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## **HISPANIC EMPLOYMENT PLAN REPORT**

**FISCAL YEAR 2023**

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***January 2024***

Hispanic Employment Plan Report  
Fiscal Year 2023

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## INTRODUCTION

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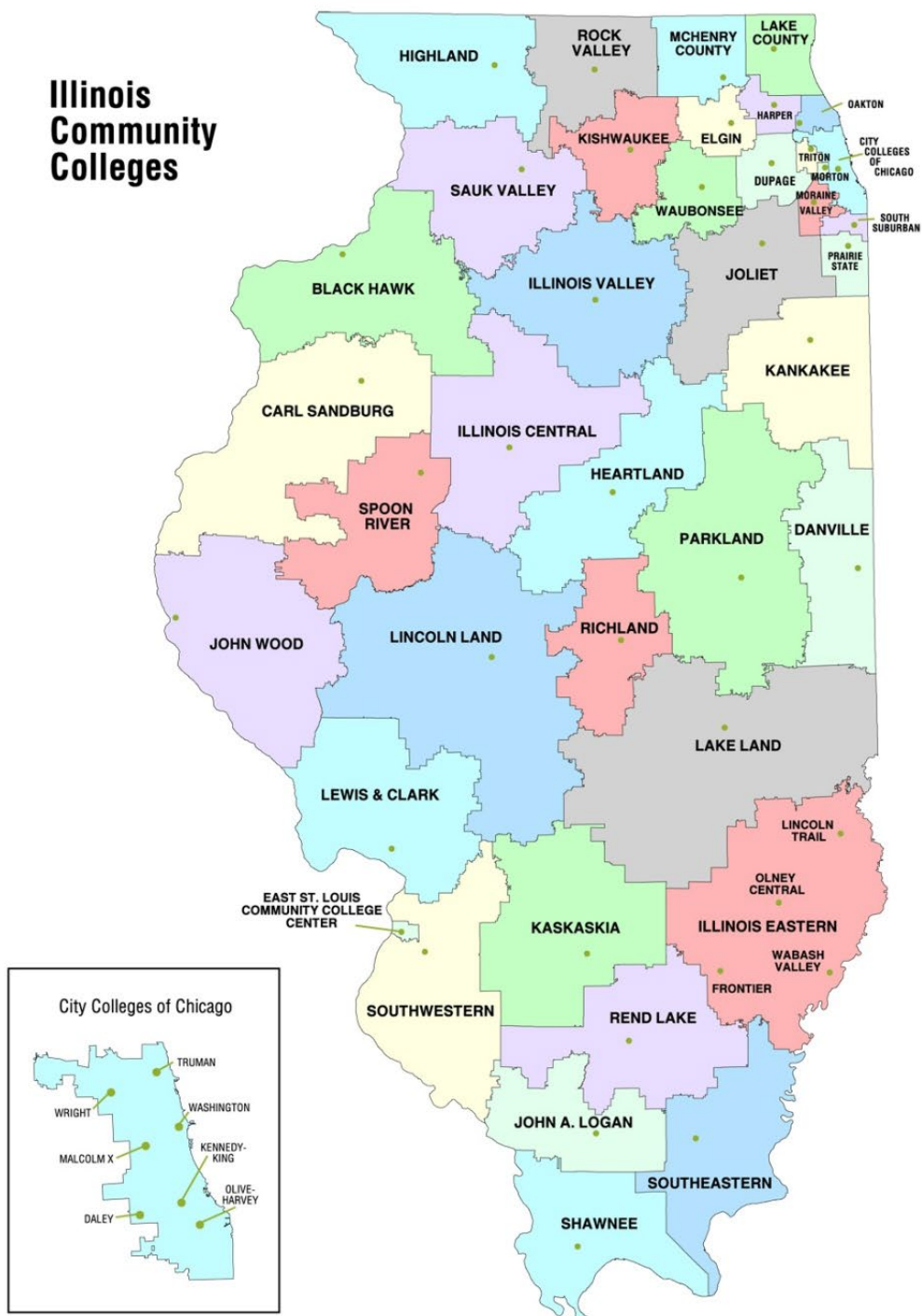
The enclosed materials contain fiscal year 2023 (July 1, 2022 through June 30, 2023) responses from Illinois' public Community College System to the *Hispanic Employment Plan Survey and the Bilingual Needs and Bilingual Pay Survey* ([Public Act 096-1286](#)). The legislation asks that each community college provide an annual assessment of activities and progress implementing strategies to hire and promote Hispanic and bilingual persons at supervisory, technical, professional and managerial levels. An assessment of bilingual needs is also requested.

Fiscal year 2023 is the fourteenth 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 the next page. College officials recognize that a diverse faculty, staff, and student body enriches and improves the educational environment for everyone. These reporting requirements allow colleges to provide additional information about their efforts to hire and promote individuals who are Hispanic 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). 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. [House Bill 5464](#), which was signed into legislation in 2022, requires state public universities and community colleges to develop and implement equity plans and practices. Other complementary initiatives are the *African American Employment Plan Survey* ([Public Act 096-1341](#)), the *Asian American Employment Plan Survey* ([Public Act 097-0856](#)), and the *Native American Employment Plan Survey* ([Public Act 101-0534](#)). These surveys provide an annual assessment of initiatives and progress in hiring and promoting African Americans, Asian Americans, and Native Americans at local community colleges. Recent editions of the *Underrepresented Groups Report* and the *African American, Asian American, Native American, and Hispanic Employment Plan Reports* are available on the [ICCB website](#).

The *Hispanic Employment Plan and Bilingual Needs Report* begins with 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. The Illinois Board of Higher Education collects similar information for the public four-year universities.



## MAP OF ILLINOIS COMMUNITY COLLEGES



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## DEMOGRAPHIC INFORMATION

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This section of the report provides an overview of the race/ethnicity 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 submissions (A1 and A2). Analyses about the race/ethnicity distribution of community college credit students for selected broad program areas (PCS) are included. Staffing data referenced in the following pages are from the Annual Faculty, Staff, and Salary submission (C3).

### State of Illinois' Race/Ethnicity Distribution

State census data show that Illinois' population was 12.58 million in 2022 compared to 12.81 million in 2020, 12.83 million in 2010, and 12.42 million in 2000 ([U.S. Census 2000 Illinois](#), [U.S. Census 2010 Illinois](#), [U.S. Census 2020 Illinois](#), and [2023 Index of Need](#) Table 1). These detailed Illinois census data indicate that the state's population grew 1.3 percent between 2000 and 2022. The state population, however, decreased 1.9 percent between 2010 and 2022, and 1.8 percent between 2020 and 2022. Illinois' 2022 census estimate shows that Whites/Caucasians remained the largest race/ethnicity group. However, minority populations were responsible for Illinois' overall population growth from 2000 to 2022, as the percent of Caucasians decreased from 73.5 percent to 68.0 percent of the population ([U.S. Census 2000 Illinois](#), [U.S. Census 2020 Illinois](#), and [2023 Index of Need](#) Table 1).

|                                                                                                  |
|--------------------------------------------------------------------------------------------------|
| Minority populations were responsible for Illinois' overall population growth from 2000 to 2022. |
|--------------------------------------------------------------------------------------------------|

The race/ethnicity data collection methodology changed for the 2000 census and changed again for the 2020 census. The 2022 state census data showed that 5.8 percent of all Illinoisans identified themselves as two or more races. These individuals are included in the "Some Other Race\*\*" column in [Table 1](#). The question on Hispanic/Latino ethnicity was asked independently from an individual's race beginning in 2000 and is reflected in the 2022 data in the table. These duplicated Hispanic/Latino population counts show substantial growth, from 1,530,262 in 2000 to 2,303,725 in 2022 ([U.S. Census 2000 Illinois](#) and [2023 Index of Need](#) Table 1).

Illinois' largest minority group in 2000 was African American and in 2022 was Hispanic/Latino. Compared to 2000, African American counts in 2022 decreased from 15.1 percent to 14.0 percent, whereas Asian American counts increased from 3.4 percent to 5.7 percent, Native American from 0.2 percent to 0.3 percent, and Hispanic/Latino from 12.3 percent to 18.3 percent.

**Table 1**  
**State of Illinois Race/Ethnicity Distribution (Census)**

|       | <i>White/<br/>Caucasian</i> | <i>African<br/>American</i> | <i>Asian*</i><br><i>American</i> | <i>Native<br/>American</i> | <i>Some Other<br/>Race**</i> | <i>Hispanic/Latino***<br/>(Duplicated)</i> |
|-------|-----------------------------|-----------------------------|----------------------------------|----------------------------|------------------------------|--------------------------------------------|
| 2000  | 73.5%                       | 15.1%                       | 3.4%                             | 0.2%                       | 7.7%                         | 12.3%                                      |
| 2010  | 71.5%                       | 14.5%                       | 4.6%                             | 0.3%                       | 9.0%                         | 15.8%                                      |
| 2020† | 61.4%                       | 14.1%                       | 5.9%                             | 0.8%                       | 17.8%                        | 18.2%                                      |
| 2022  | 68.0%                       | 14.0%                       | 5.7%                             | 0.3%                       | 12.0%                        | 18.3%                                      |

\*Includes Pacific Islander

\*\*Includes two or more races

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

†The way how Census collected race and ethnicity data changed from the previous collection

SOURCE OF DATA: U. S. Census Bureau (2000, 2010, and 2020) & 2022 Index of Need, Table 1.

### Race/Ethnicity Distribution Community College System Credit Programs

Overall in fiscal year 2023, minority students accounted for 50.3 percent of the individuals enrolled in credit coursework at Illinois community colleges whose ethnicity was known. Race/ethnicity classifications are aligned with U.S. Department of Education collection and reporting standards. Fiscal

Students identifying themselves as Hispanics—108,070 in fiscal year 2023—accounted for the largest number of minority enrollments in the Illinois Community College System.

year 2023 data show that minority representation increased from the prior year (fiscal year 2022 = 48.7 percent). Fiscal year 2022 results are above the five-year average (48.0 percent). Students identifying themselves as Hispanic students (now numbering 108,070) became the largest minority group in 2000, and have been each year since, except in fiscal year 2012, when African American students were the largest minority group. African American students—49,665 in fiscal year 2023—constitute the second largest minority group in the latest data. Asian American students—22,493 in fiscal year 2023—constitute the third largest minority group enrolled in the Illinois Community College System. The fiscal year 2023 proportionate representation by Hispanic students was higher in comparison to the prior year (27.5 percent in fiscal year 2023 versus 26.4 percent in fiscal year 2022). The fiscal year 2023 African American student proportional representation was the same in the prior year (12.6 percent in fiscal year 2023 versus 12.6 percent in fiscal year 2022). 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 African American (-22.6 percent), Hispanic (-8.1 percent), Asian American (-7.9 percent), Native American (-2.9 percent), and Two or More Races (-1.2 percent), while an increase was noted among students identifying themselves as Pacific Islander (+26.5 percent). U.S. Nonresident students experienced no change in enrollments over the past five years.

Student race/ethnicity representation varies across broad program areas (PCS). **Table 2** contains information about the race/ethnicity distribution of Adult Education [Adult Basic Education (ABE) and Adult Secondary Education (ASE)] and English-as-a-Second Language (ESL) enrollments. Minority students accounted for nearly three-fourths (71.5 percent) of the individuals enrolled in community college Adult Education coursework. In fiscal year 2023, Hispanic students accounted for over two-fifths of Adult Education enrollments and African American students for one-fifth of those enrollments (44.1 percent and 20.8 percent, respectively). Additionally, minority students accounted for approximately four out of every five (79.1 percent) individuals enrolled in

community college ESL coursework during fiscal year 2023. Hispanic students accounted for over three-fifths (61.2 percent) of the community college ESL students, followed by Asian American students (8.4 percent) and African American students (4.7 percent).

**Table 2**  
**Fiscal Year 2023 Minority Students Enrolled in Adult Education  
and English as a Second Language Programs**

| <i><b>Program</b></i> | <i><b>African<br/>American</b></i> | <i><b>Hispanic/<br/>Latino</b></i> | <i><b>Asian<br/>American</b></i> | <i><b>U.S.<br/>Nonresident</b></i> | <i><b>Native<br/>American</b></i> | <i><b>Pacific<br/>Islander</b></i> | <i><b>Two or<br/>More Races</b></i> | <i><b>Minority<br/>Subtotal</b></i> |
|-----------------------|------------------------------------|------------------------------------|----------------------------------|------------------------------------|-----------------------------------|------------------------------------|-------------------------------------|-------------------------------------|
| <b>ABE/ASE %</b>      | <b>20.8%</b>                       | <b>44.1%</b>                       | <b>3.9%</b>                      | <b>0.8%</b>                        | <b>0.3%</b>                       | <b>0.1%</b>                        | <b>1.7%</b>                         | <b>71.5%</b>                        |
| Number                | 3,600                              | 7,629                              | 669                              | 131                                | 44                                | 23                                 | 290                                 | 12,386                              |
| <b>ESL %</b>          | <b>4.7%</b>                        | <b>61.2%</b>                       | <b>8.4%</b>                      | <b>4.1%</b>                        | <b>0.0%</b>                       | <b>0.2%</b>                        | <b>0.5%</b>                         | <b>79.1%</b>                        |
| Number                | 1,318                              | 17,209                             | 2,357                            | 1,145                              | 14                                | 53                                 | 152                                 | 22,248                              |

**SOURCE OF DATA:** ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

**Table 3** provides the distribution of minority students enrolled in Transfer and Career and Technical Education (CTE) programs. During fiscal year 2023, minorities comprised nearly one-half (46.9 percent) of Transfer enrollees. An examination of each minority race/ethnicity group's representation across the Transfer program area indicates that Hispanic students accounted for the largest minority group enrollments (23.9 percent), followed by African American students (11.8 percent), Asian American students (6.4 percent), students of Two or More Races (3.6 percent), U.S. Nonresident students (0.9 percent), Native American students (0.3 percent), and Pacific Islander students (0.1 percent). **Table 3** also shows that over two-fifths of students enrolled in CTE programs were members of a minority group (41.6 percent). Hispanic students also had the highest representation among minorities in CTE programs and accounted for 21.3 percent of the population. African American students had the second largest CTE program enrollment (12.2 percent), followed by Asian American students (4.3 percent), students of Two or More Races (2.7 percent), U.S. Nonresident students (0.7 percent), Native American students (0.3 percent), and Pacific Islander students (0.1 percent).

**Table 3**  
**Fiscal Year 2023 Minority Students Enrolled in Transfer  
and Career and Technical Education Programs**

| <i><b>Program</b></i> | <i><b>African<br/>American</b></i> | <i><b>Hispanic/<br/>Latino</b></i> | <i><b>Asian<br/>American</b></i> | <i><b>U.S.<br/>Nonresident</b></i> | <i><b>Native<br/>American</b></i> | <i><b>Pacific<br/>Islander</b></i> | <i><b>Two or<br/>More Races</b></i> | <i><b>Minority<br/>Subtotal</b></i> |
|-----------------------|------------------------------------|------------------------------------|----------------------------------|------------------------------------|-----------------------------------|------------------------------------|-------------------------------------|-------------------------------------|
| <b>Transfer %</b>     | <b>11.8%</b>                       | <b>23.9%</b>                       | <b>6.4%</b>                      | <b>0.9%</b>                        | <b>0.3%</b>                       | <b>0.1%</b>                        | <b>3.6%</b>                         | <b>46.9%</b>                        |
| Number                | 26,178                             | 52,997                             | 14,132                           | 1,905                              | 581                               | 331                                | 7,959                               | 104,083                             |
| <b>CTE %</b>          | <b>12.2%</b>                       | <b>21.3%</b>                       | <b>4.3%</b>                      | <b>0.7%</b>                        | <b>0.3%</b>                       | <b>0.1%</b>                        | <b>2.7%</b>                         | <b>41.6%</b>                        |
| Number                | 12,631                             | 22,121                             | 4,417                            | 714                                | 318                               | 137                                | 2,833                               | 43,171                              |

**SOURCE OF DATA:** ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

The following section of the report supplies information about the race/ethnicity characteristics of students who graduated in fiscal year 2023. 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 2023. More detailed information is available in the [Annual Report on Student Enrollment and Completions in the Illinois Community College System](#).

