters are managed through the District Office, and can be utilized by multiple campuses to meet the needs of prospective students and their parents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: Y

1. As of June 30, 2015, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
4	5	0	27	13	0	2	51

2. As of June 30, 2015, 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	207	0	234	86	0	189	799

3. As of June 30, 2015, 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, 2015, 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
-22	-24	0	-15	-12	0	-26



5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2015, 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 15 budget allocation for each of these Initiatives:

Budget of \$714.00. Kennedy-King has invested in two new Hispanic/Latino networking sites for ad postings and other community information. These sites include the Hispanic/Latino Professional Association and Latinos in Higher Education. Kennedy-King College strives to create a diverse candidate pool by posting and networking through a variety of different recruitment resources.

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?

Kennedy-King College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Kennedy-King College is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Kennedy-King College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories

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

Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of Hispanic Job Boards (Latinos in Higher Education, Hispanic Latino Professional Association, Hispanic Alliance for Career Enhancement); District Wide memberships to Hispanic and Latino Higher Education and Professional organizations. Includes participation in local Hispanic job fairs and Leadership conferences; Utilizing a wide variety of recruitment platforms to create a diverse candidate pool; Interviewing candidates with a diverse panel; Continued community involvement in the form of language classes and conversation tables; Open, frequent discussions between bilingual students and staff to increase engagement

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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: 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?

Student/Parent Workshops in Spanish; Brochures/website options in Spanish; One on One appointments to Spanish speaking students and parents who need additional assistance; Bilingual staff in student support areas to help when needed; Early College Programs at local public schools offer introductory college level courses, as well as ACT and GED Prep courses to Hispanic/Latino students; Attend and Present at the Illinois State Board of Education Bilingual Parent Summit

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? Y
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? quarter
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y

All Kennedy-King College employees are encouraged to apply for positions at any of our colleges, satellite campuses, or the district office that would enhance their career.

Self-development training: Y

Kennedy-King College provides self-development training in many departments; All full-time employees of Kennedy-King College are able to take classes offered at any of our colleges; Tuition reimbursement is available to many full-time employees if they wish to further their education.

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?

" Kennedy-King College is an equal opportunity employer with a diverse workforce. Our recruitment and staffing efforts are clear and consistent to ensure a wide range of applicants are exposed to each job posted at our seven colleges. Kennedy-King College strictly enforces our EEO policy, which prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

N/A

Question 18- Kennedy-King College employs multiple culturally-competent recruiters to communicate and interact with parents and students. These recruiters are managed through the District Office, and can be utilized by multiple campuses to meet the needs of prospective students and their parents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, 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	12	0	30	14	0	15	78

2. As of June 30, 2015, 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
102	208	0	232	70	0	109	721

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 643

4. As of June 30, 2015, 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
-20	-21	0	-14	-7	0	-13

5. As of June 30, 2015, 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, 2015, provide the number of faculty that separated or left the university (retired or resigned):

6	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 15 budget allocation for each of these Initiatives:

Budget of \$714.00. Malcolm X College has invested in two new Hispanic/Latino networking sites for ad postings and other community information. These sites include the Hispanic/Latino Professional Association and Latinos in Higher Education. Malcolm X College strives to create a diverse candidate pool by posting and networking through a variety of different recruitment resources.

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?

Malcolm X College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Malcolm X College is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Malcolm X College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories

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

Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of Hispanic Job Boards (Latinos in Higher Education, Hispanic Latino Professional Association, Hispanic Alliance for Career Enhancement); District Wide memberships to Hispanic and Latino Higher Education and Professional organizations. Includes participation in local Hispanic job fairs and Leadership conferences; Utilizing a wide variety of recruitment platforms to create a diverse candidate pool; Interviewing candidates with a diverse panel; Continued community involvement in the form of language classes and conversation tables ; Open, frequent discussions between bilingual students and staff to increase engagement

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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: 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?

Student/Parent Workshops in Spanish; Brochures/website options in Spanish; One on One appointments to Spanish speaking students and parents who need additional assistance; Bilingual staff in student support areas to help when needed; Early College Programs at local public schools offer introductory college level courses, as well as ACT and GED Prep courses to Hispanic/Latino students; Attend and Present at the Illinois State Board of Education Bilingual Parent Summit

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

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

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

15. Is the center Director/Coordinator Hispanic? N

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

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

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

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

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

Employees with career ladder enhancement: Y

All Kennedy-King College employees are encouraged to apply for positions at any of our colleges, satellite campuses, or the district office that would enhance their career.

Self-development training: Y

Kennedy-King College provides self-development training in many departments; All full-time employees of Kennedy-King College are able to take classes offered at any of our colleges; Tuition reimbursement is available to many full-time employees if they wish to further their education.

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?

Malcolm X College is an equal opportunity employer with a diverse workforce. Our recruitment and staffing efforts are clear and consistent to ensure a wide range of applicants are exposed to each job posted at our seven colleges. Malcolm X College strictly enforces our EEO policy, which prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

N/A

Question 18 - Malcolm X College employs multiple culturally-competent recruiters to communicate and interact with parents and students. These recruiters are managed through the District Office, and can be utilized by multiple campuses to meet the needs of prospective students and their parents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
5	11	0	21	13	0	6	56

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
73	146	0	159	70	0	110	558

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 502

4. As of June 30, 2015, 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
-20	-19	0	-13	-8	0	-21



5. As of June 30, 2015, 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, 2015, 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 15 budget allocation for each of these Initiatives:

Budget of \$714.00. Olive-Harvey College has invested in two new Hispanic/Latino networking sites for ad postings and other community information. These sites include the Hispanic/Latino Professional Association and Latinos in Higher Education. Olive-Harvey College strives to create a diverse candidate pool by posting and networking through a variety of different recruitment resources.

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?

Olive-Harvey College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Olive-Harvey is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Olive-Harvey strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories

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

Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of Hispanic Job Boards (Latinos in Higher Education, Hispanic Latino Professional Association, Hispanic Alliance for Career Enhancement); District Wide memberships to Hispanic and Latino Higher Education and Professional organizations. Includes participation in local Hispanic job fairs and Leadership conferences; Utilizing a wide variety of recruitment platforms to create a diverse candidate pool; Interviewing candidates with a diverse panel; Continued community involvement in the form of language classes and conversation tables; Open, frequent discussions between bilingual students and staff to increase engagement

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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: 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?

Student/Parent Workshops in Spanish; Brochures/website options in Spanish; One on One appointments to Spanish speaking students and parents who need additional assistance; Bilingual staff in student support areas to help when needed; Early College Programs at local public schools offer introductory college level courses, as well as ACT and GED Prep courses to Hispanic/Latino students; Attend and Present at the Illinois State Board of Education Bilingual Parent Summit

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

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

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

15. Is the center Director/Coordinator Hispanic? N

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

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

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

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

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

Employees with career ladder enhancement: Y

All Olive-Harvey College employees are encouraged to apply for positions at any of our colleges, satellite campuses, or the district office that would enhance their career.

Self-development training: Y

Olive-Harvey College provides self-development training in many departments; All full-time employees of Olive-Harvey College are able to take classes offered at any of our colleges; Tuition reimbursement is available to many full-time employees if they wish to further their education.

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?

Olive-Harvey College is an equal opportunity employer with a diverse workforce. Our recruitment and staffing efforts are clear and consistent to ensure a wide range of applicants are exposed to each job posted at our seven colleges. Olive-Harvey College strictly enforces our EEO policy, which prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

N/A

Question 18 - Olive-Harvey College employs multiple culturally-competent recruiters to communicate and interact with parents and students. These recruiters are managed through the District Office, and can be utilized by multiple campuses to meet the needs of prospective students and their parents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: Y

1. As of June 30, 2015, 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
16	38	0	45	29	0	20	148

2. As of June 30, 2015, 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
122	335	0	301	99	0	122	979

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 831

4. As of June 30, 2015, 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	-15	0	-12	3	0	-10

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2015, 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 15 budget allocation for each of these Initiatives:

Budget of \$714.00. Truman College has invested in two new Hispanic/Latino networking sites for ad postings and other community information. These sites include the Hispanic/Latino Professional Association and Latinos in Higher Education. Truman College strives to create a diverse candidate pool by posting and networking through a variety of different recruitment resources.

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?

Truman College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Truman College is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Truman College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories

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

Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of Hispanic Job Boards (Latinos in Higher Education, Hispanic Latino Professional Association, Hispanic Alliance for Career Enhancement); District Wide memberships to Hispanic and Latino Higher Education and Professional organizations. Includes participation in local Hispanic job fairs and Leadership conferences; Utilizing a wide variety of recruitment platforms to create a diverse candidate pool; Interviewing candidates with a diverse panel; Continued community involvement in the form of language classes and conversation tables ; Open, frequent discussions between bilingual students and staff to increase engagement

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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?

