Racial/Ethnic Distribution of Community College System Credit Programs (continued) –
During fiscal year 2010, minorities comprised three out of every ten (30.5 percent) Baccalaureate/Transfer enrollees. An examination of each Minority racial/ethnic group’s representation across the Baccalaureate/Transfer program area indicates that African-American students accounted for the largest Minority group enrollments (14.9 percent). Almost three out of every ten students enrolled in career and technical programs were members of a Minority group (28.6 percent). African-American students had the highest representation among Minorities in Career/Technical programs and accounted for 14.7 percent of the population.

Racial/Ethnic Distribution of Community College System Graduates – During fiscal year 2010, nearly four times as many Minorities completed Career/Technical programs (N = 13,192) as compared to the Baccalaureate/Transfer programs (N = 3,717). Minority students accounted for 33.3 percent of all Career/Technical graduates as compared to 23.2 percent of Baccalaureate/Transfer graduates. Fewer than 20 percent of Career/Technical program completers were African-American (16.9 percent). African-American students represented a much smaller proportion of the Baccalaureate/Transfer graduates (9.2 percent).

Racial/Ethnic Distribution of Community College System Faculty – In fiscal year 2010, Minority faculty accounted for 14.3 percent of tenured faculty/official and managers, 12.0 percent of non-tenured faculty, 19.3 percent of professional staff/protective service workers, 23.8 percent of office and clerical/para-professionals, and 21.7 percent of service maintenance employees.

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

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 full report contains the responses from Illinois’ public Community College System to the African American Employment Plan Survey (SB 3531/P.A. 96-1341). Information was collected on African American employees, funded positions, and African American employment initiatives at Illinois community colleges.

**Introduction**

Diversity is an inclusive community of people with varied human characteristics, ideas, and world-views and whose interactions both benefit and challenge each other to grow while making the community better. Such a community will:

- Enhance access, attract and retain a diverse population and promote equity and equal opportunity.
- Encourage interaction among diverse people to enrich the educational experience, promote personal growth and enhance the community. Foster mutual respect, value differences, and promote cross cultural understanding.
- Prepare leaders to live and work in a competitive global community.


Illinois community colleges value the diverse educational environment that includes individuals from a variety of races, ages, cultures, and experiences. A wide cross section of the community gathers at local community colleges to gain skills and knowledge to move forward with their lives.

**Legislation**


The legislation requests that each community college provide an annual assessment of strategies and progress in the hiring and promotion of African American persons at supervisory, technical, professional and managerial levels.

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 African American. The report compliments activities and initiatives that are described in the annual Illinois Community College System Underrepresented Groups Report which addresses legislative reporting requirements under Public Act 85-283 ([http://www.ilga.gov/previousga.asp?GA=85](http://www.ilga.gov/previousga.asp?GA=85)).

**Demographic Information**

**State of Illinois Racial/Ethnic Distribution** – Illinois’ 2010 census data show that Whites/Caucasians remained the largest racial/ethnic group. However, minority populations were responsible for Illinois’ overall population growth from 2000 to 2010, as the percent of Caucasians decreased from 73.5 percent to 71.5 percent of the population. ([http://factfinder.census.gov/home/saff/main.html?_lang=en](http://factfinder.census.gov/home/saff/main.html?_lang=en) and [http://factfinder2.census.gov/faces/tablesservices/jsf/pages/productview.xhtml?pid=DEC_10_PL_QTPL&prodType=table](http://factfinder2.census.gov/faces/tablesservices/jsf/pages/productview.xhtml?pid=DEC_10_PL_QTPL&prodType=table)).

Minority students accounted for more than two-thirds (68.6 percent) of the individuals enrolled in community college Adult Education coursework in FY 2010. In fiscal year 2010, African-American students accounted for one-third (34.2 percent) of the adult education enrollments. Additionally, minority students accounted for more than eight out of every ten (82.3 percent) individuals enrolled in community college ESL coursework during fiscal year 2010.