Minority students accounted for 42.8 percent of Transfer graduates, compared to 41.6 percent of all CTE graduates.

**Table 4** shows that during fiscal year 2023, more minority graduates completed CTE degrees and certificates (N = 15,609) than Transfer degrees and certificates (N = 10,913). Minority students

accounted for 42.8 percent of Transfer graduates, compared to 41.6 percent of all CTE graduates. The majority of the Transfer credentials earned by minorities was Associate in Arts degrees (49.5 percent, N = 5,401), while 30.2 percent (N = 3,300) was the General Education Core Curriculum (GECC) Credentials. Hispanic students accounted for the largest group of Transfer minority graduates (24.1 percent), followed by African American students (8.5 percent), Asian American students (5.4 percent), students of Two or More Races (3.5 percent), U.S. Nonresident students (0.9 percent), Native American students (0.3 percent), and Pacific Islander students (0.1 percent). The fiscal year 2023 proportional representation of the Hispanic Transfer graduates (24.1 percent) was lower by 0.2 percentage points from the prior year (24.3 percent). Hispanic students also accounted for the largest minority group for completions in CTE programs (21.7 percent), followed by African American students (11.9 percent), Asian American students (4.3 percent), students of Two or More Races (2.9 percent), U.S. Nonresident students (0.5 percent), Native American students (0.2 percent), and Pacific Islander students (0.1 percent). The fiscal year 2023 proportional representation of the Hispanic CTE program graduates (21.7 percent) was higher by 1.1 percentage points from fiscal year 2022 (20.6 percent).

**Table 4**  
**Fiscal Year 2023 Minority Student Completers in**  
**Transfer and Career and Technical Education Programs**

| <i><b>Program</b></i> | <i><b>African American</b></i> | <i><b>Hispanic/Latino</b></i> | <i><b>Asian American</b></i> | <i><b>U.S. Nonresident</b></i> | <i><b>Native American</b></i> | <i><b>Pacific Islander</b></i> | <i><b>Two or More Races</b></i> | <i><b>Minority Subtotal</b></i> |
|-----------------------|--------------------------------|-------------------------------|------------------------------|--------------------------------|-------------------------------|--------------------------------|---------------------------------|---------------------------------|
| <b>Transfer %</b>     | <b>8.5%</b>                    | <b>24.1%</b>                  | <b>5.4%</b>                  | <b>0.9%</b>                    | <b>0.3%</b>                   | <b>0.1%</b>                    | <b>3.5%</b>                     | <b>42.8%</b>                    |
| <b>Number</b>         | 2,177                          | 6,146                         | 1,376                        | 233                            | 70                            | 23                             | 888                             | 10,913                          |
| <b>CTE %</b>          | <b>11.9%</b>                   | <b>21.7%</b>                  | <b>4.3%</b>                  | <b>0.5%</b>                    | <b>0.2%</b>                   | <b>0.1%</b>                    | <b>2.9%</b>                     | <b>41.6%</b>                    |
| <b>Number</b>         | 4,470                          | 8,133                         | 1,598                        | 205                            | 83                            | 48                             | 1,072                           | 15,609                          |

**SOURCE OF DATA:** ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2) Data

**Table 5** shows that in fiscal year 2023, minority faculty and staff accounted for 22.9 percent of tenured faculty/officials and managers (a 3.7 percent increase from fiscal year 2022), 18.6 percent of non-tenured faculty (a 3.8 percent increase from fiscal year 2022), 32.9 percent of professional staff/protective service workers (a 5.3 percent increase from fiscal year 2022), 37.0 percent of office and clerical/paraprofessionals (a 9.7 percent increase from fiscal year 2022), and 45.0 percent of service maintenance employees (a 5.8 percent increase from fiscal year 2022).

**Table 5**  
**Fiscal Year 2023 Minority Faculty and Staff in Illinois Community Colleges**

|                                   | <i><b>Tenured Faculty/<br/>Officials and<br/>Managers</b></i> | <i><b>Non-<br/>tenured<br/>Faculty</b></i> | <i><b>Professional<br/>Staff/ Protective<br/>Service Workers</b></i> | <i><b>Office and<br/>Clerical/ Para-<br/>professionals</b></i> | <i><b>Service<br/>Maintenance</b></i> |
|-----------------------------------|---------------------------------------------------------------|--------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------|
| <i><b>African American %</b></i>  | <b>11.7%</b>                                                  | <b>7.8%</b>                                | <b>14.7%</b>                                                         | <b>15.4%</b>                                                   | <b>24.9%</b>                          |
| Number                            | 713                                                           | 1,148                                      | 1,326                                                                | 554                                                            | 609                                   |
| <i><b>Hispanic/Latino %</b></i>   | <b>5.8%</b>                                                   | <b>5.3%</b>                                | <b>12.2%</b>                                                         | <b>16.1%</b>                                                   | <b>16.2%</b>                          |
| Number                            | 352                                                           | 779                                        | 1,100                                                                | 581                                                            | 397                                   |
| <i><b>Asian American %</b></i>    | <b>4.0%</b>                                                   | <b>4.2%</b>                                | <b>3.4%</b>                                                          | <b>3.5%</b>                                                    | <b>1.4%</b>                           |
| Number                            | 243                                                           | 611                                        | 304                                                                  | 125                                                            | 35                                    |
| <i><b>U.S. Nonresident %</b></i>  | <b>0.2%</b>                                                   | <b>0.3%</b>                                | <b>0.4%</b>                                                          | <b>0.4%</b>                                                    | <b>0.7%</b>                           |
| Number                            | 11                                                            | 38                                         | 39                                                                   | 16                                                             | 17                                    |
| <i><b>Native American %</b></i>   | <b>0.2%</b>                                                   | <b>0.2%</b>                                | <b>0.2%</b>                                                          | <b>0.2%</b>                                                    | <b>0.5%</b>                           |
| Number                            | 14                                                            | 31                                         | 21                                                                   | 8                                                              | 12                                    |
| <i><b>Pacific Islander %</b></i>  | <b>0.1%</b>                                                   | <b>0.1%</b>                                | <b>0.1%</b>                                                          | <b>0.0%</b>                                                    | <b>0.2%</b>                           |
| Number                            | 5                                                             | 10                                         | 9                                                                    | 0                                                              | 4                                     |
| <i><b>Two or More Races %</b></i> | <b>1.0%</b>                                                   | <b>0.8%</b>                                | <b>1.7%</b>                                                          | <b>1.3%</b>                                                    | <b>1.1%</b>                           |
| Number                            | 60                                                            | 119                                        | 157                                                                  | 47                                                             | 26                                    |
| <i><b>Minority Subtotal %</b></i> | <b>22.9%</b>                                                  | <b>18.6%</b>                               | <b>32.9%</b>                                                         | <b>37.0%</b>                                                   | <b>45.0%</b>                          |
| Number                            | 1,398                                                         | 2,736                                      | 2,956                                                                | 1,331                                                          | 1,100                                 |

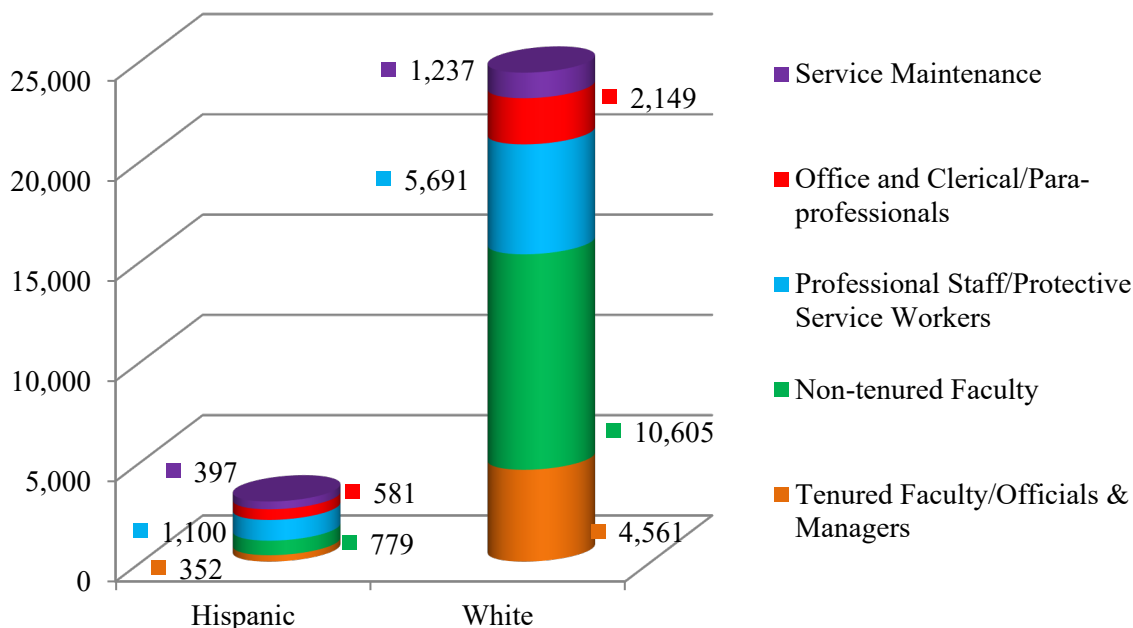
**SOURCE OF DATA:** ICCB Centralized Data System—Annual Faculty, Staff, and Salary (C3) Data and the African American Employment Plan Survey, Asian American Employment Plan Survey, Hispanic Employment Plan Survey, and the Native American Employment Plan Survey.

In fiscal year 2023, Hispanic faculty and staff accounted for 5.8 percent of tenured faculty/officials and managers, 5.3 percent of non-tenured faculty, 12.2 percent of professional staff/protective service workers, 16.1 percent of office and clerical/paraprofessionals, and 16.2 percent of service maintenance employees. [Figure 1](#) shows the Hispanic employee counts in comparison to the White employee counts at Illinois Community Colleges in fiscal year 2023.

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.



**Figure 1**  
**Comparison of Hispanic Employees to White Employees**  
**at Illinois Community Colleges in Fiscal Year 2023**



**SOURCE OF DATA:** ICCB Centralized Data System—Annual Faculty, Staff, and Salary (C3) Data and the Hispanic Employment Plan Survey.

An important component of the Hispanic Employment Plan Report is identifying the Community College District Utilization Rate for Hispanic employees. It was calculated as each college's percentage of overall Hispanic district population (16 years and older) minus the percentage of Hispanic faculty and staff [tenured faculty/officials and managers (including executive and administrative positions); non-tenured faculty (including adjunct faculty); professional staff/protective service workers; office and clerical/ paraprofessionals; and service maintenance employment classifications] at each community college. A negative utilization rate demonstrates underrepresentation of Hispanics in the workforce. Please see Table 6, Table 7, and Table 8 for detailed information.

The following pages contain the responses from the Illinois public Community College System to the Hispanic Employment Plan Survey and the Bilingual Needs and Bilingual Pay Survey ([Public Act 096-1286](#)). College responses appear in alphabetical order by college name. Information was collected on Hispanic/Latino employees, funded positions, and Hispanic employment initiatives at Illinois community colleges.

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## HISPANIC EMPLOYMENT PLAN SURVEY RESULTS

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|                                          |     |
|------------------------------------------|-----|
| Black Hawk College.....                  | 13  |
| Carl Sandburg College.....               | 15  |
| City Colleges of Chicago.....            | 18  |
| College of DuPage.....                   | 39  |
| College of Lake County.....              | 42  |
| Danville Area Community College.....     | 46  |
| Elgin Community College.....             | 48  |
| Harper College.....                      | 50  |
| Heartland Community College.....         | 54  |
| Highland Community College.....          | 57  |
| Illinois Central College.....            | 60  |
| Illinois Eastern Community Colleges..... | 63  |
| Illinois Valley Community College.....   | 73  |
| John A. Logan College.....               | 76  |
| John Wood Community College.....         | 79  |
| Joliet Junior College.....               | 82  |
| Kankakee Community College.....          | 86  |
| Kaskaskia College.....                   | 89  |
| Kishwaukee College.....                  | 92  |
| Lake Land College.....                   | 95  |
| Lewis and Clark Community College.....   | 97  |
| Lincoln Land Community College.....      | 100 |
| McHenry County College.....              | 103 |
| Moraine Valley Community College.....    | 106 |
| Morton College.....                      | 109 |
| Oakton Community College.....            | 112 |
| Parkland College.....                    | 115 |
| Prairie State College.....               | 117 |
| Rend Lake College.....                   | 120 |
| Richland Community College.....          | 122 |
| Rock Valley College.....                 | 124 |
| Sauk Valley Community College.....       | 126 |
| Shawnee Community College.....           | 128 |
| South Suburban College.....              | 130 |
| Southeastern Illinois College.....       | 133 |
| Southwestern Illinois College.....       | 136 |
| Spoon River College.....                 | 138 |
| Triton College.....                      | 140 |
| Waubonsee Community College.....         | 142 |



**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Black Hawk College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 2                          | 10                                | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 16      |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Black Hawk College utilizes an approved hiring process that provides equality for all candidates and employees. BHC monitors employment actions and decisions and adjusts procedures as needed to avoid practices that may lead to disparate treatment/impact of any minority/under-represented group of individuals.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and

any Spanish language speaking bilinguals at your institution.

Advertising using diverse resources. Over the last few years Black Hawk College has purchased an additional diversity package in HigherEdJobs.com and we have been using a resource, HireClick, that sends job postings to a number of different hiring platforms including diverse sites.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Black Hawk College has a professional development fund that all employees have access to annually to provide assistance with professional development, continuing education and tuition costs.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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.

Black Hawk College implemented a strategic plan for FY 2022-2024 that has a strong focus on "Embracing Diversity, Equity, and Inclusion As Part of Who We Are". The College introduced a new culture initiative this last fiscal year called Drive Culture for Student Success which also has a strong focus on valuing others and diverse beliefs.

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

No

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

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Quarter-Time

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Carl Sandburg College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 6                          | 1                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 2       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

Provide the FY 2023 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

Carl Sandburg College does not have a specific budgetary line item for Hispanic Employment Initiatives. All hiring situations are administered using our hiring process. The College treats all applicants with fairness and equity.

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Carl Sandburg College treats all potential candidates, interviewees, and employees with equality. All hiring situations are administered using our hiring process. The College does monitor the departure of employees to ensure continuous improvement at the institution.