Student/Parent Workshops in Spanish; Brochures/website options in Spanish; One on One appointments to Spanish speaking students and parents who need additional assistance; Bilingual staff in student support areas to help when needed; Early College Programs at local public schools offer introductory college level courses, as well as ACT and GED Prep courses to Hispanic/Latino students; Attend and Present at the Illinois State Board of Education Bilingual Parent Summit

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

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

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

15. Is the center Director/Coordinator Hispanic? N

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

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

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

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

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

Employees with career ladder enhancement: Y

All Truman College employees are encouraged to apply for positions at any of our colleges, satellite campuses, or the district office that would enhance their career.

Self-development training: Y

Truman College provides self-development training in many departments; All full-time employees of Truman College are able to take classes offered at any of our colleges; Tuition reimbursement is available to many full-time employees if they wish to further their education.

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?

Truman College is an equal opportunity employer with a diverse workforce. Our recruitment and staffing efforts are clear and consistent to ensure a wide range of applicants are exposed to each job posted at our seven colleges. Truman College strictly enforces our EEO policy, which prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

N/A

Question 18 - Truman College employs multiple culturally-competent recruiters to communicate and interact with parents and students. These recruiters are managed through the District Office, and can be utilized by multiple campuses to meet the needs of prospective students and their parents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: Y

1. As of June 30, 2015, 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	18	0	37	19	0	8	102

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
131	361	0	215	96	0	82	885

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 783

4. As of June 30, 2015, 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	-22	0	-9	-7	0	-17



5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2015, provide the number of faculty that separated or left the university (retired or resigned):

3	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 15 budget allocation for each of these Initiatives:

Budget of \$714.00. Harold Washington College has invested in two new Hispanic/Latino networking sites for ad postings and other community information. These sites include the Hispanic/Latino Professional Association and Latinos in Higher Education. Harold Washington College strives to create a diverse candidate pool by posting and networking through a variety of different recruitment resources.

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?

Harold Washington College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Harold Washington College is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Harold Washington College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories

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

Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of Hispanic Job Boards (Latinos in Higher Education, Hispanic Latino Professional Association, Hispanic Alliance for Career Enhancement); District Wide memberships to Hispanic and Latino Higher Education and Professional organizations. Includes participation in local Hispanic job fairs and Leadership conferences; Utilizing a wide variety of recruitment platforms to create a diverse candidate pool; Interviewing candidates with a diverse panel; Continued community involvement in the form of language classes and conversation tables; Open, frequent discussions between bilingual students and staff to increase engagement

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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?

Student/Parent Workshops in Spanish; Brochures/website options in Spanish; One on One appointments to Spanish speaking students and parents who need additional assistance; Bilingual staff in student support areas to help when needed; Early College Programs at local public schools offer introductory college level courses, as well as ACT and GED Prep courses to Hispanic/Latino students; Attend and Present at the Illinois State Board of Education Bilingual Parent Summit

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

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

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

15. Is the center Director/Coordinator Hispanic? N

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

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

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

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

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

Employees with career ladder enhancement: Y

All Harold Washington College employees are encouraged to apply for positions at any of our colleges, satellite campuses, or the district office that would enhance their career.

Self-development training: Y

Harold Washington College provides self-development training in many departments; All full-time employees of Harold Washington College are able to take classes offered at any of our colleges; Tuition reimbursement is available to many full-time employees if they wish to further their education.

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?

Harold Washington College is an equal opportunity employer with a diverse workforce. Our recruitment and staffing efforts are clear and consistent to ensure a wide range of applicants are exposed to each job posted at our seven colleges. Harold Washington College strictly enforces our EEO policy, which prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

N/A

Question 18- Harold Washington College employs multiple culturally-competent recruiters to communicate and interact with parents and students. These recruiters are managed through the District Office, and can be utilized by multiple campuses to meet the needs of prospective students and their parents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: Y

1. As of June 30, 2015, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
23	36	0	48	40	0	24	171

2. As of June 30, 2015, 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	344	0	210	98	0	100	881

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 710

4. As of June 30, 2015, 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
-9	-16	0	-4	14	0	-3

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

12	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, 2015, provide the number of faculty that separated or left the university (retired or resigned):

3	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 15 budget allocation for each of these Initiatives:

Budget of \$714.00. Wright College has invested in two new Hispanic/Latino networking sites for ad postings and other community information. These sites include the Hispanic/Latino Professional Association and Latinos in Higher Education. Wright College strives to create a diverse candidate pool by posting and networking through a variety of different recruitment resources.

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?

Wright College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Truman College is consistently striving to better measure Hispanic and Latino employment, work closely with Hispanic and Latino organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Wright College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories

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

Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of Hispanic Job Boards (Latinos in Higher Education, Hispanic Latino Professional Association, Hispanic Alliance for Career Enhancement); District Wide memberships to Hispanic and Latino Higher Education and Professional organizations. Includes participation in local Hispanic job fairs and Leadership conferences; Utilizing a wide variety of recruitment platforms to create a diverse candidate pool; Interviewing candidates with a diverse panel; Continued community involvement in the form of language classes and conversation tables; Open, frequent discussions between bilingual students and staff to increase engagement

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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?

Student/Parent Workshops in Spanish; Brochures/website options in Spanish; One on One appointments to Spanish speaking students and parents who need additional assistance; Bilingual staff in student support areas to help when needed; Early College Programs at local public schools offer introductory college level courses, as well as ACT and GED Prep courses to Hispanic/Latino students; Attend and Present at the Illinois State Board of Education Bilingual Parent Summit

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

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

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

15. Is the center Director/Coordinator Hispanic? N

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

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

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

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

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

Employees with career ladder enhancement: Y

All Wright College employees are encouraged to apply for positions at any of our colleges, satellite campuses, or the district office that would enhance their career.

Self-development training: Y

Wright College provides self-development training in many departments; All full-time employees of Wright College are able to take classes offered at any of our colleges; Tuition reimbursement is available to many full-time employees if they wish to further their education.

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?

Wright College is an equal opportunity employer with a diverse workforce. Our recruitment and staffing efforts are clear and consistent to ensure a wide range of applicants are exposed to each job posted at our seven colleges. Wright College strictly enforces our EEO policy, which prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

N/A

Question 18 - Wright College employs multiple culturally-competent recruiters to communicate and interact with parents and students. These recruiters are managed through the District Office, and can be utilized by multiple campuses to meet the needs of prospective students and their parents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	0	3	9	2	0	0	14

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
88	109	12	205	47	4	19	484

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 470

4. As of June 30, 2015, 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	3	0	2	0	0



5. As of June 30, 2015, 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, 2015, 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 15 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?

Publicly advertise all positions.

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 of Illinois 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 Fair and other community events sponsored by our Diversity Team

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

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: 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?  
  
Publicly advertise all positions.
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 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, 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	20	25	0	44	141

2. As of June 30, 2015, 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
263	1621	0	444	336	0	157	2821

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 2680

4. As of June 30, 2015, 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	-8	-5	0	-15

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

18	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, 2015, provide the number of faculty that separated or left the university (retired or resigned):

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

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

8. Does your Institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

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, Supervisors and Managers. Additionally, the College's Board of Trustees requires the Human Resources Department to monitor the diversity of the candidate pool overall, and again at the interview stage. Based on the results, we do additional advertising specifically focused on the minority communities if necessary.

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

The College of DuPage participates in Diversity Job Fairs such as the Illinois Association of Hispanic State Employees Job Expo. The College also targets diversity websites to post career opportunities, for example, LatinosInHigherEd.com, Hispanic IL State Law Enforcement.org, IL Hispanic Nurses Association and Hispanic Outlook.com as well as targeted diversity emails through CareerBuilder.

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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?

a) Offer student and parent workshops in both English and Spanish; b) Offer select brochures in both English and Spanish; c) Offer one-on-one appointments to those who need additional support; d) Retain bilingual staff in many student services areas to assist Spanish speaking students and community members. (Campus Central, Admissions & Outreach, Counseling & Advising, Student Financial Assistance, Student Records, Student Registration, Veterans Services, Counseling & Advising); e) 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 student leadership series; f) Presented to local high school counselors on the community and issues in education such as undocumented students; g) Social media interaction of Facebook, Twitter, SnapChat and Instagram; h) Undocumented student resource webpage on College of DuPage website (information provided 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 *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 continue to monitor our candidate pools to ensure compliance with our Board's Diversity Policy. During our discussions with the Hiring Managers and Search Committee Members, we share demographic information on our student population in comparison to our Faculty. These figures create continued awareness of the importance of providing equal opportunity to minority groups.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: Y

1. As of June 30, 2015, 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
15	35	0	30	29	0	73	182

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
239	474	0	206	141	0	99	1159

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 977

4. As of June 30, 2015, 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
17	16	0	9	3	0	51

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2015, provide the number of faculty that separated or left the university (retired or resigned):

3	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 15 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 processional



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 of Illinois 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 *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

Tenured Faculty/ 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, 2015, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2015, provide the number of faculty that separated or left the university (retired or resigned):

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

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

8. Does your Institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

Harper College allocated \$1,200 or 1.45% of its FY 15 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, \$10,869 or 13.12% 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: a) 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, Special Assistant to the President for Diversity and Inclusion 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 of Illinois 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?