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

Carl Sandburg College advertises to recruit diverse applicants for new and vacant positions. The College routinely conducts reviews of all employment processes for compliance and improvement opportunities. Also, the college has continued to use employment software and advertises job opportunities on Diversejobs.net. The College's Strategic Plan includes a key performance indicator specific to recruiting qualified and diverse applicants. The college's Human Resources staff is attending academic and private sector recruitment fairs. These changes were made in order to connect with a more diverse population of potential candidates. The Human resources staff have recently completed a redesign of the employment webpage along with the implementation of more proactive recruitment tools for communicating with potential candidates.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

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

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Sandburg offers professional development funds for training, tuition support, conferences, association and professional memberships. Opportunities are offered to all employees in accordance with policy 2.10 concerning Equal Employment Opportunity.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

Yes

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Sandburg offers professional development funds for training, tuition support, conferences, association and professional memberships. Opportunities are offered to all employees in accordance with policy 2.10 concerning Equal Employment Opportunity.

**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.**

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 communities in the district in order to develop programs of support. As such, the College employs a Coordinator of Diversity and Inclusion. This position develops relationships within the community. Student enrollment and participation in The Women of Character, Men of Distinction, Black Student Association, Hispanic Latino Student Association, Gay-Straight Alliance student groups has increased.

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

No

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

No

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**City Colleges of Chicago – Harold Washington College**

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?

Yes

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 0                          | 5                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 2       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

- 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

Hispanic Employment Plan Report  
Fiscal Year 2023

College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language 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 targeted job boards
- District Wide memberships to professional organizations
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel. Search committee members receive implicit bias training/materials in advance of applicant screening.
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Internships      Community Linkages      Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan

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 of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- 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

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

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

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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

Hispanic Employment Plan Report  
Fiscal Year 2023

- 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

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

No

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

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Half-Time



**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

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

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?

Yes

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 2                          | 7                                 | 0                                           | 1                                                  |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

• 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.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language 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 targeted job boards
- District Wide memberships to professional organizations
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel. Search committee members receive implicit bias training/materials in advance of applicant screening.

Hispanic Employment Plan Report  
Fiscal Year 2023

- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Internships      Community Linkages      Mentorship of a new Hispanic Faculty

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 of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- 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

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

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

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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
- A specialized committee meets regularly to ensure that Truman is creating a diverse and inclusive environment for students, faculty, and staff.

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

No

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

No

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

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

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?

Yes

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 0                          | 7                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 3       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

- 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

Hispanic Employment Plan Report  
Fiscal Year 2023

College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language 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 targeted job boards
- District Wide memberships to professional organizations
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel. Search committee members receive implicit bias training/materials in advance of applicant screening.
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Internships      Community Linkages      Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan

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 of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- 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

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

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

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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

Hispanic Employment Plan Report  
Fiscal Year 2023

- 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
- The Washburne Culinary Arts and Hospitality Institute will offer a three-semester culinary program taught entirely in Spanish.

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

No

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

No

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**City Colleges of Chicago – Malcolm X College**

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?

Yes

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 7                          | 28                                | 0                                           | 1                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 2       |
| Total Hispanic faculty that experienced separation from the college | 1       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

- Malcom 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.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language 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 targeted job boards
- District Wide memberships to professional organizations
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel. Search committee members receive implicit bias training/materials in advance of applicant screening.
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Mentorship of a new Hispanic Faculty      Staff Employment Recruitment Plan

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 of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- All Malcolm X 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

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

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

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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



Hispanic Employment Plan Report  
Fiscal Year 2023

- Attend and Present at the Illinois State Board of Education Bilingual Parent Summit

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

No

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

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Quarter-Time

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

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

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?

Yes

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 2       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

- 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.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language 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 targeted job boards
- District Wide memberships to professional organizations

Hispanic Employment Plan Report  
Fiscal Year 2023

- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel. Search committee members receive implicit bias training/materials in advance of applicant screening.
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Community Linkages      Mentorship of a new Hispanic Faculty      Staff Employment Recruitment Plan

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 of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- 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

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

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

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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

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

No

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

No

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**City Colleges of Chicago – Richard J. Daley College**

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?

Yes

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 1                          | 6                                 | 0                                           | 2                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 2       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

- 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.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language 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 targeted job boards
- District Wide memberships to professional organizations
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel. Search committee members receive implicit bias training/materials in advance of applicant screening.
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Internships      Community Linkages      Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan

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 of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- 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

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- Daley College provides self-development training in many departments
- All FT employees 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

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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

Hispanic Employment Plan Report  
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- 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

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

No

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

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Half-Time

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

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

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?

Yes

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 1       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

- Wright College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Wright 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.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language 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 targeted job boards
- District Wide memberships to professional organizations
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel. Search committee members receive implicit bias training/materials in advance of applicant screening.
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Internships      Community Linkages      Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan

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 of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- 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

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- Wright provides self-development training in many depts
- FT employees able to take classes at our colleges
- Tuition reimbursement available to many FT employees
- Prof dev funds available to many employees to advance knowledge, skills, and/or abilities related to job function.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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

Hispanic Employment Plan Report  
Fiscal Year 2023

- 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
- Specialized committees meet regularly to ensure that Wright is creating a diverse, equitable, and inclusive environment for students, faculty, and staff.

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

Yes

If the previous response indicated the institution has an Hispanic Resource Center (HRC) does the center have a Director or Coordinator that can help address the needs of Hispanic students? (NOTE: THIS ITEM ONLY ACCEPTS A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

Yes

For institutions with an HRC and a Director or Coordinator for that HRC please provide a YES/NO response to the following questions regarding the AARC Director/Coordinator. (NOTE: THIS ITEM ONLY ACCEPTS RESPONSES IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

|                                                                                      |     |
|--------------------------------------------------------------------------------------|-----|
| Is the center Director/Coordinator Hispanic?                                         | YES |
| Does the center Director/Coordinator speak fluent Spanish?                           | YES |
| Does the center Director/Coordinator assist in the recruitment of Hispanic students? | YES |

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

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Half-Time

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**College of DuPage**

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?

Yes

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 4                          | 0                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 10      |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

No internal studies for a specific racial or ethnic group recruitment are conducted however HR monitors all diversity recruitment and departures at the college.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and

any Spanish language speaking bilinguals at your institution.

The College proactively advertises all recruitment postings to these diversity sites, HigherEdJobs.com and diversity inclusion emails, AsiansInHigherEd.com, BlacksInHigherEd.com, HispanicsInHigherEd.com, AdjunctNation.com, HBCU.com, InsideHigherEd.com, Diversityjobs.com

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

All employees have access to professional development funds each year to use for career progression activities such as conferences, training and tuition.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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 Affairs collaboration of Admissions and Outreach,

Office of Financial Assistance, Counseling and Advising and Latino Outreach Center with recruitment and onboarding processes:

- a. Recruitment and outreach activities in the high schools, community, and college fairs.
- b. Evening, Saturday and individual appointments with prospective students and families at all of the College of DuPage campuses. Offered student and parent workshops in both English and Spanish to include financial aid and "how to pay for college" workshops.
- c. Collaborated with ISAC (Illinois Student Assistance Commission) on financial aid workshops in district high schools and at College of DuPage.
- d. Conducted a "Parent Spanish Series" at district high schools.
- e. Conducted Spanish FAFSA workshops in select high schools with a high percentage of Spanish-speaking students.
- f. Established a COD Succeeds Scholarship award for students who are academically successful and in need of additional support.
- g. Increased area partnerships in order to better assist and provide resources to students.
- h. Retained bilingual staff in many student service areas to assist Spanish-speaking students and community members. Campus Central, Admissions and Outreach, Student Financial Assistance, Student Records, Student Registration, Veterans Services, and Counseling and Advising are departments where this has taken place.
- i. Planned and coordinated cultural events targeting the Latino population including Latino Student Visit Day, Hispanic Heritage Month activities, parent information workshops, academic and social activities and a

parent workshop during New Student Orientation.

j. Attended conferences and workshops to learn and implement best practices pertaining to Hispanic students and community members.

k. Developed and maintained undocumented student resource webpage on the College of DuPage website.

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

Yes

If the previous response indicated the institution has an Hispanic Resource Center (HRC) does the center have a Director or Coordinator that can help address the needs of Hispanic students? (NOTE: THIS ITEM ONLY ACCEPTS A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

Yes

For institutions with an HRC and a Director or Coordinator for that HRC please provide a YES/NO response to the following questions regarding the AARC Director/Coordinator. (NOTE: THIS ITEM ONLY ACCEPTS RESPONSES IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

|                                                                                      |     |
|--------------------------------------------------------------------------------------|-----|
| Is the center Director/Coordinator Hispanic?                                         | YES |
| Does the center Director/Coordinator speak fluent Spanish?                           | YES |
| Does the center Director/Coordinator assist in the recruitment of Hispanic students? | YES |

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

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Full-Time

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**College of Lake County**

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?

Yes

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 14      |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2023 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

The budget for diversity recruitment initiatives for diverse faculty, administrators and staff is part of our general recruiting budget. Twenty-five to thirty percent of the recruiting budget is spent on diverse recruiting hiring initiatives.

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

**Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?**

The College utilizes applicant tracking demographic data to evaluate the diversity recruitment of applicant pools. Recruitment strategies are developed for groups that are underrepresented. Exit interviews and turnover reports are conducted to obtain information for identifying actions necessary for improvement.

**Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.**

Our mission for employee success is to be innovative and value-driven in supporting the college in our students' success through developing and encouraging employees of all backgrounds on their journey towards achieving personal, professional growth and success through experiences which promote a sense of belonging and community. The First Year Experience for every employee is one example of that work developed by employees, which includes various learning and networking opportunities throughout their first year. I Belong, You Belong, We Belong!

The Faculty Success Framework illustrates the fundamental elements of a faculty member's career at CLC. Its purpose is to support a culture of continual faculty development and to provide full but flexible paths for faculty to both consistently contribute to student success efforts and cultivate professional fulfillment. Our Guiding Principles for Teaching and Learning Excellence (CLC CARES) outline the qualities we expect CLC faculty will exemplify in their professional and pedagogical engagement with students.

The College's strategic plan addresses equity and diversity in hiring, retention, talent management and compensation and benefit practices. The College routinely conducts reviews of all employment processes for compliance and improvement opportunities.

Hiring committees are required to go through training which includes training on hidden biases and cultural competency.

**Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):**

Community Linkages      Mentorship of a new Hispanic Faculty      Staff Employment Recruitment Plan

**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 of the initiative(s).**

**Employees with career ladder enhancement**

Yes

**Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)**

The College provides professional development opportunities through our career development, tuition support, staff training and development, career path identification and leadership development.

**Self-development training**

Yes

**Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)**

The College provides an above-market career development program, tuition reimbursement, and tuition waiver to eligible employees for enrollment in career path-directed coursework at educational institutions.



Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

Yes

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

The College provides opportunities for professional development to faculty and staff to enhance skill sets and eligibility for promotion. Our focus is to create success for every employee to achieve academic, career and personal goals.

**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.**

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

The College of Lake County (CLC) progressed in its Equity in Student Access and Success Plan goals by receiving national recognition as an Achieving the Dream (ATD) Leader College based on narrowing equity gaps in student retention and using evidence-based practices in gateway math and English completion. One of the direct forms of support for minority, first-generation and low-income students is by opening the Lakeshore Student Center in a community with 80% minority representation and by launching a Spanish-speaking Early Childhood Education program with 100% fall-to-fall retention. This solidifies us as a college that provides career opportunities to underserved and under-represented school districts in Lake County by providing a talent pipeline for apprenticeship opportunities and career exposure to various occupations in industry sectors.

CLC established roles aligning with state legislation, including a liaison for undocumented students and a community resource advisor in order to ensure our staff is a blend of Spanish-speakers. Some staff members are also learning conversational Spanish. CLC has Cultural Competency Workshops for coaches and staff members to improve understanding and appreciation for diverse cultural backgrounds to foster an inclusive environment.

CLC is building equity in workforce outcomes through family-sustaining wages for diverse student populations by implementing the Workforce Equity Initiative, Pipeline for the Advancement of the Healthcare Workforce, and Early Childhood Access Consortium for Equity programs.

We offer a New Student Convocation session, whose audience was new students to CLC, with a hybrid English/Spanish format plus a separate parent and family session in Spanish.

Given the great need at one of our campuses we have a Spanish-speaking Psychologist in our Latinx Success Center and expanded her time in that clinic so that she can see Spanish-speaking clients in person. She also provides outreach in Spanish for students at the college. An additional form of support is two Student Workers hired for the Latinx Success Center.

CLC provides oversight and funding of departmental initiatives and programs, along with institutionalizing specific Latinx resources to provide a better sense of belonging. This includes a collaboration with Student Activities and Inclusion and other Latinx groups within the college to support the Spanish-speaking community through outreach efforts. Another event includes hosting Latino Heritage Months, forums, guest speakers and cultural art exhibits. To assist students' experiences at CLC, we work directly with College and Career Navigators to provide Spanish speaking students information about testing and complete placement exams as needed. The Financial Aid department has multiple bilingual representatives, including its director, that assist Spanish speaking students and parents. Also, in an effort to accommodate students' varied schedules we provide flexible hours and locations to make services accessible and work to recruit Hispanic and Spanish speaking tutors.

As a first-generation program we work to support all students that need resources to successfully transition into post-secondary education. As a result of this, we have increased transfer agreements with Hispanic Speaking Institution university partners.



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

Yes

If the previous response indicated the institution has an Hispanic Resource Center (HRC) does the center have a Director or Coordinator that can help address the needs of Hispanic students? (NOTE: THIS ITEM ONLY ACCEPTS A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

Yes

For institutions with an HRC and a Director or Coordinator for that HRC please provide a YES/NO response to the following questions regarding the AARC Director/Coordinator. (NOTE: THIS ITEM ONLY ACCEPTS RESPONSES IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

|                                                                                      |     |
|--------------------------------------------------------------------------------------|-----|
| Is the center Director/Coordinator Hispanic?                                         | YES |
| Does the center Director/Coordinator speak fluent Spanish?                           | YES |
| Does the center Director/Coordinator assist in the recruitment of Hispanic students? | YES |

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

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Full-Time

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Danville Area Community College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 0                          | 0                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 5       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Yes, we follow our diversity plan.

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

Continue to recruit for a more diverse pool of applicants.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Mentorship of a new Hispanic Faculty

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

All employees are offered tuition program and professional development.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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 work through our diversity plan to increase a diverse population of employees and students.

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

No

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

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Quarter-Time

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Elgin Community College**

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?

Yes

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 8                          | 0                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 6       |
| Total Hispanic faculty that experienced separation from the college | 1       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

We conduct exit interviews and climate surveys

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

Increasing the candidate pool

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Job Fairs

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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

NA

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

No

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

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Full-Time

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Harper College**

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?

Yes

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 20      |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2023 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

The total amount allocated for recruiting diverse populations, including Hispanics, who are considered underrepresented in the academic workforce, was \$21,937.85.

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

While Harper does not conduct internal studies on recruitment of Hispanic/LatinX employees, the College is placing increasing emphasis on the recruitment and retention of people from underrepresented groups, including Hispanics/LatinX. Diversity statistics are created at each step of the faculty and administrator search process to inform hiring managers. Exit interviews are conducted electronically with departing employees and the reasons for leaving are assessed. At present, reports are given to the Board of Trustees regarding recruitment, but these are informational only

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

The college has created a diversity recruitment plan. The college will continue to advertise jobs on sites such as Latinos in Higher Ed and Reflejos as well as discipline specific sites such as Society of Hispanic Human Resources Professionals. Identify and participate in diversity specific conferences such as SHRM Diversity & Inclusion Conference. The college will also continue to mandate training classes for all faculty search committee members to educate on diversity issues, legal compliance, and cultural competency in the hiring process. Continually review and update the College Website to continue to create a more welcoming environment and to encourage individuals from under-represented groups to apply. Continue to maintain and expand the Diverse Faculty Fellow program to increase the number of individuals from underrepresented groups who become employees.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Mentorship of a new Hispanic Faculty

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Hispanic faculty and staff are provided with professional development dollars, \$250-\$2,700, based on employment classification, to enhance their skill sets/eligibility for promotion. Online course and workshops are also available for faculty.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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 Latinx student population continues to be a focus point as the college continues to focus on implementing and managing the recommendations from the Latinx task force. Since 2018, Harper College has implemented the following:

1. Developed infrastructure to college data on Latinx influencers.
2. Launched PASO which helps bridge families and their students to the onboarding process.

3. Developed a first-year seminar course helping to reduce the number of Latinx students placed into developmental education.

Admissions Outreach/Harper College conducts a number of specific events for the Latinx market including the Latino Summit where local high school students attend an all-day event designed to assist them with cultural competency, understanding college processing and planning for the future. In fall 2022, the college conducted one Latino Summit event on-campus (the first committee run on-campus summit since 2019). 375 students attended this event along with 60 chaperones.

In addition, the PASO program, "Project Achieve Overcoming Obstacles," continues to generate positive results. The program this year offers a variety of virtual and on-campus events designed to create community and engage influencers in the process of enrolling in college. This fall, the following events were held:

- Meet the PASO Team: Here to Support Latinx Families
- Financial Aid: Make College More Affordable student
- Transferring Successfully to a Four-Year School
- From Harper to Career in Two Years or Less

Over 30 students and their families attended PASO events this fall. In addition, PASO families receive multiple communications to the home throughout the year including a magnet with important upcoming college related dates. The Admissions Outreach and the Marketing Services team developed and launched a series of events for students called Destination Harper. These events ran virtually throughout the year and featured a variety of topics.

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

Yes

If the previous response indicated the institution has an Hispanic Resource Center (HRC) does the center have a Director or Coordinator that can help address the needs of Hispanic students? (NOTE: THIS ITEM ONLY ACCEPTS A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

Yes

For institutions with an HRC and a Director or Coordinator for that HRC please provide a YES/NO response to the following questions regarding the AARC Director/Coordinator. (NOTE: THIS ITEM ONLY ACCEPTS RESPONSES IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

|                                                                                      |    |
|--------------------------------------------------------------------------------------|----|
| Is the center Director/Coordinator Hispanic?                                         | NO |
| Does the center Director/Coordinator speak fluent Spanish?                           | NO |
| Does the center Director/Coordinator assist in the recruitment of Hispanic students? | NO |

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

Yes



Hispanic Employment Plan Report  
Fiscal Year 2023

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Half-Time

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Heartland Community College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 5                          | 0                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 6       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Work of the previously convened presidential task force on diversity and inclusion identified employment gaps for minority populations, including Hispanic employees. An objective to increase multicultural equity among diverse student and employee populations was identified.

HR will continue to monitor data related to closing the employment gap for Hispanic employees, among other populations.

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

At the highest level, the College has adopted a revised Strategic Plan that explicitly establishes Equity, Diversity, and Inclusion (EDI) within the College's Values Statements: "We create a collegial and welcoming culture by taking collective responsibility in the creation, protection, and enhancement of an equitable, diverse, and inclusive campus community." Additionally, the College established a priority to "Create and model a systemic culture of equity, diversity, and inclusion," with related goals to 1.) Reduce barriers to access and equity. 2.) Model antiracist practices within and beyond the college community. 3.) Increase the percentage of employees and students participating in EDI oriented professional development, social awareness, and community engagement opportunities. This revision to the Strategic Plan will inform the culture and practices of the College moving forward.

More specifically, we can focus on broadly posting job opportunities to reach diverse populations, including Hispanic candidates, and then reducing any bias that impacts how applicants progress throughout the review/interview/hiring stages. Applicant review team members receive training related to fair and equitable hiring practices and bias-related training to help ensure that applicants are advancing proportionally through the talent acquisition process. Strategies for retention of diverse employees can be further developed.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

- Conferences, workshops, and other professional trainings (such as LinkedIn Learning offerings)
- Professional association memberships and publications
- Sabbaticals
- Tuition waiver/support

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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.

HCC continues to identify and work to reduce barriers to access and equity for traditionally underrepresented populations, including Hispanic students, in large part through the College's Strategic Enrollment Management plan and related student support systems and resources.

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

No

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

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Highland Community College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 5                          | 0                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 2       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

The College's Affirmative Action Officer does monitor internal reports detailing new hires and departures from the College.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and

any Spanish language speaking bilinguals at your institution.

Highland continues to try different recruitment venues to reach a more diverse candidate pool, including Hispanic applicants. Following the conclusion of a search, information from applicants, particularly from underrepresented groups, is reviewed to determine how candidates found out about the open position. That data is used to determine where future job openings are posted. We also communicate with other Illinois community colleges to learn about new job posting sites they have used to successfully attract diverse applicants. Highland is also part of a local organization that share recruitment resources to reach a broader applicant base.

In FY24, we plan to begin the process of implementing skills/competency-based hiring for staff positions. Currently position requirements are based on traditional education and experience. These are often based on existing norms and bias and often screen out women and minorities who may have skills but not the stated qualifications. Competency-based recruitment assesses the behaviors, skills and knowledge of candidates, with an emphasis on transferable skills. Highland believes it is important to systemically change how positions are evaluated and posted, and subsequently will open the process to more BIPOC applicants.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

\*Workshops, online training, one-on-one coaching.

\*Tuition waivers for Highland classes are available to full and part-time employees. \*Educational assistance to take classes outside of Highland is available to full-time employees.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

Yes

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Highland implemented a Leadership Development Program open to all employees to build skills and competencies within our workforce as well as a succession planning program to develop action plans for individuals to assume critical 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.**

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 added translation to our website. In addition, we began offering language interpreting through TransPerfect, a service able to interpret 170 languages into English.

**Hispanic Employment Plan Report  
Fiscal Year 2023**

We have increased focus on retention services for all underrepresented students including an expansion of peer mentors, supplemental instruction, and the use of success coaches (two were hired in FY23) for wrap-around support. We also have Spanish speaking peer mentors. In FY23, Highland added a new TRIO Upward Bound program to expand services to additional high school students and a new Educational Opportunity Centers grant to provide participants a connection to college and community resources that lead to college enrollment and support college persistence.

The College will be forming a task force to explore faculty professional development to support our Spanish speaking students.

Highland provides a food pantry, professional clothing closet, and virtual mental health counseling services.

In FY24, the College hired a part-time ESL paraprofessional tutor in our Success Center to work with students whose first language is not English. The position provides individual tutoring, mentoring, group work, and additional coursework to improve English skills.

The Adult Education department is now able to provide ESL classes to HCC international students. Some Adult Education and Success Center staff have partnered to offer a Burlington English program class for some of our ESL students. The program covers reading, writing, speaking, and listening skills, focusing on day-to-day tasks, not academics.

The college is designing two ESL courses for credit that will develop international students' reading and writing skills. These courses will be similar to HCC's developmental English courses with a strong emphasis on English grammar.

**Does your institution currently have a Hispanic Resource Center (HRC)?**

No

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

No

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Illinois Central College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 6                          | 0                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 4       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2023 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

Illinois Central College (ICC) allocated a total of \$161,409 for recruitment activities including staff.

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic



employees, and have committees that monitor employment or departure of employees from the institution?

ICC is committed to the concept and practice of equal opportunity and affirmative action in all aspects of employment. The College maintains an Affirmative Action Plan written on an annual basis to reaffirm Illinois Central College is continuing commitment to the principles of equal employment opportunity and affirmative action, to increase and ensure the effectiveness of its programs, and to continue to monitor and evaluate the results.

The President, as Chief Executive Officer, has the ultimate responsibility for administration of the College's Affirmative Action Plan, including periodic audits of equal employment opportunity practices, establishment of special programs to supplement affirmative action activities, and guidance in handling specific problems, which may arise. The affirmative action progress is reviewed annually with administrative personnel and Board of Trustees.

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

A. Maintaining the Faculty Fellow Program

B. Targeted recruitment of Higher Learning Commission (HLC) qualified minority candidates

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Internships

Community Linkages

Mentorship of a new Hispanic Faculty

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 of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Mentorship programs are available for non-tenured faculty. Additionally, ICC offers an Online Academy for tenured and non-tenured employees to learn classroom management, improving student learning, and teaching philosophy.

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

ICC offers various online and classroom development opportunities that would prepare staff for promotion. Employees have annual career discussions with supervisors.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

Yes

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Our in-house job posting process allows for internal candidates to view and bid on positions prior to external candidate selection.

**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.**

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 following goals are part of the College's FY'23 strategic initiatives:

- A. Early College in both CTE and General Education Programming
- B. Increase the number of Early College opportunities for students in underserved dual credit schools
- C. Increase the number of strong start agreements across the school districts served by ICC

In addition, 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.

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

No

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

No

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Illinois Eastern Community Colleges – District Office**

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?

No

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Guidance and review from our legal counsel.

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

n/a

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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

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

No

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

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Illinois Eastern Community Colleges – Frontier Community College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 6                          | 106                               | 0                                           | 1                                                  |

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?  
Guidance and review from our legal counsel.

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

n/a

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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

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

No

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

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Illinois Eastern Community Colleges – Lincoln Trail College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 8                          | 86                                | 0                                           | 0                                                  |

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?  
Guidance and review from our legal counsel.

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

n/a

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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

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

No

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

N/A



**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Illinois Eastern Community Colleges – Olney Central College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 25                         | 109                               | 0                                           | 0                                                  |

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?  
Guidance and review from our legal counsel.

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

n/a

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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

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

No

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

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

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

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 14                         | 100                               | 0                                           | 0                                                  |

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?  
Guidance and review from our legal counsel.

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

n/a

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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

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

No

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

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Illinois Valley Community College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 7                          | 0                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 11      |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

Provide the FY 2023 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

N/A

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic

employees, and have committees that monitor employment or departure of employees from the institution?

We annually review all demographics to ensure that we are properly recruiting and advertising with minorities in mind. All employees receive training prior to serving on a search committee. In this training the institution's commitment statements towards affirmative action, EEO, diversity and inclusion are discussed.

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

IVCC's Board of Trustees has adopted an Affirmation Action Policy. The Equal Employment Opportunity statement is incorporated in the following publications and forms: Leases, purchase orders, contracts, college catalog, faculty handbook, administrative procedures and all job postings.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

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 of the initiative(s).

Employees with career ladder enhancement

No

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

N/A

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Tuition waiver & reimbursement, continuing education classes, employee development day. Reimbursement for professional development (conferences/workshops; membership in professional organizations; purchase of books, subscriptions, and publications)

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

No

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

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.**

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, utilize bilingual staff to assist. Access to public transportation through NCAT/BPART, GED/ESL orientations, and IVCC outreach events.

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

No

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

No

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**John A. Logan College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 13      |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2023 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

A \$5,000 budget was allocated for recruitment efforts, including the JALC website, Indeed, HigherEdJobs.com, DiversityJobBoard.com, and LinkedIn. The HR department is working on implementing a new HRIS with a more diverse job board.

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**



Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Yes, we work with the Diversity Committee and Institutional Research.

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

Along with posting vacancies on more diverse job boards, JALC is also participating in job fairs, community events and networking to increase recruitment efforts.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Community Linkages      Staff Employment Recruitment Plan

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Per the faculty contract, specific dollars are allocated to enhance and develop new skill sets. Money is used at the employee's discretion.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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

The Diversity & Inclusion Office provides services and support for all students seeking to build a sense of belonging and access to all higher education.

In collaboration with other Student Affairs and support services, academic affairs/faculty, and community partners, we held a welcome and open house at the beginning of the Fall semester for all our underrepresented and underserved students, including Spanish-speaking/Hispanic.

We introduced the Engaged Learning Fellowship Program as an initiative to support significantly underrepresented and minority students with leadership development, mentoring, and community engagement experience.

An orientation meeting and a workshop on communication styles and leadership foundations followed to help the student develop and strengthen their cultural competencies in their relationships across cultures and locations.

The Diversity & Inclusion Committee meets monthly to discuss ways to eliminate barriers to diversity, equity, and inclusion of students, faculty and staff, and our minority population communities. In collaboration with the Business Office, Purchasing, Facility, and Scheduling Offices, significant efforts have been made to review policies and procedures and intentionally reach out to these communities to enhance supplier/vendor diversity on our campus.

Hispanic Employment Plan Report  
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Our advisement office provides walk-in and by-appointment options during regular operation hours and some evenings. The College and Career Readiness Office held a Summer Bridge program and continues offering ORI 100 (College Success) courses to prepare our first-year and returning students (traditional and non-traditional) to navigate college and career options successfully and in the academic rigor of college education. Moreover, an essential component of the ORI 100 is developing and managing relationships in a diverse environment like ours. The college also held a Logan Spotlight to target potential non-traditional students for recruitment to our college.

We have done outreach to minority communities for engagement including an ESL -Spanish Speaking Dance Team. English as A Second Language tutoring and support are offered through the Literacy Program for speakers of English as a second or foreign language to help them learn to read and write. JALC also provides academic courses and languages, e.g., Spanish, German, French, History courses, etc.

The professional development of all faculty and staff around equity. The College provides the education opportunities necessary to build cultural competence along a continuum of learning opportunities to help shape a deeper understanding of ourselves as faculty and staff and our interactions with others. Cultivating a “sense of belonging” is vital to student retention and completion. The College has offered “Fostering A Sense of Belonging Campus-wide,” an 8-week course that will help develop skills in our faculty and staff and help prepare students to live and work in an increasingly diverse society. Helping faculty and staff understand the concept of equity as it relates to equity gaps on our campus and the steps they can take to diminish those gaps. We believe that a college with a strong justice, equity, inclusion, and belonging plan has better retention and satisfaction among students, faculty, staff, and the public we serve.

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

No

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

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**John Wood Community College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 22                         | 117                               | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 9       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

A Human Resources representative is present during the selection process. Exit interviews are conducted by Human Resources. Additionally, reports regarding employment and departure of employees are given to administration for review.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and

any Spanish language speaking bilinguals at your institution.

Suggest professional and personal connections with outside sources and people talk about the college being a good workplace and applying for positions.

HR reviews returned EEO forms and suggests to search committees that some applicants might be interviewed based on merit, without noting the applicants are Hispanic.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

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 of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Qualified associate faculty may apply for full-time faculty positions when available.

Full-time faculty are on a tenure track.

Employees are encouraged to apply for any open positions they are qualified for.

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Regular employees and associate faculty may participate in related training held for employees and can participate in tuition waivers for JWCC classes.

Faculty and associate faculty can participate in Faculty Senate.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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.

All services and activities are available to all students and public regardless of their race or ethnicity.

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

No

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

No

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Joliet Junior College**

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?

Yes

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 6                          | 1                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 12      |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2023 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

JJC has a designated budget for recruitment. JJC supports diversity & inclusion through a number of initiatives & efforts; using strategic and targeted recruitment sources, attending diversity job fairs, and alignment w/the College's DEI plan.

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

**Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?**

The college conducted a cultural climate survey in 2019 to gather information from staff, faculty and students. This survey was used to develop the current DEI plan in which goals and objectives were formulated to address feedback from the survey. The college periodically conducts the PACE survey, most recently in SP2020, SP2021, and SP2022, SP2023 utilizing the diversity subscale questionnaires in its surveys. The College routinely runs metric reports which monitor applicant yield, provides demographic information on hiring/retention and helps shape initiatives and recruitment strategies.