Harper is committed to a culturally responsive environment that makes all members of our community feel confident that the full extent of their humanity and contributions are recognized and honored. An environment that welcomes, values and respects all members of the College's diverse community--across the spectrum of ability, academic preparedness, age, ethnicity, faith, gender expression, identities, race and more.--fosters a culture where all feel safe to participate, in open and respectful discourse, without fear of discrimination or marginalization. As part of its four-year (2015-2019) Strategic Plan, the College has identified "Inclusion" as one of three strategic directions for the College. The College has defined "Inclusion" as "fostering an environment that values and actively encourages cross-cultural engagement." As part of its four-year (2015-2019) Strategic Plan, the College has identified "Inclusion" as one of three strategic directions for the College. The Diversity Committee is part of the College's Corporate Governance structure. The College employs a Special Assistant to the President for Diversity and Inclusion who is responsible for analyzing, recommending and collaborating with other College constituencies to expand and improve diversity and inclusion initiatives. Encouraging the development and organization of on-campus Employee Resource Groups (ERG) who assist the college in creating an environment and culture that is welcoming and supportive of all employees but particularly those individuals who are members of historically underrepresented populations. ERGs are supported by the Office of Diversity & Inclusion at Harper College as a means of improving the recruitment and retention of employees from underrepresented populations through partnering as a way to build community and to improve recruitment and retention of diverse talent. A mentoring program called the Diverse Relationships Engaged in Affirming Multiculturalism: (DREAM) Affinity Group has been established to mentor diverse second year faculty. The Group's goals are to facilitate the recruitment, professional development, and retention of a diverse workforce through programs that support workforce, diversity, and the college's core values. This year there were several mentees and several active faculty/deans mentors. Hispanic faculty and staff employees are provided with professional development dollars of up to \$1,150 to enhance their skill sets and eligibility for promotion. On-line courses and workshops are available for faculty to develop skills for supporting

Hispanic students. The Center for Multiculturalism has established a Multicultural Faculty Fellows Program which provides Faculty training incorporating diversity modules and approaches into their curricula. All graduate courses purchased or acquired for faculty professional development that are provided by Harper College have a multiculturalism dimension. Latino Summit - Outreach program for Hispanic students at local District High schools. Provide financial-aid sessions in Spanish at the District High Schools. REACH Summer Bridge Program -- Targets underrepresented students for college preparation. Target goal of 50% Hispanic students in program population. Harper College has agreed that our Institutional Effectiveness Measure (IEM) for Diversity be benchmarked against the year-over-year progress in diversification at Harper College. We will do this by examining what we can control; the rate at which we hire employees and the rate at which employees from historically underrepresented populations choose to voluntarily leave the college. Diversity IEM measures are as follows: 1.Measure: The percentage of diverse new hires each year by employee group, with particular focus on full-time administrators and faculty Target: A percentage equivalent to, or exceeding, the percentage of ethnically and racially diverse district residents (currently approximately 30%). 2.Measure: The percentage of underrepresented employees who separate from the college through voluntary resignations. Target: The percentage of underrepresented employees who separate from the college should be consistent with, or less than, each year's overall employee separation rate.

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

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 financially supports an individual's professional development, including a tuition-waiver offset for undergraduate, post-undergraduate and post-graduate education courses.

Other: N

Other: N

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

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

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

The College 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. The CVA will be conducted again in 2016.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, 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	3	0	0	0	12

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
149	306	0	355	49	0	11	870

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 858

4. As of June 30, 2015, 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	-2	0	-3	-4	0	-4



5. As of June 30, 2015, 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, 2015, 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 15 budget allocation for each of these Initiatives:

The College provides a budget allocation for employee recruitment advertising. The FY15 budget for this advertising was \$65,000, of which approximately 3% was spent on advertising in venues oriented to minorities, including Hispanic employees.

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

The College has always had comprehensive Hiring Guidelines that guide employees involved in hiring, interviewing, recruitment and EEO. In FY15, an online training module for employees involved in these processes was developed to deliver this information more efficiently and effectively.

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

The College strives to ensure that information regarding employment opportunities is reaching qualified Hispanic populations and those with connections to these populations. Job announcements are sent 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 of Illinois 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 *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 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, 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	4	1	0	0	6

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
56	177	0	58	49	0	39	379

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 373

4. As of June 30, 2015, 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	4	-1	0	-3

5. As of June 30, 2015, 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, 2015, 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 15 budget allocation for each of these Initiatives:

In FY'15, Highland allocated 8% 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 state and federal mandates and Highland's Affirmative Action Plan.

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

Highland uses diverse web sites to advertise administrative and faculty openings. These include LatinasinHigherEd.com and HispanicsinAcademia.com. Highland continues to monitor where applicants see position advertisements so that our advertising dollars are used most efficiently. If we recognize that we are not getting very many (or any) applicants from a particular source, we will discontinue using that source and try another medium in order to reach the most diverse audience.

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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 ability to speak English is more prevalent in the Highland District than statewide. In Highland's district, the population speaking only English is 94.8% in comparison with the statewide proportion of 78.3%. An estimated 3.5% of the HCC district population speaks Spanish. Of those who speak Spanish, only 1.4%, or 1,899 people, speaks English less than very well as opposed to 6.1% statewide. Due to the small number of Spanish speaking students and public in our district we have not implemented additional strategies to address the needs of Spanish speaking individuals. In FY'15 Highland continued to offer ESL courses through our Adult Education Program. Participants of the ESL program also had access to Family Literacy classes for parents and children. We have successfully addressed the Spanish speaking needs through resources on campus such as ESL program staff, Literacy staff, and other employees with known fluency in Spanish, such as instructors teaching Spanish for the College and volunteers.

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

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 co; 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 Colleges Human Resources Department, Affirmative Action Officer and the College's Equal Opportunity/Affirmative Action Committee are dedicated to 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, as well as training on unconscious bias. The EE/AA Committee member's 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 also ensures that the selection criteria does not create artificial barriers to employment for under-represented groups and that during each step of the process 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 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, 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	6	0	16	5	0	3	32

2. As of June 30, 2015, 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
218	590	0	629	165	0	129	1731

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1699

4. As of June 30, 2015, 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	4	0	3	5	0	3



5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

16	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, 2015, 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 15 budget allocation for each of these Initiatives:

\$7,300

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 to target qualified Hispanic faculty candidates. In 2014-2015, the school conducted multiple job fairs, and placed job postings in selected on-line and print media targeting Hispanic Candidates.

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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 have a Student International Center that assists students and the public with information about the institution in Spanish. Student information is published in both English and Spanish.

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

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?

The effort is coordinated and monitored through the Human Resources and the office of Diversity.

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 committed monitors and maintains survey results in conjunction with our V.P. of Diversity.

**Illinois Eastern Community Colleges  
Frontier Community College**

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

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

5. As of June 30, 2015, 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, 2015, 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 15 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?

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 of Illinois 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 *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.

**Illinois Eastern Community Colleges  
Lincoln Trail College**

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

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

5. As of June 30, 2015, 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, 2015, 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 15 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?

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 of Illinois 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 *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, 2015, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2015, 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 15 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?

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 of Illinois 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 *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 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.

**Illinois Eastern Community Colleges  
Wabash Valley College**

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

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

5. As of June 30, 2015, 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, 2015, 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 15 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?

All staff responsible to 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 individuals

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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 *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.

**Illinois Eastern Community Colleges  
District Office**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

5. As of June 30, 2015, 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, 2015, 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 15 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?

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

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, 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	8	0	3	2	0	0	13

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
88	262	0	96	69	0	19	534

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 521

4. As of June 30, 2015, 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	-4	-4	0	-7

5. As of June 30, 2015, 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, 2015, 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 15 budget allocation for each of these Initiatives:

IVCC has one advertising budget for all positions regardless of job category. The total budget for FY15 was \$5,500.

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?

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. We also reach further down the scoring sheet, when possible, to include minorities in our interview pool.

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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?

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. We have held an education form for migrant workers and their families to educate the population on the value of higher education. Recently we have established a Hispanic Leadership Team to help with Spanish/Bilingual student orientations, tours, and information sessions. The Hispanic Leadership Team is made up of current Hispanic IVCC students interested in helping with outreach/media events specifically for Spanish/bilingual speaking students and their parents.

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

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

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 Bilingual Report

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
9	30	0	30	16	0	15	100

2. As of June 30, 2015, 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
236	809	0	383	179	0	189	1796

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1696

4. As of June 30, 2015, 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	0	0	2	0	1

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2015, 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 15 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?

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 trains the hiring personnel how to appropriately use the tools. If there are instances where the integrity of the search is compromised in any manner the search may be extended, candidate may be re-examined or the search may be canceled. Additionally, the college has prepared a written inclusion/diversity plan which is available and shared with hiring managers and HR personnel.

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

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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?

Office of Multicultural Student Affairs: 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

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

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: 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 prepared a written inclusion/diversity plan which is available and shared with hiring managers and HR personnel.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.



**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, 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	1	7	0	4	18

2. As of June 30, 2015, 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
148	260	0	90	84	0	30	612

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 594

4. As of June 30, 2015, 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	-7	0	-7	1	0	6

5. As of June 30, 2015, 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, 2015, 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 15 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?

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

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

KCC will maintain ties with the local Hispanic community which has strengthened since welcoming a 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 of Illinois 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 *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 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, 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	0	1	0	0	5

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
98	429	0	95	65	0	50	737

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 732

4. As of June 30, 2015, 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	-1	0	-2

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2015, 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 15 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 of Illinois 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?

Please see #10 above. The college also offers many English as a Second Language (ESL) 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 *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 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, 2015, 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, 2015, 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 15 budget allocation for each of these Initiatives:

N/A

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

The College is developing a Recruitment Plan which will incorporate minority representation on search committees as well as focus on marketing and recruiting in additional mediums that can attract more applicants of under-representation.

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

Provide for under-represented groups representation on search committees as well as focus recruitment efforts on additional mediums that can attract more applicants for under-represented groups.

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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?



Discussions have begun about funding and compensating staff for training to be bi-lingual in high priority areas to better serve the increasing number of Spanish speaking students and public visitors.

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

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

The College provides all employees additional staff-development training to enhance skills and possible succession planning activities.

Other: N

Other: N

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

By establishing strategic plans with benchmark metrics that can hold key areas accountable.

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 - On Going.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
9	41	0	43	36	0	17	146

2. As of June 30, 2015, 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
269	822	0	366	169	0	106	1732

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1586

4. As of June 30, 2015, 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	-14	0	-7	3	0	-3

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

16	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, 2015, 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 15 budget allocation for each of these Initiatives:

Total FY15 Budget - \$210,000; Total Diversity FY15 Budget - \$68,210; African American Recruitment Initiatives - \$189,000; Advertising - \$170,100; Travel - \$53,580.50; Clubs and memberships - \$3,750

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

Recruiting staff attend local and regional conferences, seminars, webinars, etc. to ensure compliance with legislative mandates effecting recruitment, employment, and promotion of highly qualified Hispanics. Within our Human Resources department, our new process with recruitment involves each Recruiter to take a more hands on approach with prescreening applications. This process ensures that the pool is truly diverse and allows an opportunity for all those with required skill sets to have an opportunity for advancement within our staffing system. This is done prior to the pool being released to the hiring manager. To ensure that all administrative employees responsible for hiring, interviewing, recruitment, and EEO officially comply with all legislative mandates of the Hispanic Employment Plan, the College EEO representative and search committee receive formal training. Human Resources also ensures that the applicant pools are diverse for all positions within the College. If the pools are not diverse as defined by the area of the Vice President, the search will be reopened.

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

Our Diversity Commission consists of three standing committees that work independently, as well as collectively, to meet the goals of the commission: 1) Instructional and Faculty Development; 2) Student Development; 3) Human Resources and Staff Professional Development Each committee provides direction to evaluate and promote institutional priorities specifically related to diversity in the college community. Advisory recommendations of the commission support the implementation, achievement, and maintenance of the diversity objectives set forth in the College's Strategic Plan. The Instruction and Faculty Development committee assists faculty with ensuring that diversity is infused in curriculum (i.e. Development of new courses are incorporated on a regular basis). Working

with faculty on diversity workshops for full and part-time faculty; work towards encouraging faculty to create an inclusive and welcoming classroom environment in which all students regardless of their social/cultural identities have the ability to reach their highest potential. The Human Resources and Staff Professional Development committees focus on building an inclusive College community that recognizes, values, and respects people of all cultures and ways of life. Maintenance of diversity in the workplace is consistently promoted, attracting and retaining a highly talented and skilled work force representative of all levels of diversity; promoting a culture within the College that encourages personal development and growth; and fostering effective relationship with diverse communities, associations, institutions, and suppliers. In addition, measurable goals are established and specific timelines are aligned in order to measure effective progress that will lead to the attainment of overall College goals.

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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?

As a result of the investment in student success for FY15, the Coaching for Academic Success department became part of the organizational structure. Six positions were created to launch the coaching program. This program conducts proactive outreach to ensure students are prepared to progress through their academic coursework. The program assists students in clarifying and achieving realistic goals for success in college. In addition, coaches accept early alert referrals from faculty and connect with students to support them in successfully navigating through early alert issue(s). The program utilizes various forms of communication to connect with specified groups of students, as well as staff and faculty. Major goals include assisting students in removing barriers to completion, serving as a resource expert for students to connect them to the appropriate service or department, and collaborating with faculty and student development personnel to identify strategies for assisting students. 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. CLC attends 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 includes planning various events/presentations to the Latino Community, translating marketing brochures to Spanish, and improving the CLC website for Spanish speaking students. Hispanic students and public have the following organizations and initiatives available to them. These help increase retention and mentorship: Men of Vision, Latino Alliance, Real Men Talk, Sister 2 Sister, Educational Talent Search, English as a Second Language, Gender and Sexuality Studies, Library Resources focused on Diversity, Multicultural Student Center, Office for

Students with Disabilities, Student Empowerment Center, Student Organizations and Clubs, Women's Center, Veterans Services, and Advisory Committee

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? Y
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? Y
15. Is the center Director/Coordinator Hispanic? Y
16. Does the center Director/Coordinator speak fluent Spanish? Y
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? Y
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? Y
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? full
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y

Teaching, Learning, and Educational Training (TLET) Center offers training in many fields that assist our staff and organization obtain the knowledge and skills they need to continue to succeed: a) Career Development: The College administers a program that provides a financial award based on completion of a college degree/certificate while on an approved career development plan. This program sincerely encourages employees to take advantage of all opportunities that will assist them in the development of their job-related skills and in turn enhance their job proficiency; b) Tuition Waiver: To attract and retain quality faculty and staff, the College provides continuing opportunities for educational development for eligible employees, their spouses/civil union partners and/or dependent children. The tuition waiver allows the above mentioned individuals an opportunity to enroll tuition free in approved credit courses; c) Tuition Reimbursement: The College reimburses its eligible employees for books, courses, workshops, and seminars taken at an accredited institution of higher education; d) Educational cohort: Full-time employees that consider pursuing a Master's degree or Doctoral program fall under the cohort program and are reimbursed for their endeavor via the Tuition Reimbursement Program; e) Staff involvement and onboarding: Current staff members that have a new hire entering their department are now more involved in the onboarding processes. Staff is now able to detail, outline, and perform their own department specified processes in order to obtain and enhance the new hire's acclimation to the environment and department.

Self-development training: Y

See above.

Other: N

Other: N

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

The College of Lake County 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 Hispanic individuals, communities, recent graduates, etc. All recruitment policies will take into consideration an outreach and effort that deliberately focuses on increasing and maintaining the diversity support within the organization. All positions are posted in a wide variety of places including but not limited to: local unemployment job board(s), community boards, service agencies, newspapers, associations and organizations. Internal Recruitment: The Human Resources Office ensures that the vacancy is announced to those in the appropriate departments and divisions and/or posted on The College Of Lake County job websites. External Recruitment: Jobs are posted by Human Resources to the appropriate media and College of Lake County website. Persons seeking to apply from within the college shall follow the same application procedures as external applicants. No bias is extended in either direction. Those involved in recruiting, sourcing, interviewing, and screening of applicants are required to complete and attend the Interview Training program offered by Human Resources in order to serve in this capacity. 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.

1) The College will be conducting a Campus Climate survey in 2016 which will include questions relating to employment discrimination or harassment based on a number of factors, including race/ethnicity. The Campus Climate survey will provide an opportunity for employees to offer feedback regarding job satisfaction, employee/supervisor relationships, workplace safety, benefits, wellness and sustainability. Survey respondents will be asked to rate the College's compliance with policies and procedures designed to identify employment discrimination. The survey will be used to track progress since our 2013 assessment which revealed the following: A need for firming up our policies and training related to workplace discrimination and harassment in the workplace.

2) This year the College has established an employee Advocate Program. This program is designed to: a) Helps fellow employees by providing confidential and informational assistance to anyone within the Classified and Specialist Staff who may need support or direction when facing a workplace issue; b) Acts as a source of information and referral; c) Helps answer individual's questions about College policy or procedure; d) Provides an informal and confidential means for discussing an issue or concern ; e) Acts as a guide for fellow employees listens to questions or concerns; f) Provides referral to appropriate policies; g) May act as an intermediary between HR and employee as needed, while maintaining confidentiality; h) Empowered to meet with supervisors and VPs if needed to help facilitate communication

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	5	0	5	2	0	0	12

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
104	319	24	302	85	0	28	862

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 850

4. As of June 30, 2015, 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	0	1	0	-1

5. As of June 30, 2015, 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, 2015, 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 15 budget allocation for each of these Initiatives:

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 advertising venues

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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 on staff a Spanish instructor that assists 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 reviewed annual is utilized for all employees. Career coaching and counseling is available for all employees.