To ensure a fair and equitable hiring process for all candidates, HR staff, as well as administrators and other hiring personnel receive "search committee" training prior to serving in a hiring (or recommendations) 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 Talent Acquisition Team who will assist in establishing the recruitment and/or advertising plan. The college has implemented very consistent evaluation tools and train the search/hiring individuals 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 reviewed by a member of the HR team, or the search may be canceled.

The importance of the College's DEI plan is stressed to all managers and is to be utilized when conducting any search.

Additionally, exit interviews are conducted with HR and the exiting employee. Attrition is analyzed collectively and individually and shared with key leaders.

**Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.**

Efforts to address underutilization include using targeted recruitment sources, attending diversity fairs, hosting inclusion events open to JJC and the public as well as other initiatives as directed by the College.

JJC developed and implemented outreach campaigns and recruitment strategies targeting minority populations. Developed a marketing strategy to increase JJC employment brand awareness. Incentive recruitment/referral program for employees.

Collaboration with hiring managers and faculty on efforts to draw diverse talent.

Leverage internal relationships with Student Services and Career Services for targeted outreach campaigns with HBCU and HSI; connect with local chamber of commerce, economic development groups, churches and non-profit groups serving populations with disabilities, women and veterans. Leverage targeted distribution lists, associations and targeted journals for targeted recruiting.

Human Resources & DEI analyze efforts regularly, measuring effectiveness of initiatives and key performance indicators, including comparative analysis of minority applications/hires between fiscal years, turnover/retention metrics, application yield from recruitment sources and any other measurement/assessment tools.

Addition of the following statements to all job descriptions:

#### Minimum Qualifications

1. Ability to establish and maintain cooperative and effective working relationships with other members of the college and community, displaying cultural competence as well as emotional intelligence.
2. Demonstrated commitment to the college's core values of respect and inclusion, sustainability, integrity, collaboration, humor and well-being, innovation and quality.

#### Preferred Qualifications

1. English and Spanish verbal and written communication proficiency.

2. Demonstrated multicultural competence.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Internships      Community Linkages      Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Employees are encouraged to participate in self-development and professional development activities. The college allocates financial resources in each department as well as institutionally and offers various formal and informal training programs.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

Yes

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Accessibility to training, professional development, shared governance model encourages diversity among committee members. We have a robust faculty orientation program and a formal mentoring program.

**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.**

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 Center for Multicultural Access and Success (CMAS) through Multicultural and Undocumented Resources provides tailored outreach activities to matriculate Latino students and assist in their appropriate transition to college through efforts including:

Targeted recruitment and outreach activities that include high schools, CBO's, and churches that serve Latino and other underrepresented student populations. 2023 initiative included: Hispanic Heritage Month Calendar for students and community; presentations to high school Dreamers Clubs, and ESL language classes regarding Options After High School and "Si Se Puede! DACA & Dreamers Pathway to College"; offering Spanish Language presentations for both Financial Aid and general college information at JJC events. Provided an overview about programs of study and steps to getting started at JJC. Materials and presentations tailored towards prospective and undocumented students and their families. Staff are trained and compensated to assist the college in answering the Spanish language phone inquiries through the Spanish Hotline. Given the demand of Spanish questions from the external community,



Hispanic Employment Plan Report  
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answering Spanish language calls is a shared responsibility among employees from various Student Development Departments. Presentations to educate current students about our services and garner interest in our department. Hosted the 11th Annual Latinx Empowerment Conference (LEC) to provide Latinx high school students the opportunity to explore issues affecting the Latinx community and college attendance and persistence. Streamlined processes to improve undocumented students' experience at JJC by assisting DREAMers in navigating the college process as an undocumented student.

Expanded outreach and priority sourcing by utilizing more diverse professional organizations and Chambers of Commerce which in turn has increased our applications from racial and ethnic communities.

Surveying applicants on the hiring process to learn about their experiences and any potential barriers.

Exit interview data collection and analysis to better understand root cause for turnover.

Enhanced search committee training to include cultural competency education.

Developed and implemented DEI programming to create an inclusive environment that has resulted in enhanced climate surveys, belonging, recruitment and retention including:

- o Mandatory Cultural Competency Workshop
- o Campus Wide Diversity Book Club
- o Peace Circles
- o Employee Affinity Groups
- o Table Talks
- o President's Diversity, Equity and Inclusion Council

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

No

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

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Half-Time

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Kankakee Community College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 1                          | 0                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 2       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

Provide the FY 2023 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

n/a

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic

employees, and have committees that monitor employment or departure of employees from the institution?

Yes, KCC conducts internal studies in the form of exit interviews with all departing full-time employees. This information is compiled by the Director of HR and shared with the President's Cabinet. As part of the Equity, Diversity, and Inclusion Assessment Plan, the college has an EDI Planning Team that acts as a catalyst in building a more diverse and inclusive working environment, as well as recommending goals and action plans to the administration in alignment with the college's mission and strategic plan. Specifically, the EDI team is focusing on increasing the diversity in candidate pools, retaining faculty and staff, and maintaining employee satisfaction related to inclusion, respect, and sensitivity.

**Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.**

Identifying additional employee recruiting and advertising sources and locations; tracking the demographics of applicants, interviews, and new hires, revising the exit interview form; performing a GAP analysis of separation/termination data; and reaffirming identified questions in the Employee Satisfaction Survey & analyzing the results.

**Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):**

Community Linkages      Staff Employment Recruitment Plan

**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 of the initiative(s).**

Employees with career ladder enhancement

No

Self-development training

Yes

**Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)**

KCC offers a Leadership Development Program designed for those interested in making the investment of their time and efforts with the college's support to enhance leadership skills that will serve the college community for years to come.

**Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

**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 adopted a Strategic Enrollment Plan (SEM), which targets enrollment, persistence, retention, and completion measures. Included in the SEM plan are details of our efforts to increase the number of underrepresented students at KCC through culturally relevant outreach programs and activities. The college emphasizes the shared responsibility of student success as part of every department and employee's responsibilities. The college also hired a FT Hispanic Outreach Coordinator and a FT ESL Specialist to better serve our Spanish speaking population. KCC also offered its employees the opportunity to learn conversational Spanish over their lunch hours, meeting twice a week for 12 weeks.

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

Yes

If the previous response indicated the institution has an Hispanic Resource Center (HRC) does the center have a Director or Coordinator that can help address the needs of Hispanic students? (NOTE: THIS ITEM ONLY ACCEPTS A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

Yes

For institutions with an HRC and a Director or Coordinator for that HRC please provide a YES/NO response to the following questions regarding the AARC Director/Coordinator. (NOTE: THIS ITEM ONLY ACCEPTS RESPONSES IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

|                                                                                      |     |
|--------------------------------------------------------------------------------------|-----|
| Is the center Director/Coordinator Hispanic?                                         | YES |
| Does the center Director/Coordinator speak fluent Spanish?                           | YES |
| Does the center Director/Coordinator assist in the recruitment of Hispanic students? | YES |

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

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Quarter-Time

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Kaskaskia College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 3                          | 0                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 9       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

N/A

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

Hispanic Employment Plan Report  
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As a college situated in a rural setting, our recruitment strategies have evolved to cast a wider net and enhance our effectiveness in fostering diversity and inclusion. Recognizing the evolving landscape where traditional advertising methods, such as local newspapers, may not reach a broad spectrum of candidates, we have expanded our outreach. In response to changing readership patterns and to ensure inclusivity, we have diversified our recruitment approach. While recognizing the importance of local newspapers, we have now broadened our efforts by leveraging various platforms. This includes optimizing the College website, engaging the campus community through bulletin boards, and collaborating with community partners to disseminate information.

Moreover, in alignment with our commitment to diversity, we have strategically re-evaluated our recruitment channels. Human Resources has undergone a reorganization, implementing targeted restrictions to ensure a more focused and strategic use of resources. A key component of this approach involves a nuanced utilization of social media, engaging the campus community to amplify our outreach efforts. By fostering a collaborative approach and promoting posts across diverse networks, we aim to attract a broader range of qualified candidates.

Furthermore, recognizing the need for specialized outreach, we have adopted a more strategic approach to job postings. In addition to traditional channels, we are now actively utilizing subject matter expert job posting sites. This includes platforms like the Illinois Job Network and Higher Ed Jobs, which are widely accessed by job seekers in Illinois. This strategic shift not only enhances the visibility of our vacancies but also contributes to more targeted and effective searches, ensuring a diverse and qualified candidate pool.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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.

Kaskaskia College's Workforce Equity Initiative (WEI) continues to help minority students excel and complete their certificates in ten different programs with the Serving with An Equity Lens (SEALs) program. The institution also provides English as a second language classes where volunteer tutors work with adults who are learning and developing the English language skills necessary for living and working in our community. Tutors work one-on-one with individuals who desire either to acquire English language skills or to prepare for taking the Citizenship Test

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

No

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

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Kishwaukee College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 1                          | 0                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 2       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Kishwaukee College utilizes PeopleAdmin, a recruitment and hiring platform that encourages applicants to self-identify race. The data relevant to our minority applicants and employees is monitored, analyzed and shared with stakeholders across campus. Recruitment strategies are developed for underrepresented groups. Check-ins and exit interviews are also conducted to identify areas that need improvement to increase recruitment and retention. The



Hispanic Employment Plan Report  
Fiscal Year 2023

College utilizes a standard recruitment and hiring process to ensure diverse candidates meeting minimum qualifications are reviewed. Exception processes for applicants require justification and approval for non-interviewing and/or selection of diverse candidates.

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

The College continues to focus on attracting and retaining Hispanic employees. We continue to explore opportunities to grow our own faculty and staff. A continued effort for dedicated marketing and employment opportunities along with ongoing professional development and mentoring to increase employee retention and growth

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Internships      Community Linkages      Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

The College has a budget that is allocated to staff development sessions campus wide and individually, speakers, training and learning platforms such as LinkedIn Learning as well as tuition waivers and reimbursements.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

Yes

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Career goals are discussed with employees during their annual evaluation to help facilitate and support employees seeking advancement and opportunities.

**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.**

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

The College is committed to meeting the needs of all students and staff as reflected in its Board policies, mission, vision, values and civility statement. The College follows all EEO guidelines. We not only work to recruit minority students but to retain and support them through completion. Diversity and inclusion are topics that are discussed regularly in training provided to the college community. We also have a dedicated training specifically for anyone participating on a hiring committee.

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

No

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

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Quarter-Time

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Lake Land College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 5                          | 0                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 4       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

Provide the FY 2023 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

Included in the overall recruitment budget

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic

employees, and have committees that monitor employment or departure of employees from the institution?

A demographic questionnaire is optionally provided from to all applicants.

HR reviews these responses from each applicant pool.

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

Broad recruitment efforts

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Opportunities made available to all staff development either in house or utilizing outside sources

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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

College wide diversity awareness and celebrations are provided to all staff

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

No

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

No

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Lewis and Clark Community College**

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?

Yes

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 5       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

The college continues to utilize PeopleAdmin, a computer generated software program designed for Higher Education that encourages self-identification of all applicants regarding race. Additionally, the College has an HR Onboarding 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

**Hispanic Employment Plan Report  
Fiscal Year 2023**

carefully reviews the credentials of all the Hispanic applicants who meet the minimum requirements of the position for which the prospective employee applied. All such applicants are specifically defined as minority applicant for the viewing of all hiring committee members prior to the interview process. Qualified and reviewed minority applicants are all referred to hiring committee chairs by the Onboarding Specialist when appropriate.

The HR Onboarding Specialist is responsible for reviewing all open postings. She then assesses all minority applicants who meet minimum requirements of the position and makes recommendations for interview to the HR Director and or hiring committee chairs when appropriate.

As noted above, surveys for monitoring the recruitment and retaining of Hispanic employees exists through software utilized by the HR Onboarding Specialist. The College does not currently engage campus-wide committees that study or monitor the recruitment or retaining of such employees. However, the College is currently undergoing executive level discussions on re-structuring that involve the creation of a high-level position that will lead in Diversity and Inclusion initiatives across student and employee frameworks on campus. Enhancing the recruitment and retention process of minority employees would certainly be a key function of any such new position that the College considers with the expectation that additional resources to do so would be made available.

**Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.**

The composition of the College district is represented by approximately 2.5% Hispanic American. As such, the College continues to maintain an interest in increasing representation of Hispanic-American employees throughout all divisions of our workforce in order to, at minimum, meet those comparison benchmarks within our workforce. Currently, the College's workforce consists of representative percentages that either meet or exceed at these levels. Most of the College's job openings are posted via PeopleAdmin; this links all of our postings to Indeed, Glassdoor, Simplyhired and Zip Recruiter as well as diversifying the College brand and job openings across multiple social media platforms so that we not only casting a regional, bi-state net, but in some cases we are also casting a nationwide net for positions on campus. Our Human Resource Onboarding Specialist notifies the hiring committee chairperson of all qualified applicants and further details any applicants who self-identify as Hispanic American. These applicants' applications are carefully considered by the search committee. Inclusion is valued 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. The Human Resources department is actively engaged in seeking best practices from other institutions that utilize other recruiting platforms and software programs to attract more - Hispanic American candidates.

The College is actively considering the addition of an elevated position within the leadership structure that focuses on the recruitment and retainment of minority employees on both the academic and support side of the institution. In addition to concentrating on enhancing the current structure focused on D&I initiatives, the College will ideally be considering the diversification of budget and resources to supplement in this area.

**Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):**

None / Not applicable

**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 of the initiative(s).**

**Employees with career ladder enhancement**

No

**Self-development training**

No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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 including Lewis and Clark Community College's high school partnership enrollment numbers, IPEDS enrollments by ethnicities are decreasing. African American students represent 8.9% of the total enrollment, down 1.9% over last fall. Hispanic enrollment represent 88 students of the total enrollment. This represents a decrease over the previous year.

Since 2010, Lewis and Clark has pursued initiatives related to an ongoing institutional goal to increase access, retention and completion of Hispanic American, Asian and African American students. Certain initiatives have made a positive impact:

Community recruitment of students by African American Enrollment staff;

Work Study employment;

Support services including tutoring, financial aid assistance, food pantry, library research, career services, and activities offered through the Diversity and Inclusion office.

In general, the more engagement of students with any of these support services positively effects retention.

- Lewis and Clark Community College demographics continue to show very small populations of Asian, Native American/Latino American students or representation in the District's population. The college's institutional goal of increasing access, support, retention and completion focuses on all students.
- The College's Diversity Council annually includes programming to focus on Asian, Native American/Latino American cultures.
- The Office of Diversity and Inclusion, provides referral to community services and on campus services, recruits and assists in the enrollment of minority students and consults with faculty and staff.

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

No

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

No

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Lincoln Land Community College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 5                          | 0                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 4       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2023 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

LLCC has a budget for advertising position vacancies to all groups and at all position levels. For FY2023, LLCC spent \$90,825.13. Of this amount \$5,649.00 was spent on advertising to underrepresented groups and minorities.

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**



Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

LLCC's Human Resources office reviews the demographics of applicants, interviewees and new hires in relation to the EEO 4/5ths rule. Additionally, employees who separate from LLCC are provided an exit interview. Those results are reviewed by leadership and the data is kept and reviewed to see trends over time.