Self-development training: Y

The college provides numerous staff development activities and learning opportunities to accommodate all staff.

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 training of all hiring committee members. A Human Resources representative/EEO official is a member of each 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 EEO forms that are reviewed. Documents are retained in a separate location in Human Resources.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**Lewis and Clark Community College**

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

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	5	0	4	3	0	0	12

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
162	400	0	290	103	0	17	972

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 960

4. As of June 30, 2015, 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	0	1	0	1

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

8	Total that received tenure
20	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, 2015, 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 15 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?

The College has employed the services of PeopleAdmin, a computer generated software program designed for Higher Education, that encourages self-identification of all applicants regarding their race. Additionally, the College has an HR Recruitment Specialist whose primary focus is to seek efficiencies in the employment process, including but not limited to seeking to enhance diversity. The Specialist reviews the minority representation of applicant pools and carefully reviews the credentials of all the Hispanic/Latino applicants who meet the minimum requirements of the position for which they applied. All such applicants are specifically defined and set apart as minority applicants for the viewing all hiring committee members prior to the interview process. Qualified and reviewed minority applicants are all referred to hiring committee members by the Recruitment Specialist.

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 increasing representation of Hispanic teaching/administrative staff and Spanish speaking bilinguals. All of the College's job openings are posted via PeopleAdmin. Our Human Resource Recruitment Specialist notifies the hiring committee chairperson of all qualified applicants and further details any applicants who self-identify as Hispanic/Latino. These applicants resumes are carefully considered in each case by the Specialist. Scheduling interviews with these applicants is highly encouraged and welcomed by the search committee.

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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

The College continues to focus on elevating the Hispanic/Latino representation in these employment categories. Employees are requested to refer Hispanic/Latino 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.

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 small increase would appear to include second generation Hispanic/Latino students, faculty and staff whose English language skills are similar to those of all other enrollees, faculty and staff. As a result, although the College welcomes what appears to be an increasing percentage of Hispanic/Latino people among our campus population, the College has not needed to establish programs of service. Inclusion is a very high value among campus faculty, staff and students as evidenced by the results of the recent survey on diversity and inclusion which indicates that over 94% of respondents describe the L&C campus as very inclusive.

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

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 Recruitment Specialist is responsible for publishing all open postings to the College website. 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 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, 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	6	0	0	0	11

2. As of June 30, 2015, 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
199	433	0	287	56	0	43	1018

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1007

4. As of June 30, 2015, 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	-2

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2015, 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 15 budget allocation for each of these Initiatives:

LLCC has a budget for advertising position vacancies to all groups and at all position levels. For fiscal year 2015 LLCC spent \$77,288. Of this amount, \$1,677 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 periodically.

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.

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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. LLCC plans a collaboration between Adult Education and Arts and Humanities staff and faculty to assist ESL students with the transition to college coursework.

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

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 on these days 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.

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, 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	4	1	1	0	2	12

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
136	205	1	126	91	1	57	617

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 605

4. As of June 30, 2015, 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	1	1	0	1	0	1

5. As of June 30, 2015, 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, 2015, 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 15 budget allocation for each of these Initiatives:

Contained in regular 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?

Mandatory orientation for all hires

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

market job openings in areas of district with highest concentration of minorities. Network with regional minority leaders and local university staff to recruit candidates

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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

developed a detailed Affirmative Action plan that was recently recognized by the EEOC

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 *State of Illinois Hispanic Employment Plan*:**

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

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

15. Is the center Director/Coordinator Hispanic? N

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

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

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

Other: N

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

Mandatory orientation before all hires

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 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, 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	10	1	6	8	0	0	26

2. As of June 30, 2015, 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	341	0	203	81	0	6	773

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 747

4. As of June 30, 2015, 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	-10	-8	-1	0	-11

5. As of June 30, 2015, 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, 2015, 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 15 budget allocation for each of these Initiatives:

A budget allocation was not designated specifically for Hispanic recruitment. Funds from both the Affirmative Action and Human Resources Recruitment budget were utilized to support and further Hispanic employment initiative efforts.

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

All communication and information regarding the Hispanic Employment Plan (HEP) directed to the Institution is forwarded to Human Resource Staff responsible for compliance. The executive level administrator overseeing the Office of Human Resources is provided status updates and information regarding compliance related activities.

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

Recommendations to increase Hispanic teaching/administrative staff and Spanish speaking bilinguals include: Utilize job posting resources targeting the Hispanic population. Post job opportunities at venues and with vendors highly supported by the Hispanic population near McHenry County College.

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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?

Partnerships with businesses in the community afford the College opportunity to deliver training needs, promote the accessibility to educational programs and services. The College expanded partnerships with local elementary, middle, and high schools by offering a summer program - Kids in College, focused on academic seminars. Hispanic enrollment increased a total of 17.8%, while Hispanic residents increased 12.8% in 2014.

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

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: Y

A Mentoring Program is in place to assist employees with aspirations for career enhancement the opportunity to develop the necessary competences.to advance.

Self-development training: Y

A wide variety of self-development trainings and workshops are provided and highly promoted by the College's Professional Development Dept. to employees throughout the year.

Other: Y

Employee Benefit Program(s) include a Tuition Fee Wavier to employees for MCC credit courses and Tuition Reimbursement for books, fees and course work taken at other colleges and universities.

Other: N

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

McHenry County College is committed to diversity and inclusion, is an equal opportunity employer. Recruitment effort with specific guidelines enables and supports targeted efforts to attract Hispanic applicants, including advertising vacancies in publications geared to the Hispanic/Latino population. The College strictly enforces EEO Policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

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

1) Feedback from Search Committee Member evaluation forms for FY 2015 indicate the hiring process is diligent in adhering to the Affirmative Action Program initiatives in place to further progress to increase the number of Hispanic staff. 2) The number of Hispanics hired for Office/Clerical at MCC increased by more than 55%. 3) Utilization of recruitment resources targeting the Hispanic population increased by 25%. 4) The College invested in and implemented an applicant tracking tool to monitor and assess progress of efforts related to Hispanic recruitment.



**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
1	14	0	9	12	0	6	42

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
187	822	0	182	193	0	75	1459

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1417

4. As of June 30, 2015, 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	-12	0	-9	-8	0	-6

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2015, 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 15 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 FY15 \$8,000. 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 of Illinois 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 Outreach 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 complied 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 *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 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: Y

1. As of June 30, 2015, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
9	26	0	8	53	0	23	119

2. As of June 30, 2015, 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	261	0	23	112	0	50	520

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 401

4. As of June 30, 2015, 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
-56	-58	0	-33	-21	0	-22

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2015, provide the number of faculty that separated or left the university (retired or resigned):

11	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 15 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?

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)

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 of Illinois 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 (English/Spanish) bilingual qualification.

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? Y
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? half
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y

By Collective Bargaining Agreement

Self-development training: Y

Budget for professional development by Collective Bargaining Agreement

Other: N

Other: N

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

Formal recruitment and hiring processes are in place; 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 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, 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	17	8	19	16	1	15	82

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
164	686	80	197	144	11	79	1361

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1279

4. As of June 30, 2015, 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	-6	0	1	3	0	11



5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2015, 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 15 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 \$5,240 on advertisement in websites/publications focused on Hispanics, including Illinois Latino Council on Higher Ed and Hispanic Outlook. Additionally, \$21,906 was spent on advertisements in publications focused on diversity in general, including Diverse Issues in Higher Ed, Chicago Diversity, 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 goals 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. - The annual meeting is convened by the Chief Human Resources Official 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 Opportunity/Affirmative Action Program.- Provide training and professional development activities to encourage the review/establishment of policies and processes to support the creation of a positive culture for recruiting and retaining Hispanic administrators, faculty and staff.- The College will continue to conduct national and regional searches as a means to fill all administrative and full-time faculty openings.- The College will advertise in media targeted to Hispanics. Media will include print publications and internet postings on employment sites focused on Hispanic 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 Chief Human Resources Official (or designated HR 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 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.- 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.

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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.

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

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 committee and supervising administrators are monitored by the Chief Human Resources Official.

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: 8.3% of the District 14% of the Student Body 5.7% 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, 2015, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2015, 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 15 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?

Parkland College makes a concerted effort to ensure that all selection procedures used by search committees comply with Parkland College policy 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 outlets such as LinkedIn & Facebook. Advertise employment opportunities in publications whose target audience and readership are Latinos.

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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?

No.

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

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?  
  
Parkland College makes a concerted effort to ensure that all selection procedures used by search committees comply with Parkland College policy and procedures and with all local, state, and federal laws with respect to employment practices.
22. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Hispanics that are Spanish speaking bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, 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	19	9	0	5	48

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
88	426	0	157	118	0	33	822

3. As of June 30, 2015, 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, 2015, 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	2	-3	0	5

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

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

6. As of June 30, 2015, 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 15 budget allocation for each of these Initiatives:

Hispanic recruitment funds are included in the total recruitment budget.

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

We advertise 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 of Illinois Hispanic Employment Plan for Higher Education:**

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

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

We are adding Spanish speaking staff.



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

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

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, 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, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
90	254	0	144	41	0	81	610

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 608

4. As of June 30, 2015, 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, 2015, 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, 2015, 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 15 budget allocation for each of these Initiatives:

No, with such a small percentage of the area population being Hispanic, it is not feasible to have a dedicated budget. We do advertise open positions through media sources designed to reach as many diverse candidates as possible in our area.

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 are qualified; however, despite our efforts to reach out to Hispanic candidates in our advertising, the college only receives a minimal amount of Hispanic applicants.

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 plans to continue to advertise in socially diverse ways to reach as many qualified Hispanic applicants as we can.

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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 at this time, the need is not present at the current time.

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

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 training opportunities.

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

Not Applicable. Due to the lack of Hispanic population and as a result Hispanic employees there is not enough data to do a study or survey.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, provide the number of **Hispanics employed** within each of the following EEOC categories:

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

2. As of June 30, 2015, 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
102	173	0	92	72	0	6	445

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 440

4. As of June 30, 2015, 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	-2	-2	0	-2

5. As of June 30, 2015, 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, 2015, 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 15 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 for all regular full-time and part-time positions. 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. Employment candidates for temporary full-time or temporary part-time positions are reviewed and selected by the immediate supervisor for the position. All supervisors also participate in the College's Diversity in Hiring training.

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 of Illinois 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 *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 and part-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 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, 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, 2015, 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
191	297	0	143	157	0	25	813

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 796

4. As of June 30, 2015, 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	11	10	10	11	10

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

8	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, 2015, 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 15 budget allocation for each of these Initiatives:

NA

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

Some of the steps our institution has taken to help employ Hispanic individuals are as follows: The Employment Specialist meets with all search committee members to explain the hiring selection process along with the Colleges diversity initiative plan. We require a diverse search committee as well as a diverse pool of applicants for each vacant position. This is accomplished through by the Employment Specialist forwarding 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 why.

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 We will reach- out to our current staff asking for their help, support and ideas on the different venues (boards they may serve on, agencies etc.) we can possibly tap into, to increase our Hispanic employment recruitment efforts.

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

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

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: Y

Staff Employment Recruitment Plan: N

Other: N

NA

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

We have some college materials printed in Spanish, as well as some, Spanish speaking employees who serve as interpreters for prospective students and their families. We have a Spanish speaking employee who has recruitment and advising responsibilities which helps with any communication barriers.

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

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

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

15. Is the center Director/Coordinator Hispanic? N

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

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

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

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

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

Employees with career ladder enhancement: N

NA

Self-development training: Y

Employees are offered twice a year, professional development opportunities in addition to interdepartmental training opportunities. Employees are provided reimbursement for continuing education courses or tuition waivers for taking classes at our 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. We require a diverse search committee as well as a diverse pool of applicants for each vacant position. All search committee have to submit their committee members to HR for review prior to starting the search. The Employment Specialist forwarding all self-identified qualified Hispanic applicants to the search committee chair for review. The search committee chair is responsible for submitting a matrix and a job applicant summary which reflects how the committee decided on who they would interview and why.

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 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, 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	5	1	0	0	10

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
67	182	0	146	23	0	22	440

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 430

4. As of June 30, 2015, 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	-4

5. As of June 30, 2015, 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, 2015, 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 15 budget allocation for each of these Initiatives:

Carl Sandburg College has an advertising budget of \$34,000.00 for recruitment of applications for new and vacant positions. However, there is not a specific budgetary line item for Hispanic Employment Initiatives. All hiring situations are administered following our hiring process. Fairness and equity to all applicants is the goal. Current fiscal budgetary spending includes diversity training, interview committee diversity training, and posting on diverse jobs.net. Standard hiring practices includes positing applications on NeoGov.com, a national website, HigherEd.com, hotjobs.com, and at times Affirmative Action e-mails in order to recruit from a more diverse applicant pool.

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

The objective of increased employment diversity at Carl Sandburg College is strategic, not compliance-oriented. As such, one of the stated beliefs of the College is that the educational experience is enriched through diversity in its people, curricula, and environment. The Diversity Statement states that Carl Sandburg College is a community of lifelong learners that welcomes, values, and respects diversity. The College fosters a climate of mutual respect that celebrates diversity by embracing our similarities as well as our differences. We demonstrate this commitment by serving students, faculty, staff, and community members with fairness and equality. To that end one of the main focal points of the College is a caring environment. Our objectives are to (1) Shape an environment that recognizes the need for diversity, (2) Create opportunities for all within the College community to interact with understanding, tolerance, and respect for others and (3) Promote sensitivity to individual needs and aspirations of those throughout the College community. We work to meet these objectives through continuous review and improvement of our policies, processes and practices. As such, Carl Sandburg College is compliant with all legal requirements for postings, policies, reporting, and officerships.

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

Carl Sandburg College advertises to recruit applications for new and vacant positions. Reviews of all employment processes for compliance and improvement opportunities are routinely conducted. Recent enhancements to the selection process include the launch of a new software system to improve the hiring process for job seekers and personnel managers. Also advertisement of job opportunities on Diversejobs.net. These changes were made in order to connect with a more diverse population of potential candidates. A diversity policy enhancement and specific training in planning of initiatives continues.

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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: Y

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

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

Carl Sandburg College strives to accurately assess the needs of the minority communities in the college service area in order to develop programs of support that adequately address the needs of these communities. As such, the College has developed, posted, and filled the position of Coordinator of Minority Outreach and Admissions. This individual's responsibilities include developing contacts and relationships with the minority community. This position has proved very positive as minority enrollment has increased and student participation in The Women of Character, Men of Distinction, Black Student Association, and Hispanic Latino Student Association student groups. These groups are well known for connections and volunteerism 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 *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: Y

Carl Sandburg College offers a variety of professional development opportunities through professional development funds for training, tuition support, conferences, association and professional memberships. These opportunities are offered equally to all employees without regard to race, color, religion, sex, national origin, ancestry, age, disability, citizenship, marital status, veteran status, sexual orientation, or status in a group protected by applicable federal, state, or local laws; in accordance with Carl Sandburg College Policy#2.10 Equal Employment Opportunity. This policy is publicly posted on the College website and bulletin boards. This policy is revised based on applicable law.

Self-development training: Y

Carl Sandburg College offers a variety of professional development opportunities through professional development funds for training, tuition support, conferences, association and professional memberships. These opportunities are offered equally to all employees without regard to race, color, religion, sex, national origin, ancestry, age, disability, citizenship, marital status, veteran status, sexual orientation, or status in a group protected by applicable federal, state, or local laws; in accordance with Carl Sandburg College Policy#2.10 Equal Employment Opportunity. This policy is publicly posted on the College website and bulletin boards. This policy is revised based on applicable law.

Other: Y

Carl Sandburg College offers a variety of professional development opportunities through professional development funds for training, tuition support, conferences, association and professional memberships. These opportunities are offered equally to all employees without regard to race, color, religion, sex, national origin, ancestry, age, disability, citizenship, marital status, veteran status, sexual orientation, or status in a group protected by applicable federal, state, or local laws; in accordance with Carl Sandburg College Policy#2.10 Equal Employment Opportunity. This policy is publicly posted on the College website and bulletin boards. This policy is revised based on applicable law.

Other: N

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

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

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

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
2	8	0	5	4	0	4	23

2. As of June 30, 2015, 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
44	152	0	68	37	0	26	327

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 304

4. As of June 30, 2015, 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	7	11	0	15

5. As of June 30, 2015, 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, 2015, 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 15 budget allocation for each of these Initiatives:

Recruitment of Hispanic faculty, administrators, or any level of job category was included in our FY15 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 of Illinois 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 employs a Multi-Cultural Coordinator who is a translator and interpreter for students, parents, and the general public. The Multi-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 *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 Colleges; 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 the 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 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, 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, 2015, 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
52	145	0	56	22	0	3	278

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 276

4. As of June 30, 2015, 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, 2015, 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, 2015, 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 15 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.

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. Human Resources Director was hired and is responsible for monitoring the recruitment, screening, and hiring processes to ensure compliance with all equal opportunity laws and regulations in the interviewing and hiring process.

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

The college administrators should continue to work closely with district Migrant Councils to identify qualified Hispanic instructors. The HR Director will research new avenues to spread the word about SCC job openings.

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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?

Continuing to partner with district Migrant Councils, agencies and high schools with Hispanic populations. SCC offers adult basic education, GED, Citizenship class and credit recovery courses that are of interest to these students. A volunteer literacy tutor program is also in place to reach out and help ethnic minorities who need it.