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

Programs at colleges and universities that would guide students toward a career at a community college would be extremely beneficial for the student and the many community colleges across the state. It would generate a pool of educated and trained professionals for our industry and the program could help ensure the diversity of the students.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Staff members can have regular tuition and fees associated with LLCC credit courses waived upon successful completion of course. Additionally, all staff members have access to funds of up to \$3,000 annually and there are professional development day

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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.

While not targeted specifically at Spanish speaking students, LLCC's Adult Education and Literacy program provides Bridge and Integrated Career & Academic Preparation System (CAPS) courses for English language learners which assist students in transitioning to certificate programs and employment. Certified Nurse Assistant (CNA) training is popular among our students, who can enroll in the Healthcare Careers Bridge program, followed by the CNA course with additional support from the CNA ICAPS module. LLCC continues to develop new bridge and ICAPS programs in emerging industries to support the progression of students to credential attainment.

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

No

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

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**McHenry County College**

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?

Yes

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 1                          | 0                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 7       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

MCC conducts internal review of applicant and employment data through its ATS and HRIS/ERP systems, and trains its search committees on diversity and specific Hispanic bilingual needs. Hispanic-specific data regarding applicants and employees and their departures is monitored and distributed to relevant stakeholders throughout the college community.

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

MCC continues to educate and engage all MCC stakeholders in the College's ongoing diversity, equity, belonging and inclusion (DEBI) initiatives. Our strategy includes targeting new applicant pools by utilizing diversity-focused print, digital and social media channels, and analyzing outcomes. Expand training for hiring committees and staff on sourcing opportunities and DEBI principles. Recent relationship with HACU may be helpful in identifying and sourcing additional recruitment opportunities.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

MCC provides tuition waivers for classes at MCC, and tuition reimbursement for completed courses taken elsewhere. Internal leadership development, and external professional development are offered and there is a compensation incentive for them.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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 January 2023, MCC filled a new position, Associate Vice President of Diversity, Equity, Belonging, and Inclusion (DEBI). A key piece of the DEBI initiatives is evaluating enrollment policies and protocols through an equity lens, with the goal to increase enrollment for Hispanic students. MCC has established a relationship with the Hispanic Association of Colleges and Universities (HACU) to provide insight and guidance on developing strategies to recruit and retain Latino students. This would include pursuing the HSI designation which can provide additional funding, resources, and opportunities for this particular student population and other marginalized student populations. The College also pursued a College Bridge grant; the majority of the students who are participating identify as Latino. Through this program, they receive academic support as well as cultural and social experiences to build their leadership and cultural competency skills. Those students participating in this program are also tracked to determine persistence and success.

MCC has made many efforts to provide web and print materials available in Spanish. Critical information was translated into Spanish and the MCC website can be translated into any language. Furthermore, in recent years, positions have been created that require verbal and written fluency in Spanish to best assist students and community members. Significant positions include the Bilingual Academic Support Coach, Bilingual Records & Registration Specialist, and the Undocumented Student Liaison/New Student Enrollment Coach. The Bilingual Academic Support

Hispanic Employment Plan Report  
Fiscal Year 2023

Coach position is aimed to specifically assist students whose primary language is Spanish with academic tutoring and executive functioning skills. The Bilingual Records & Registration Specialist will be a critical translator and interpreter for various internal and external operations, primarily focused on the enrollment processes. The Undocumented Student Liaison/New Student Enrollment Coach has a bilingual requirement and works closely with Spanish-speaking individuals throughout their college experience. MCC is collecting data on how often students and community members require translation to the English language. This data will inform us of any additional services and/or resources needed specific to Spanish language translation.

The MCC & Me College Connection Program supports students who have been historically underserved and underrepresented in American higher education. The program takes place during students' first year at McHenry County College. Program participation benefits include a paid stipend for participation, cafeteria money, peer mentorship, workshops for college success, regular check-ins with MCC and Me staff, a group of people to connect with at MCC, and many other experiences.

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

No

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

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Half-Time

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Moraine Valley Community College**

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?

Yes

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 7                          | 0                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 3       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2023 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

MVCC allocates budget for the recruitment of Hispanic employees in all categories. Recruitment, career fairs, advertisement for FY23 remained flat; advertised in diversity focused resources, specific Hispanic/Latinx resources w/a budget of over \$20K

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

The college does internal surveys for monitoring the recruitment and retention of Hispanic employees. Moraine Valley conducts employee engagement surveys and also performs exit interviews for department employees. Additionally, surveys of training courses offered internally are evaluated by participants via surveys.

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

Moraine Valley should continue and increase recruitment and outreach efforts within Hispanic/Latino communities to enhance a diverse talent pool and reflect strategic plan. MVCC continues to recruit and employ diverse staff with diversity, equity and inclusion in mind, as well as student population needs. The college utilizes targeted online and print advertising sources, diverse recruitment platforms, and events. Best practices currently include interviewing candidates with a diversified committee and training on fostering a DEI mindset and reducing bias for Hiring Chairs and Search committees.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Community Linkages      Mentorship of a new Hispanic Faculty      Staff Employment Recruitment Plan  
Tuition Assistance

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 of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Training is offered through the Center for Teaching & Learning where employees may self-enroll to enhance development. Tuition reimbursement is available to many employees if they wish to further their education and advance in careers.

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Training is offered through the Center for Teaching & Learning where employees may enroll to enhance development. External conferences/ workshops are also options. All benefit eligible employees are able to take classes offered and/or reimbursement

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

Yes

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

All employees are encouraged to apply for positions at any of our campuses that would enhance their career growth.

**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.**

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 strategically advertises employment and educational opportunities in special publications and advertises to local Hispanic and Latinx community serving organizations, district schools, universities and professional groups to increase awareness and participation. Due to various efforts and strategic initiatives, MVCC's Hispanic student enrollment remains over 25%.

Moraine Valley Community College's Latino Outreach Committee continued to further its mission to develop goals/objectives to enhance outreach, recruitment/retention and provide quality services to prospective Hispanic/Latinx students, parents and community members. Moraine Valley hosted Latino/Hispanic and diversity-related events specifically targeted to attract high school students within the district to the institution, promote student engagement, and is planning to host a feedback luncheon for students to identify needs.

In addition to providing student services through bilingual specialists and staff, Moraine Valley offers English as a Second language and Intensive English language programs and courses for the community. To meet the needs of and attract Spanish speaking students, the college facilitates Hispanic Heritage Month activities and holds "Voces" Empowerment Focus groups to address student and community needs, along with one-on-one appointments for services to Spanish speaking students and parents. To better address prospective and current student needs, the college held student and parent Enrollment Services workshops in Spanish for Admissions and Financial Aid. Furthermore, the college produced marketing/informational admissions materials in Spanish. Scholarships and Mentorship programing are also available to support Spanish speaking student needs. Moraine Valley strengthened its partnership with the Illinois Equity in Attainment Initiative (ILEA) focused on addressing and supporting the shared goal of closing equity and completion gaps of our minority students, specifically Latinx/Hispanic, African American, and low income students through the establishment of the ILEA Equity Plan, Equity Academy and other initiatives to meet the needs of our diverse students and communities.

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

No

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

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Quarter-Time



**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Morton College**

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?

Yes

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 6                          | 1                                 | 0                                           | 0                                                  |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2023 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

\$60,000 was the recruitment budget for FY2023. Monies are used to advertise to diversity job boards, participate in diversity job fairs, and increase diversity, equity and inclusion education across the college (training, activities, etc.)

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Yes. Human Resources tracks turn-over of all employees at Morton College. In addition, Morton College is in partnership with ILEA to look at equity gaps and determine active measures to increase employment visibility for Hispanics at Morton College.

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

Morton college:

Can identify better robust list of diversity websites to market faculty/administrative positions.

Hispanic Employment Plan Report  
Fiscal Year 2023

Identify diverse social networks to attend and represent Morton College  
Attend diversity job fairs specifically for Hispanics.  
Evaluate hiring practices and educate chair committees around diversity initiatives.  
Recruit diverse pool of adjuncts and career path adjuncts for future full-time faculty and admin roles at Morton College  
Improve onboarding process for all adjuncts, especially, Hispanic, adjuncts and provide mentorship programs.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Staff Employment Recruitment Plan

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 of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Tuition waivers and reimbursement packages are available for employees interested in career promotional opportunities. These packages allow employees to take additional classes, webinars, seminars to enhance career goals.

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Morton College works with Vector solutions that offers employees the opportunity to take various online classes. Leadership classes are offered throughout the year at Morton College. Morton hosts professional development day for all employees.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

Yes

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Positions are posted internally for internal employees to apply first. Annual reviews are given to encourage self-development and encourage employees to enhance skills. Employees are eligible for tuition waivers/tuition reimbursement.

**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.**

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.

Education is key. Educating hiring committees around the need and how they can assist with objectivity, removal of bias can only improve hiring practices. Training administrators and faculty to serve as a mentor during onboarding is a win for the institution.

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

No

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

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Quarter-Time

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Oakton Community College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 9                          | 0                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 10      |
| Total Hispanic faculty that experienced separation from the college | 1       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2023 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

\$15,000 in FY23 on advertisement including: Latinos in Higher Ed , Diverse Jobs, IMDiversity, Chicago Diversity, Minority Nursing, Inside Higher Ed, The Chronicle of Higher Education and Higher Ed Jobs Inc.

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Yes, the College conducts national and regional searches to fill all administrative, staff and full-time faculty openings. Human Resources has developed cultural competency workshops used to train all search committee members bias in the hiring process, diversity sensitivity and effective interviewing techniques. Attendees are certified as able to serve on search committees. Designated HR staff meets with all search committees prior to applicant review to ensure compliance with all Equal Employment Opportunity laws and address Affirmative Action issues. We maintain a deliberate and continuous effort in complying with the College's Equal Opportunity/Affirmative Action Program. Additionally, we engage in exit interviews when possible to gather and collect data on an employee's time at Oakton

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

- We conduct broad, wide, and deep searches for Hispanic American applicants.
- We clearly explain the intent of the Affirmative Action Plan and reiterate the commitment to equal employment opportunity and affirmative action with all college administrators.
- We clearly communicate commitments to affirmative action and employment goals to each search committee.
- We monitor the activities and progress of search committees and supervising administrators.
- We maintain a welcoming environment so that individuals from demographic groups other than Caucasian desire employment with the College.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Funds are available to employees for prof. development, training, conferences, etc. Our Center for Prof Dev provides many opportunities for prof. development for all staff. Education reimbursement is available for furthering educational pursuits.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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. We have recently dedicated financial resources to move our part time Andale coordinator position to full time. The College is engaged in a high impact practice project – Persistence Project. Faculty members participating commit to meeting with students for 15 minutes within the first several weeks of class in order to engage students in meaningful

dialogue to support their persistence in their respective programs.

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

No

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

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Quarter-Time

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Parkland College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 2                          | 2                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 16      |
| Total Hispanic faculty that experienced separation from the college | 1       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

No

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

Targeted recruitment with professional associations and college alumni.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Tuition waivers for professional development through the college's community education department. Tuition waivers for the college's credit courses. Free access to online professional development courses through LinkedIn Learning.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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 established a committee, the Advisory Committee for Accessibility, Inclusion, and Diversity to discuss challenges, issues, and to develop strategies.

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

No

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

No



**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Prairie State College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 4       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2023 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

The college allocates recruitment dollars to attract diverse talent to the institution. Total budget is approximately \$1,500. During fiscal year 2023, an estimated \$300.00 was spent specifically for Hispanic recruitment initiatives.

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

The institution continues to conduct exit interviews that are monitored by HR for departure reasons for employees, especially of diverse or minority represented populations. The college also uses search committees for the interview process which are provided direction and instruction for effective recruitment practices inclusive of diversity hiring practices.

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

The continued posting and promotion of job openings on diverse employment sites that attract talent from the Hispanic population. Diversity targeted position email blasts. The strengthening of external partnerships with Hispanic groups to support workforce development opportunities and other needs within the institution.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Mentorship of a new Hispanic Faculty

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 of the initiative(s).

Employees with career ladder enhancement

No

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

N/A

Self-development training

No

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

N/A

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

Yes

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Prairie State College provides tuition reimbursement for educational advancement and professional development opportunities both internal and external.

**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.**

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 resources center is forthcoming to the campus to better serve the increasing Spanish speaking students and the public. As it was expected to be fully operational Fall 2023, some delays have been realized due to relocation of staff and area placement. It is expected to be operational Spring 2024.

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

No

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

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Quarter-Time

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Rend Lake College**

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?

No

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 2       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Rend Lake College does not conduct internal studies or have surveys to monitor the recruitment of Hispanic employees. We do not have a Hispanic population that would make the surveys meaningful. We advertise job openings in a variety of venues trying to reach a diverse population. Unfortunately, we do not have many applications from people self-identifying as Hispanic despite our efforts. HR manages all departures equally.

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

The lack of Hispanic population in our area makes it difficult to recruit additional qualified applicants. We offer a competitive benefit package and our advertising efforts are equally diverse.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

## Staff Employment Recruitment Plan

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

All employees are encouraged to seek out professional development opportunities that would help prepare them for promotion opportunities. Self-development is supported and encouraged by the college by paying for the approved efforts.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

Yes

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Leadership classes are made available to all interested employees, the college promotes hiring from within when possible.

**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.**

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.

Rend Lake College offers English as a second language classes and offers free tuition for dual credit classes in area high schools to encourage students to continue post secondary studies after high school. We also offer TRIO programs to help support 1st generation students.

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

No

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

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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**Richland Community College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 0                          | 14                                | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 8       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2023 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

We post of diverse job boards in addition to our main job boards.

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic

employees, and have committees that monitor employment or departure of employees from the institution?  
no, but HR is going to implement the tracking of diverse applicants.

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

Post on Diverse job boards & internal recruitment of Hispanic student to become employees.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Professional Development for all Faculty.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for your institution?

Yes

Please provide additional information regarding related initiatives to help provide for promotion of Hispanic employees. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

We post of diverse job boards and have current employees recruit diverse candidates.

**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.**

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.

Become a "Great Place to Work" certificate institution. Continue to post of Diverse job boards. Spread the work to diverse community members about employment at RCC.

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

No

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

No

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Rock Valley College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 160                        | 243                               | 2                                           | 7                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 6       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

No.

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



Hispanic Employment Plan Report  
Fiscal Year 2023

HR Talent Acquisition Specialist stays in contact and works with account managers of the following agencies who focus and work with diverse individuals regarding announcements of positions:

- WorkplaceDiversity.com
- HigherEd Jobs
- Indeed
- Monster
- Glassdoor
- Linked In

HR Talent Acquisition Specialist works with diverse committees in the community to make potential candidates aware of our employment opportunities. They also attend job fairs and other events to promote these opportunities.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Mentorship of a new Hispanic Faculty

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Professional development opportunities are offered to employees, in addition to interdepartmental training opportunities. The College offers tuition reimbursement and free tuition for employees who take classes outside and within our institution.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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.

Inform the students of many opportunities RVC has to offer. Message these students and parents in numerous ways both on and off campus.

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

No

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

No

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Sauk Valley Community College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 3                          | 0                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 2       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

The College provides statistics and educates administrators, hiring supervisors, and committees on the recruitment and retention of under-represented groups which include Hispanic candidates and employees.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and

any Spanish language speaking bilinguals at your institution.