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

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 flex their schedule as needed to attend classes at a local university.

Self-development training: Y

The college encourages time away from work to attend 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 HR Director and EEO officer monitors all employment in accordance with college policy and serves on all employment screening committees for full-time positions.

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 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, 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	18	0	14	5	0	3	41

2. As of June 30, 2015, 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
127	416	0	134	78	0	29	784

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 743

4. As of June 30, 2015, 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	-7	0	-1	-5	0	-1

5. As of June 30, 2015, 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, 2015, 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 15 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 of Illinois 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 *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 offers diversity training to all employees, including hiring supervisors and search committee members. SSC also provides hiring guidelines to the search committees involved in recruiting, interviewing, and

selecting 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. In addition, this past year, we requested all employees to self-identify if they were Spanish-speaking for upcoming initiatives.

Tenured Faculty/ 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	0

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

3	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, 2015, 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 15 budget allocation for each of these Initiatives:

Allocations for 2014-15 recruitment were budgeted at \$28,000 for all recruitment activities. A portion of the recruitment budget was allocated to recruiting in Outlook/Hispanic.

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 of Illinois 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 *State of Illinois Hispanic Employment Plan*:**

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

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

15. Is the center Director/Coordinator Hispanic? N

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

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

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

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

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

All job postings are sent to all faculty and staff prior to being sent to the general public through print/online ads. SIC has a history of promoting from within and encourages qualified and interested internal applicants to apply for new or vacant positions. Additionally, Southeastern Illinois College's board policy encourages employees to notify their supervisor for promotion or transfer when a position becomes vacant. SIC board policy is grounded in EEOC laws and regulations.

Self-development training: Y

Professional Development Workshops are held throughout the academic year and are available to any employee who wishes to utilize the resource.

Other: N

Other: N

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

Vice Presidents and Deans are reviewing and monitoring all search 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 2015 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 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, 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	4	0	6	0	0	1	13

2. As of June 30, 2015, 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
168	848	0	564	55	0	128	1763

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1750

4. As of June 30, 2015, 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, 2015, provide the number of faculty up for tenure at your institution:

168	Total that received tenure
848	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, 2015, provide the number of faculty that separated or left the university (retired or resigned):

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

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

8. Does your Institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category? If yes, provide FY 15 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?

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 of Illinois 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 *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 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, provide the number of **Hispanics employed** within each of the following EEOC categories:

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

2. As of June 30, 2015, 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	106	0	45	35	0	5	249

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 248

4. As of June 30, 2015, 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, 2015, provide the number of faculty up for tenure at your institution:

4	Total that received tenure
6	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, 2015, 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 15 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 and online. All hiring supervisors are required to comply with the college's hiring procedures and EEO policies. The college utilizes an online recruiting system to collect employment applications.

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

NA

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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?

Increased advertising in EEO journals and online.

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

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



**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**Triton College**

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

Is your institution a Hispanic Serving Institution (HSI) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: Y

1. As of June 30, 2015, provide the number of **Hispanics employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
17	36	0	35	72	0	55	215

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
176	708	0	239	294	0	87	1504

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1289

4. As of June 30, 2015, provide the **utilization** for Hispanics by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
-13	-17	0	-8	1	0	40	3

5. As of June 30, 2015, 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, 2015, 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 15 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?

Diversity training; bilingual recruiters; legislative mandate training; diverse committees

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

Employee referral program; diversity focused recruitment advertising; use of Hispanic focused job boards

**List all activities your institution has undertaken that would help in the implementation of the State of Illinois 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?

Bilingual advertising and recruitment informational communications; multi-language signs

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

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

Succession plan- leadership academy

Self-development training: Y

Tuition reimbursement; tuition waiver; Professional Development Training; attendance at conferences

Other: N

Other: N

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

Annual review of our affirmative action / equal opportunity program and recruitment plan

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 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: Y

1. As of June 30, 2015, 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	35	0	69	29	0	31	171

2. As of June 30, 2015, 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
173	627	0	406	163	0	76	1445

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 1274

4. As of June 30, 2015, 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	-19	0	-8	-7	0	15

5. As of June 30, 2015, 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, 2015, 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 15 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?

Interview Training; Diversity/Inclusion Training; Documentation of policies, practices, and procedures that all qualified applicants and employees are treated fairly.

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

We 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 of Illinois Hispanic Employment Plan for Higher Education:**

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

Internships: Y

Community Linkages: Y

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N

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

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

13. Does your institution currently have a Hispanic Resource Center (HRC)? N
14. If your institution has a Hispanic Resource Center (HRC), does the center have a Director or Coordinator that can help address the needs of Hispanic students? N
15. Is the center Director/Coordinator Hispanic? N
16. Does the center Director/Coordinator speak fluent Spanish? N
17. Does the center Director/Coordinator assist in the recruitment of Hispanic students? N
18. Does the community college currently employ culturally competent Spanish speaking recruiters enabling them to communicate and interact with parents and students? Y
19. How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents? half
20. For Hispanic employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N

Self-development training: Y

Multiple professional development training opportunities for faculty and staff, provided by our training department.

Other: Y

New faculty Learning Academy- A training 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?

Mandatory Interview and Diversity Training

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

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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) with 25% or more of the students classified as Hispanic enabling the institution to apply for Title V Federal grants: N

1. As of June 30, 2015, provide the number of **Hispanics employed** within each of the following EEOC categories:

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

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
85	166	0	65	55	0	13	384

3. As of June 30, 2015, provide total number of **institutional employees** that are not Hispanic; include all full-time, part-time and LOA's: 381

4. As of June 30, 2015, 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	-2	-2	0	-2

5. As of June 30, 2015, 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, 2015, 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 15 budget allocation for each of these Initiatives:

JWCC does not provide specific budget allocations for recruitment of Hispanic faculty, administrators, or any level job category. A budget was not established for these Initiatives for FY11.

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

A voluntary EEO form is mailed to each applicant. For those who return the form and indicate that he or she is in a protected class, and if not selected for interview or hire by the interview committee, the HR representatives require specific reasons as to what the reasons were to ensure all reasons are qualifications-related. Additionally, all employees who are part of the interview committee or selection process are provided with information and training regarding a selection based on qualifications and not personal appearance, beliefs, race or ethnicity.

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

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

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

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

Internships: N

Community Linkages: N

Mentorship of a new Hispanic Faculty: N

Staff Employment Recruitment Plan: N

Other: N



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

JWCC does not currently have increasing numbers or need of Spanish speaking students and public accessing the institution. A plan will be developed when there is an increase. JWCC currently has an English as a Second Language program for any interested students or public.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *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 regular employees and associate 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: 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.

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 2015**

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

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

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

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**Black Hawk 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 FY 2015? (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 2015**

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

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**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? 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? 50

**b)** In approximately what percentage of those cases was the time commitment?
 
  - i. 15 minutes or less? 50
  - ii. 16 minutes to 60 minutes? 50
  - iii. 61 minutes to half of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
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  - 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 FY 2015? (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?

Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area. Accurate, detailed reports regarding Student population compared to Faculty demographics to address student needs

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

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

**City Colleges of Chicago – Kennedy-King 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? 5
- 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 FY 2015? (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
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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 2015**

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**City Colleges of Chicago – Malcolm X 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? 5
- 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

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- c)** What percentage of those cases required in-depth assistance? 0
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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 FY 2015? (chose one) Quarterly
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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
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Fiscal Year 2015**

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

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? 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? 5
- 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
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PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
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  - 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 FY 2015? (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
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Fiscal Year 2015**

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**City Colleges of Chicago – Harry S Truman College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? 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? 50
- b)** In approximately what percentage of those cases was the time commitment?
  - i. 15 minutes or less? 50
  - ii. 16 minutes to 60 minutes? 50
  - iii. 61 minutes to half of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
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  - The simultaneous or consecutive interpretation of complex concepts.
- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in FY 2015? (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
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**City Colleges of Chicago – Harold Washington 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? 50
- b)** In approximately what percentage of those cases was the time commitment?
  - i. 15 minutes or less? 50
  - ii. 16 minutes to 60 minutes? 50
  - iii. 61 minutes to half of a work day? 0
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 0
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  - A commitment of extensive time and resources.
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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 FY 2015? (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
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Fiscal Year 2015**

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**City Colleges of Chicago – Wilbur Wright College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? 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? 50

**b)** In approximately what percentage of those cases was the time commitment?
 
  - i. 15 minutes or less? 50
  - ii. 16 minutes to 60 minutes? 50
  - iii. 61 minutes to half of a work day? 0
  - iv. more than half of a work day? 0

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in FY 2015? (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?

Positions are evaluated when created/vacated to see if a bilingual candidate would be beneficial to the institution. Some positions see a higher need dependent on student need in that particular area. Accurate, detailed reports regarding Student population compared to Faculty demographics to address student needs

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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.

**Danville Area Community College**

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

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of 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 FY 2015? (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 2015**

**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.

**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? 6568

**b)** In approximately what percentage of those cases was the time commitment?
 
  - i. 15 minutes or less? 40
  - ii. 16 minutes to 60 minutes? 60
  - 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 FY 2015? (chose one) Daily
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 2
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 22
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 2015**

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

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

**Elgin Community College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? 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? 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 FY 2015? (chose one) Daily
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 15
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 12
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

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

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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.

**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? 5
  - ii. at least once a week? 5
  - iii. at least once a month? 15
  - iv. at least once a year? 75

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? 75
  - ii. 16 minutes to 60 minutes? 15
  - iii. 61 minutes to half of a work day? 5
  - iv. more than half of a work day? 5

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 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 FY 2015? (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? 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?

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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.

**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? 125
- b)** In approximately what percentage of those cases was the time commitment?
  - i. 15 minutes or less? 92
  - ii. 16 minutes to 60 minutes? 6
  - iii. 61 minutes to half of a work day? 2
  - iv. more than half of a work day? 0

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

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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in FY 2015? (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)  
Fiscal Year 2015**

**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.

**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? 11
  
- b)** In approximately what percentage of those cases was the time commitment?
  - i. 15 minutes or less? 82
  - ii. 16 minutes to 60 minutes? 9
  - iii. 61 minutes to half of a work day? 9
  - 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? 9
  - 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 FY 2015? (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. 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. In FY'15 two Adult Education programs, ESL and Family Literacy, were specifically for ESL clients. They provided a link to the Spanish bilingual community and served a variety of first languages. Although not required, they attempt to fill the three positions with qualified instructors who are also bilingual. In FY'15, two staff members within the Family Literacy area were bilingual in English and Spanish which nicely served the needs arising in the Adult Education Program as well as in other areas.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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.

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**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 FY 2015? (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 2015**

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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 FY 2015? (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 2015**

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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 FY 2015? (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 2015**

**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 FY 2015? (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 2015**

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

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

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

**Illinois Eastern Community Colleges – Wabash Valley College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? 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 FY 2015? (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 2015**

**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 – II Eastern 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 FY 2015? (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 2015**

**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 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 FY 2015? (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? 5
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

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 2015**

**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? 5
- 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? 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 FY 2015? (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? 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?

Per recruitment plan

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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 FY 2015? (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 2015**

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

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

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

**Kaskaskia College**

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

11. budget

1. 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%

2. **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
3. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in FY 2015? (chose one) NA
4. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
5. 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
6. How many institution employees receive a bilingual pay supplement? 0
7. 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
8. 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 2015**

**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? No budget
2. What percentage of those employees used bilingual skills?
  - i. every day? 100
  - ii. at least once a week? 0
  - iii. at least once a month? 0
  - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of English into a source language was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients? 2350
- b)** In approximately what percentage of those cases was the time commitment?
  - i. 15 minutes or less? 50
  - ii. 16 minutes to 60 minutes? 40
  - iii. 61 minutes to half of a work day? 8
  - iv. more than half of a work day? 2

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

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? 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 FY 2015? (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? 2100
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 2015**

**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.

**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? 7900
- b)** In approximately what percentage of those cases was the time commitment?
  - i. 15 minutes or less? 70
  - ii. 16 minutes to 60 minutes? 30
  - 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? 18
  - 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 FY 2015? (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? 7
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? 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?

The College recognizes that our most rapidly growing student population is Hispanic/Latino. Therefore, faculty and staff work together to develop programs and services to serve this rapidly growing population. 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.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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.

**Lake Land College**

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

PLEASE ENSURE THE TOTAL IS 100%
  
3. **a)** Please indicate the number of cases in which interpretation or translation of 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 FY 2015? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

We utilize the current Spanish instructor as an interpreter as needed.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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 FY 2015? (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 2015**

**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? 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 FY 2015? (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 2015**

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

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

**John A. Logan College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? Partial budget
2. What percentage of those employees used bilingual skills?
  - i. every day? 0
  - ii. at least once a week? 0
  - iii. at least once a month? 4
  - 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? 5
- b)** In approximately what percentage of those cases was the time commitment?
  - i. 15 minutes or less? 0
  - ii. 16 minutes to 60 minutes? 4
  - 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 FY 2015? (chose one) Monthly
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 2
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 2
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 2
  - ii. other college employees who provide translation as needed? 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?

Measured by services rendered

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

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

**Mc Henry County College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? Partial budget
2. What percentage of those employees used bilingual skills?
  - i. every day? 100
  - ii. at least once a week? 0
  - iii. at least once a month? 0
  - iv. at least once a year? 0

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of 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? 30
  - ii. 16 minutes to 60 minutes? 50
  - iii. 61 minutes to half of a work day? 20
  - iv. more than half of a work day? 0

PLEASE ENSURE THE TOTAL IS 100%
- c)** What percentage of those cases required in-depth assistance? 10
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
    - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
    - A commitment of extensive time and resources.
    - The simultaneous or consecutive interpretation of complex concepts.



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

4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in FY 2015? (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? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

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

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**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.

**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 FY 2015? (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 various 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.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

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

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

**Morton College**

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

PLEASE ENSURE THE TOTAL IS 100%
  
3. **a)** Please indicate the number of cases in which interpretation or translation of 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 FY 2015? (chose one) Daily
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

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

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Fiscal Year 2015**

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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 FY 2015? (chose one) Weekly
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

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

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

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

**Parkland College**

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

PLEASE ENSURE THE TOTAL IS 100%
  
3. **a)** Please indicate the number of cases in which interpretation or translation of 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 FY 2015? (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? 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 2015**

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

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

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

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**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? 15
  
- b)** In approximately what percentage of those cases was the time commitment?
  - i. 15 minutes or less? 95
  - ii. 16 minutes to 60 minutes? 5
  - iii. 61 minutes to half of a work day? 0
  - iv. more than half of a work day? 0

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

- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in FY 2015? (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? 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? 5
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? 5
  - 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 2015**

**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.

**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 FY 2015? (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 2015**

**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.

**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?
  - v. every day? 0
  - i. at least once a week? 0
  - ii. at least once a month? 0
  - iii. 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 FY 2015? (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 2015**

**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.

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**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? 300
  
- b)** In approximately what percentage of those cases was the time commitment?
  - i. 15 minutes or less? 10
  - ii. 16 minutes to 60 minutes? 90
  - 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? 95
  - 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 FY 2015? (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? 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? 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? 6
  - 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?

By tracking the number of classes and or credit hours students enrolling in the Spanish GED, ESL or Spanish classes.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

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

**Carl Sandburg College**

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

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of 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 FY 2015? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

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

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

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

**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? 130
  
- 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? 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 FY 2015? (chose one) Daily
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 2
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? Y
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 1
  - ii. other college employees who provide translation as needed? 1
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

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

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Fiscal Year 2015**

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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? 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 FY 2015? (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 2015**

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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? 50
  - ii. at least once a week? 30
  - iii. at least once a month? 20
  - 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? 215
- 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? 30
  - NOTE: For the purposes of this survey, in-depth assistance is defined as:
  - More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
  - A commitment of extensive time and resources.
  - The simultaneous or consecutive interpretation of complex concepts.



- d)** Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract? N
4. Was it necessary to access institutional services or have information given to Spanish speaking students, parents or public; if so, how many times was it used in FY 2015? (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? 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? 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? 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?

Student enrollment numbers and the budget. South Suburban College monitors any unmet needs related to bilingual services. If demand increases or changes, South Suburban College will address the needs.

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Fiscal Year 2015**

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

**Southeastern Illinois College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? 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 FY 2015? (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?

At this point bilingual positions have not been needed since our College District has a less than 1% Hispanic population.

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Fiscal Year 2015**

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

**Southwestern Illinois College**

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

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of 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 FY 2015? (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 2015**

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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.

**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 FY 2015? (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 2015**

**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.

**Triton College**

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

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of 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 FY 2015? (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? 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?

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

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

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

**Waubonsee Community College**

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

PLEASE ENSURE THE TOTAL IS 100%
3. **a)** Please indicate the number of cases in which interpretation or translation of 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 FY 2015? (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 department being served and the services provided to determine whether or not a bilingual language skill should be required.

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)  
Fiscal Year 2015**

**Bilingual Needs and Bilingual Pay Survey Responses by Illinois Community Colleges**

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

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

**John Wood Community College**

1. Does your institution have a budget specifically for Spanish to English translation to address bilingual needs? 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 FY 2015? (chose one) NA
5. How many positions with language options does the institution require to provide to effectively service non-English speaking students, parents or public? 0
6. Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents or public but are not receiving extra assignment pay for utilizing their bilingual skills? N
7. How many institution employees receive a bilingual pay supplement? 0
8. How many paid positions are designated as translators or interpreters to serve students, parents or the public in Spanish?
  - i. designated positions – primary duties include translation? 0
  - ii. other college employees who provide translation as needed? 0
9. What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

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

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