The College will target advertising to reach under-represented groups in an attempt to increase the number of Hispanic teaching and administrative staff at our institution.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Internships      Mentorship of a new Hispanic Faculty      Tuition Reimbursement

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Tuition Reimbursement  
SVCC Tuition Waivers  
On-the-Job-Training  
Internships  
Career Counseling

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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 provides services to assist individuals in preparing for promotion, earning citizenship, job preparedness, or assistance for family members.

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

No

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

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Quarter-Time

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Shawnee Community College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 1                          | 0                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 3       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

The Executive Director of Human Resources receives a monthly Employee Profile report that outlines the employee count by employment status, ethnicity, and gender.

The Employee Relations Team reviews the departure of employees from the institution.

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

The College must increase cultural awareness initiatives and develop plans to recruit a diverse pool of talent.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Employees can identify training and professional development conferences they would like to attend.

The College offers an education advancement program for employees to move up the salary scale with hours received above a Bachelor's degree.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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 adult basic education and GED courses.

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

No

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

No

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**South Suburban College**

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?

Yes

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 3                          | 0                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 9       |
| Total Hispanic faculty that experienced separation from the college | 1       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

South Suburban College is an equal opportunity employer with a diverse workforce. SSC strictly enforces its EEO Policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories. Currently SSC has a Diversity, Equity and Inclusion (DEI) Taskforce to develop a strategic plan to address institutional concerns. With the development of this task force, the annual analysis of the current workforce

and utilization data by EEOC category is submitted to the DEI task force for review. Lastly, an exit interview is conducted on all Board-Approved employees. The results of the exit interviews are then shared with the College President.

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

As certain key positions become available, it is discussed if there is a bilingual need. If so, bilingual skills are added to the job description and posting. As a Hispanic Serving Institution (HSI), more descriptions will be revised along with posting job openings in journals such as Hispanic Outlook.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Community Linkages      Mentorship of a new Hispanic Faculty

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

A variety of professional development opportunities are available to employees through Staff/Faculty committees. Each committee offers workshops, seminars, and all-day events. SSC also offers tuition waivers and tuition reimbursement.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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 is continuously striving to better serve our increasing Hispanic/Latino community. In 2017, a Latino Center was implemented at the College. The Center's primary objective is to provide information, services and support. The Latino Center is committed to help build an informed vibrant Latino community at SSC where Latinos feel valued and supported. The Center's Liaisons provide translation services and escort students and their parents from office to office to ensure they understand the processes, services, and various programs offered at South Suburban College. The members also regularly collaborate with the Admissions staff on campus to assist in the recruitment and retention initiatives for our Hispanic/Latino community. Lastly, South Suburban College continues to offer ESL classes, including GED for ESL. These classes have been scheduled at various locations and times to meet the needs of our Spanish speaking students. With these new initiatives, South Suburban College is proud to report our enrollment of Latino students has increased.

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

Yes

If the previous response indicated the institution has an Hispanic Resource Center (HRC) does the center have a Director or Coordinator that can help address the needs of Hispanic students? (NOTE: THIS ITEM ONLY ACCEPTS A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

Yes

For institutions with an HRC and a Director or Coordinator for that HRC please provide a YES/NO response to the following questions regarding the AARC Director/Coordinator. (NOTE: THIS ITEM ONLY ACCEPTS RESPONSES IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

|                                                                                      |     |
|--------------------------------------------------------------------------------------|-----|
| Is the center Director/Coordinator Hispanic?                                         | YES |
| Does the center Director/Coordinator speak fluent Spanish?                           | YES |
| Does the center Director/Coordinator assist in the recruitment of Hispanic students? | YES |

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

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Full-Time



**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Southeastern Illinois College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 0                          | 3                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 2       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

Yes

Provide the FY 2023 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

\$10,000 was budgeted for all hiring recruitment activities. A portion of the recruitment budget was allocated to recruiting in Outlook/Hispanic.

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Yes, our human resources department as well as our diversity committee monitors recruitment, employment, and departure of employees at Southeastern Illinois College.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language 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.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Community Linkages      Mentorship of a new Hispanic Faculty      Staff Employment Recruitment Plan

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 of the initiative(s).

Employees with career ladder enhancement

Yes

Please provide a dot point description of the (career ladder) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

All employees are eligible to advance when a higher position becomes available.

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Professional Development Workshops are held throughout the academic year as well as development opportunities that are provided for faculty and staff who wish to participate.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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

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

No

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

N/A

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Southwestern Illinois College**

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?

No

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 100                        | 696                               | 2                                           | 11                                                 |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 50      |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

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 and

Indeed.com to reach a broad applicant pool.

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

NA

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Community Linkages      Staff Employment Recruitment Plan

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

All employees are offered professional development through tuition assistance.

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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.

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

No

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

No

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Spoon River College**

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?

No

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 3       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

No

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

Continue actively recruiting at job fairs and online. Try to engage passive job seekers.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

No

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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.

Spoon River College is committed to diversity, equity, and inclusion as evidenced through our College Mission, Vision, and Core Value Statements. SRC provides support services such as tutoring, counseling, and career development programs that tailor to the needs of students and can contribute to their successes and retention rates. SRC incorporates diverse perspectives and materials within the offered curriculum which can create a more inclusive and engaging education experience for all students.

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

No

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

No

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Triton College**

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?

Yes

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 0                          | 4                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 2       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

More than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Triton College does not conduct internal studies or surveys, however; we do monitor weekly applicants that apply to our open positions. With monitoring these applicants we are able to keep track of the different diverse applicants that apply and those that we hire.

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and



any Spanish language speaking bilinguals at your institution.

In order to increase the number of Hispanic teaching/administrative staff at Triton College, we would advertise on job boards that are specifically based on race. Also provide trainings that brings awareness of bias. Lastly, Triton's hiring committees consist of men and women of all races.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

None / Not applicable

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

\* Tuition reimbursement

\* Tuition Waivers

\*Professional Development courses

\*Success Center of Excellence

\*Triton often sends employees to conferences for professional development as well

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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 always hiring employees that reflect the demographic we serve. Our workforce is diverse to the extent where we have inclusion groups on campus for students and employees. We ensure we are inclusive by celebrating different nationality holidays to show support to all races.

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

No

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

No

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2023**

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 to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

**Waubonsee Community College**

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?

Yes

As of June 30, 2023, provide the number of faculty up for tenure at your institution:

|         | Total that received tenure | Total that did not receive tenure | Total Hispanic faculty that received tenure | Total Hispanic faculty that did not receive tenure |
|---------|----------------------------|-----------------------------------|---------------------------------------------|----------------------------------------------------|
| Total # | 2                          | 0                                 | 0                                           | 0                                                  |

As of June 30, 2023, provide the number of faculty that separated or left the community college (retired or resigned):

|                                                                     | Total # |
|---------------------------------------------------------------------|---------|
| Total faculty that experienced separation from the college          | 9       |
| Total Hispanic faculty that experienced separation from the college | 0       |

What percentage of your community college employees are union?

Less than 50%

Does your institution provide budget allocations specifically for the recruitment of Hispanic faculty, administrators, or any level job category?

No

**This section of the survey will list all activities your institution has undertaken that would help in the implementation of the State of Illinois Hispanic Employment Plan for Higher Education.**

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?

Waubonsee fosters a climate where diversity is valued and makes every effort to cast as wide a net as possible to recruit all job types and to hire the best qualified person for every open position.

Support Staff, FT Faculty and Administrators are all invited to participate in the Exit Interview Questionnaire. Data is

Hispanic Employment Plan Report  
Fiscal Year 2023

collected and compiled along with the Employee Engagement data received via our annual engagement survey offered to all employees. Insights are gathered by the Employee Engagement Team (Committee) to identify, consider, prioritize and implement opportunities accordingly with our overall strategic plan.

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

The College provides opportunities for engagement, learning, growth, and transformation to foster a diverse, equitable, and inclusive institution. The college is working on developing a Diverse Hiring Plan. The goal of the plan will be to make diversity recruitment deliberate by hiring employees who might not otherwise consider Waubonsee Community College and who can enrich and broaden our community.

Ensure campus commitment to diversity and inclusion is transparent and clear throughout the college.

Increase outreach and networking efforts both internally and externally to promote diversity initiatives.

Review and reconstruct job descriptions and job advertisements to ensure they are free from bias and attract diverse candidates.

Review and engage new sites and methods for advertising and sourcing diverse candidates.

Create and update, inclusive interview process to ensure candidates are evaluated fairly.

Does your institution implement employment incentives to attract Hispanic employees such as any of the following (please select all that apply):

Community Linkages      Mentorship of a new Hispanic Faculty

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 of the initiative(s).

Employees with career ladder enhancement

No

Self-development training

Yes

Please provide a dot point description of the (self-development training) initiative. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES".)

Tuition Reimbursement

Certificate and Skills based training

Professional development budgets allowed by department

Are there other initiatives in place to help provide for promotion of Hispanic employees to report for 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.**

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.

Waubonsee maintains a robust website and social media to reflect our inclusive culture and mission. We have a Council for Access and Inclusion that focuses on celebrating diversity with students and the community. Waubonsee hosts community events that focus on college recruitment including registration rally events.

Hispanic Employment Plan Report  
Fiscal Year 2023

Waubonsee offers tutoring, college visits, workshops and cultural field trips to first-generation college students, low-income students and/or students with disabilities.

The college has programs in place that pair eligible students with a personal academic coach for motivation and academic support.

TRIUMPH (Transforming and Inspiring Undergraduate Men Pursuing Higher Education) program is a minority male retention program, designed to increase the number of minority males graduating from college by providing increased student services, academic support, service learning projects, community service projects and mentoring.

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

Yes

If the previous response indicated the institution has an Hispanic Resource Center (HRC) does the center have a Director or Coordinator that can help address the needs of Hispanic students? (NOTE: THIS ITEM ONLY ACCEPTS A RESPONSE IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

Yes

For institutions with an HRC and a Director or Coordinator for that HRC please provide a YES/NO response to the following questions regarding the AARC Director/Coordinator. (NOTE: THIS ITEM ONLY ACCEPTS RESPONSES IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

|                                                                                      |     |
|--------------------------------------------------------------------------------------|-----|
| Is the center Director/Coordinator Hispanic?                                         | YES |
| Does the center Director/Coordinator speak fluent Spanish?                           | YES |
| Does the center Director/Coordinator assist in the recruitment of Hispanic students? | YES |

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

Yes

How much time are Spanish speaking recruiters utilized to address the needs of Spanish speaking students or their parents in their native language? NOTE: THIS ITEM ONLY REQUIRES RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE

Quarter-Time

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## BILINGUAL NEEDS AND BILINGUAL PAY SURVEY RESULTS

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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

**Black Hawk College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

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Fiscal Year 2023

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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 continues to have a few bi-lingual teachers that have provided translation services at times. The College also uses Google Translate to translate forms or documents as needed. (monthly at most) Bi-lingual staff then double check the forms/documents for accuracy.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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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**

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

Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget.

Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

|                        | %   |
|------------------------|-----|
| every day?             |     |
| at least once a week?  |     |
| at least once a month? |     |
| at least once a year?  | 100 |

Total %  
100

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2023 to facilitate the accessibility of institution services or information to non-English-speaking clients.



If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

|                                   | %   |
|-----------------------------------|-----|
| 15 minutes or less?               |     |
| 16 minutes to 60 minutes?         | 100 |
| 61 minutes to half of a work day? |     |
| more than half of a work day?     |     |

Total %

100

What percentage of those cases required in-depth assistance? 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.

0

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

No

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 2023? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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

**City Colleges of Chicago – Harold Washington College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2023 to facilitate the accessibility of institution services or information to non-English-speaking clients.

55

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

|                                   | %   |
|-----------------------------------|-----|
| 15 minutes or less?               | 100 |
| 16 minutes to 60 minutes?         |     |
| 61 minutes to half of a work day? |     |
| more than half of a work day?     |     |

Total %

100

What percentage of those cases required in-depth assistance? 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.

0

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

No

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 2023? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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

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

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2023 to facilitate the accessibility of institution services or information to non-English-speaking clients.

55

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

|                                   | %  |
|-----------------------------------|----|
| 15 minutes or less?               | 50 |
| 16 minutes to 60 minutes?         | 50 |
| 61 minutes to half of a work day? |    |
| more than half of a work day?     |    |

Total %

100

What percentage of those cases required in-depth assistance? 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.

0

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

No

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 2023? (choose one)

Monthly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

2

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2023 to facilitate the accessibility of institution services or information to non-English-speaking clients.

7

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

|                                   | %   |
|-----------------------------------|-----|
| 15 minutes or less?               | 100 |
| 16 minutes to 60 minutes?         |     |
| 61 minutes to half of a work day? |     |
| more than half of a work day?     |     |

Total %

100

What percentage of those cases required in-depth assistance? 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.

0

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

No

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 2023? (choose one)

Quarterly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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

**City Colleges of Chicago – Malcolm X College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2023 to facilitate the accessibility of institution services or information to non-English-speaking clients.

55

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

|                                   | %  |
|-----------------------------------|----|
| 15 minutes or less?               | 50 |
| 16 minutes to 60 minutes?         | 50 |
| 61 minutes to half of a work day? |    |
| more than half of a work day?     |    |

Total %

100

What percentage of those cases required in-depth assistance? 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.

0

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

No

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 2023? (choose one)

Quarterly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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

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

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2023 to facilitate the accessibility of institution services or information to non-English-speaking clients.

8

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

|                                   | %   |
|-----------------------------------|-----|
| 15 minutes or less?               | 100 |
| 16 minutes to 60 minutes?         |     |
| 61 minutes to half of a work day? |     |
| more than half of a work day?     |     |

Total %

100

What percentage of those cases required in-depth assistance? 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.

0

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

No

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 2023? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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

**City Colleges of Chicago – Richard J. Daley College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2023 to facilitate the accessibility of institution services or information to non-English-speaking clients.

55

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

|                                   | %  |
|-----------------------------------|----|
| 15 minutes or less?               | 50 |
| 16 minutes to 60 minutes?         | 50 |
| 61 minutes to half of a work day? |    |
| more than half of a work day?     |    |

Total %

100

What percentage of those cases required in-depth assistance? 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.

0

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

No

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 2023? (choose one)

Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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

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

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2023 to facilitate the accessibility of institution services or information to non-English-speaking clients.

105

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

|                                   | %  |
|-----------------------------------|----|
| 15 minutes or less?               | 50 |
| 16 minutes to 60 minutes?         | 50 |
| 61 minutes to half of a work day? |    |
| more than half of a work day?     |    |

Total %

100

What percentage of those cases required in-depth assistance? 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.

0

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

No

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 2023? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

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 Report  
Fiscal Year 2023

“Service population - Approx. 60% Spanish Speaking. Data collected at intake and reported through state adult education data system. 50% of front-line staff are bilingual English/Spanish.”

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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**

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

Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget.

Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

|                        | %   |
|------------------------|-----|
| every day?             | 100 |
| at least once a week?  |     |
| at least once a month? |     |
| at least once a year?  |     |

Total %

100

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

Monthly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

23

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

10

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?

Departments ensure that at least one employee in the department is available to assist students that are Spanish speaking. Division evaluates the percentage of time a position spends assisting Spanish speaking clients. Positions are posted with bilingual required or desired.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

Quarterly

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

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?

Spanish speaking employees available to assist.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

00

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)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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.

**Harper College**

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

Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget.

Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

|                        | %  |
|------------------------|----|
| every day?             | 10 |
| at least once a week?  | 15 |
| at least once a month? | 20 |
| at least once a year?  | 55 |

Total %

100

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2023 to facilitate the accessibility of institution services or information to non-English-speaking clients.

40



If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

|                                   | %   |
|-----------------------------------|-----|
| 15 minutes or less?               | 49  |
| 16 minutes to 60 minutes?         | 49  |
| 61 minutes to half of a work day? | 1.5 |
| more than half of a work day?     | .5  |

Total %

100

What percentage of those cases required in-depth assistance? 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.

40

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

Yes

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 2023? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

2

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

1

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 Report  
Fiscal Year 2023

No formal ratio is utilized. However, bilingual Spanish speakers are sought after in many employment position searches.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2023 to facilitate the accessibility of institution services or information to non-English-speaking clients.

118

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

|                                   | %  |
|-----------------------------------|----|
| 15 minutes or less?               | 91 |
| 16 minutes to 60 minutes?         | 9  |
| 61 minutes to half of a work day? | 0  |
| more than half of a work day?     | 0  |

Total %

100

What percentage of those cases required in-depth assistance? 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.

0

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

No

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 2023? (choose one)

Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

3

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

1

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

3

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?

General consideration is given with regard for supervisory recommendations.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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**

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

Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget.

Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

|                        | %   |
|------------------------|-----|
| every day?             | 100 |
| at least once a week?  |     |
| at least once a month? |     |
| at least once a year?  |     |

Total %

100

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2023 to facilitate the accessibility of institution services or information to non-English-speaking clients.

175

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

|                                   | %  |
|-----------------------------------|----|
| 15 minutes or less?               | 75 |
| 16 minutes to 60 minutes?         | 25 |
| 61 minutes to half of a work day? |    |
| more than half of a work day?     |    |

Total %

100

What percentage of those cases required in-depth assistance? 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.

0

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

No

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 2023? (choose one)

Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

4

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

4

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

3

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 Report  
Fiscal Year 2023

The bilingual service needs are determined on an as needed basis when a student, parent or client makes a request for language services, or as we see the need. The vast majority of the cases that were noted in this report resulted from our English-as-a-Second Language Program through Adult Education or our International Student Program. The Adult Education program employs a part-time position to provide translation of written, spoken and electronic English language for non-English speaking clients. We also employ 3 part-time ESL peer mentors in our Success Center for students not enrolled in Adult Education classes. These positions do not work every day.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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

**Illinois Central College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0



Hispanic Employment Plan Report  
Fiscal Year 2023

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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

**Illinois Eastern Community Colleges – District Office**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report  
Fiscal Year 2023

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

1

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)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report  
Fiscal Year 2023

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report  
Fiscal Year 2023

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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

**Illinois Eastern Community Colleges – Olney Central College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0



Hispanic Employment Plan Report  
Fiscal Year 2023

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report  
Fiscal Year 2023

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2023 to facilitate the accessibility of institution services or information to non-English-speaking clients.

186

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

|                                   | %  |
|-----------------------------------|----|
| 15 minutes or less?               | 75 |
| 16 minutes to 60 minutes?         | 25 |
| 61 minutes to half of a work day? |    |
| more than half of a work day?     |    |

Total %

100

What percentage of those cases required in-depth assistance? 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.

100

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

No

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 2023? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

None

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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**John A. Logan College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

1

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report  
Fiscal Year 2023

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0



How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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**Joliet Junior College**

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

Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget.

Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

|                        | %  |
|------------------------|----|
| every day?             | 50 |
| at least once a week?  | 50 |
| at least once a month? |    |
| at least once a year?  |    |

Total %

100

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2023 to facilitate the accessibility of institution services or information to non-English-speaking clients.

1200

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

|                                   | %  |
|-----------------------------------|----|
| 15 minutes or less?               | 75 |
| 16 minutes to 60 minutes?         | 25 |
| 61 minutes to half of a work day? |    |
| more than half of a work day?     |    |

Total %

100

What percentage of those cases required in-depth assistance? 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.

10

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

Yes

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 2023? (choose one)

Daily

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

5

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

1

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

4

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?

JJC collects and measures data to assess need.

During FY 2023, the Academic Intervention and Communication Center (AICC) created a new Spanish Hotline. The Spanish Hotline is staffed with various Student Development frontline staff members who are

paid a stipend to assist with Spanish-speaking inquiries. This initiative includes the Spanish Chat and other translation services, including on-demand translation devices being used to service patrons throughout JJC campuses. The new Spanish Hotline has also been embedded into JJC's marketing plan and other student facing promotional items.

Example of the data points of this effort:

- The new Spanish Hotline launched on June 12, 2023 and there have been 191 calls through August 29, 2023.
- The Translation devices have been used 19 times from June – August, 2023.
- In December 2022, only 37% of calls (22 of 59) coming into the Spanish Hotline were being answered. As of June 2023, that is up to 59% of calls (40 of 68) being answered with the inception of a new Spanish Hotline. This is higher than the seven-month average December – June at 52% or 405 of 784 calls being answered.

Additionally, the Latinx Employee Resource Group started in the fall of 2022. The purpose of the Latinx Affinity Group is to further the mission and core values of JJC, represent the interests of Latinx Affinity Group individuals, and support JJC's overall diversity, equity and inclusion goals. Initiatives include:

- o Develop an infrastructure to better represent, serve, and support the needs of our JJC Latinx community.
- o Provide mentorship and networking for our members centered around Latinx and higher education themes for professional growth, recruitment and retention of Latinx staff, and career-based support.
- o Hold the JJC community accountable by creating an environment of trust and belonging, to ensure all Latinx staff/faculty voices are heard within our workplace.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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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**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

Yes

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 2023? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

5

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

3

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

2

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 review by the EDI Planning team

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report  
Fiscal Year 2023

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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?

As a rural college with a predominantly non Hispanic constituency there are very few Spanish speaking applicants.



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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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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**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2023 to facilitate the accessibility of institution services or information to non-English-speaking clients.

100

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

|                                   | %  |
|-----------------------------------|----|
| 15 minutes or less?               | 60 |
| 16 minutes to 60 minutes?         | 30 |
| 61 minutes to half of a work day? | 10 |
| more than half of a work day?     |    |

Total %

100

What percentage of those cases required in-depth assistance? 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.

25

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

No

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 2023? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

2

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

1

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

1

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

4

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 reviews the need for services by tracking utilization rates and requests for the service.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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

**Lake Land College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report  
Fiscal Year 2023

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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**Lewis and Clark Community College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report  
Fiscal Year 2023

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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 do not currently

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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**Lincoln Land Community College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report  
Fiscal Year 2023

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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.

**McHenry County College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2023 to facilitate the accessibility of institution services or information to non-English-speaking clients.

500

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

|                                   | %  |
|-----------------------------------|----|
| 15 minutes or less?               | 35 |
| 16 minutes to 60 minutes?         | 60 |
| 61 minutes to half of a work day? | 5  |
| more than half of a work day?     | 0  |

Total %

100

What percentage of those cases required in-depth assistance? 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.

10

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

No

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 2023? (choose one)

Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

12

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

7

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

60

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?

MCC monitors LatinX student enrollment in credit courses, which included over 800 this year; as well as analyzes support programs and dual credit high school enrollments and program offerings. The College monitors demographic growth projections of county and district data to allocate resources. The College conducts student surveys, program reviews, student focus groups; it collects student feedback from Adult Education and its community contacts regarding its English as a Second Language, GED and other programs. Statistics and insights from faculty, and recommendations from the senior leadership budgetary process are analyzed to inform staffing of bilingual positions.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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**Moraine Valley Community College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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?

Moraine Valley Community College is an open access institution with open enrollment for all serving 26 communities. It is unknown how many times interpretation or translation of English into a source language was necessary in FY23 to facilitate the accessibility of institutional services or provide information to non-English-speaking individuals. In an effort to support parents, students, and 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 individuals with bilingual skills to apply as discussed with the Hiring Manager. Moraine Valley does employ individuals who are bilingual in Spanish 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. As a service of value add, periodic orientations for Enrollment Services are held in Spanish for students and parents as determined by the area.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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**Morton College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

Monthly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Review data for Hispanic speaking only students. This data is tracked by Institutional research and shared with senior leaders at the institution to determine gaps, needs, and strengths.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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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**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2023 to facilitate the accessibility of institution services or information to non-English-speaking clients.

600

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

|                                   | %  |
|-----------------------------------|----|
| 15 minutes or less?               | 60 |
| 16 minutes to 60 minutes?         | 35 |
| 61 minutes to half of a work day? | 5  |
| more than half of a work day?     |    |

Total %

100

What percentage of those cases required in-depth assistance? 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.

40

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

No

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 2023? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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. 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)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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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**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report  
Fiscal Year 2023

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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

**Prairie State College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

3

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

3

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

3

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

3

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?

Prairie State College consults with current employees providing language services regarding any additional support needed. Leadership evaluates and determines feasibility. Data is also evaluated and tracked from the departments to make informed decisions of any additional bilingual position needs.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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

**Rend Lake College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

1

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report  
Fiscal Year 2023

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

1

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?

Rend Lake College has an employee that could serve as a translator; however, it is not something that we have needed to date.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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

**Richland Community College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

3

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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?

Google Translate & our VP Academic Services is both Spanish and English speaking. Some Spanish speaking students bring sponsors to assist with interpretation.



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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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**Rock Valley College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2023 to facilitate the accessibility of institution services or information to non-English-speaking clients.

419

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

|                                   | %      |
|-----------------------------------|--------|
| 15 minutes or less?               | 59.427 |
| 16 minutes to 60 minutes?         | 31.981 |
| 61 minutes to half of a work day? | 7.398  |
| more than half of a work day?     | 1.193  |

Total %

100

What percentage of those cases required in-depth assistance? 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.

54

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

No

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 2023? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

13

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

19

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 assesses the needs of the community.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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**Sauk Valley Community College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2023 to facilitate the accessibility of institution services or information to non-English-speaking clients.

25

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

|                                   | %  |
|-----------------------------------|----|
| 15 minutes or less?               | 72 |
| 16 minutes to 60 minutes?         | 20 |
| 61 minutes to half of a work day? | 4  |
| more than half of a work day?     | 4  |

Total %

100

What percentage of those cases required in-depth assistance? 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.

4

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

No

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 2023? (choose one)

Quarterly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

1

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

1

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

1

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 determines the number of bilingual positions with Spanish language options based on enrollment and demographics of our College area.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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**Shawnee Community College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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 ask all students on our enrollment and admissions forms if they are English Language Learners. We analyze the student enrollment demographics regularly. In addition, student needs are discussed bi-monthly at advisor/recruiter meetings, as well as in Student Affairs and Academic Affairs Leadership Team meetings monthly.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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**South Suburban College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2023 to facilitate the accessibility of institution services or information to non-English-speaking clients.

600

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

|                                   | %  |
|-----------------------------------|----|
| 15 minutes or less?               | 72 |
| 16 minutes to 60 minutes?         | 25 |
| 61 minutes to half of a work day? | 3  |
| more than half of a work day?     |    |

Total %

100

What percentage of those cases required in-depth assistance? 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.

40

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

No

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 2023? (choose one)

Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

3

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

2

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The institution reviews the number of calls received that dial "4" for Spanish. The institution utilizes data provided by the Latino Center on how many interpretation/translation services were requested per fiscal year.



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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

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 does not have a large percentage of Spanish/Hispanic constituents and as a result does not have Spanish students who require an interpreter.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report  
Fiscal Year 2023

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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)

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report  
Fiscal Year 2023

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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?

Assessment of clients to determine the need for hiring bilingual employees.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

No

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

No

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 2023? (choose one)

N/A

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

0

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report  
Fiscal Year 2023

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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?

Speaking Spanish is not a requirement when applying for positions here at Triton College. We do however have the option for candidates to list all of the languages they can speak on the application.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2023**

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.

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**

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

No

Was interpretation or translation of English into a source language necessary in FY 2023 to facilitate the accessibility of institutional services or information to non-English-speaking clients?

Yes

If yes, please indicate the number of cases in which interpretation or translation of English into a source language was necessary in FY 2023 to facilitate the accessibility of institution services or information to non-English-speaking clients.

50

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

|                                   | %  |
|-----------------------------------|----|
| 15 minutes or less?               | 80 |
| 16 minutes to 60 minutes?         | 20 |
| 61 minutes to half of a work day? |    |
| more than half of a work day?     |    |

Total %

100

What percentage of those cases required in-depth assistance? 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.

0



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

No

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 2023? (choose one)

Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

10

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

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 evaluates positions based on location and services offered.



Illinois Community College Board

Table 6

UTILIZATION RATE FOR HISPANIC FACULTY AND STAFF  
EMPLOYED IN ILLINOIS PUBLIC COMMUNITY COLLEGES IN FISCAL YEAR 2023  
BY EMPLOYEE GROUP AND COLLEGE

| Dist.<br>No. | District/College         | Tenured Faculty/<br>Officials & Managers | Non-Tenured<br>Faculty | Professional Staff/<br>Protective Service Workers | Office & Clerical/<br>Paraprofessionals | Service<br>Maintenance | Total         |
|--------------|--------------------------|------------------------------------------|------------------------|---------------------------------------------------|-----------------------------------------|------------------------|---------------|
| 503          | Black Hawk               | -5.2%                                    | -2.9%                  | 1.9%                                              | -1.6%                                   | -5.1%                  | -2.3%         |
| 518          | Carl Sandburg            | -1.5%                                    | 0.5%                   | 0.2%                                              | -5.0%                                   | -5.0%                  | -0.2%         |
| 508          | City Colleges of Chicago | (-11.4%)                                 | (-16.7%)               | (-3.7%)                                           | (3.1%)                                  | (-11.9%)               | (-9.6%)       |
|              | Harold Washington        | NA                                       | NA                     | NA                                                | NA                                      | NA                     | NA            |
|              | Harry S Truman           | NA                                       | NA                     | NA                                                | NA                                      | NA                     | NA            |
|              | Kennedy-King             | NA                                       | NA                     | NA                                                | NA                                      | NA                     | NA            |
|              | Malcolm X                | NA                                       | NA                     | NA                                                | NA                                      | NA                     | NA            |
|              | Olive-Harvey             | NA                                       | NA                     | NA                                                | NA                                      | NA                     | NA            |
|              | Richard J. Daley         | NA                                       | NA                     | NA                                                | NA                                      | NA                     | NA            |
|              | Wilbur Wright            | NA                                       | NA                     | NA                                                | NA                                      | NA                     | NA            |
|              | District Office          | NA                                       | NA                     | NA                                                | NA                                      | NA                     | NA            |
| 502          | College of DuPage        | -10.6%                                   | -10.4%                 | -9.3%                                             | -5.9%                                   | 9.3%                   | -8.9%         |
| 532          | College of Lake County   | -13.2%                                   | -14.6%                 | -0.6%                                             | 1.4%                                    | 10.2%                  | -8.3%         |
| 507          | Danville Area            | -2.7%                                    | -4.7%                  | -2.0%                                             | 0.7%                                    | -4.7%                  | -2.5%         |
| 509          | Elgin                    | -14.4%                                   | -15.1%                 | -8.5%                                             | 2.9%                                    | 37.4%                  | -8.3%         |
| 512          | Harper                   | -10.0%                                   | -9.4%                  | 0.6%                                              | 1.8%                                    | 19.3%                  | -4.6%         |
| 540          | Heartland                | -3.8%                                    | -2.3%                  | 0.8%                                              | -1.2%                                   | -4.9%                  | -1.5%         |
| 519          | Highland                 | -2.2%                                    | -3.8%                  | 3.3%                                              | -1.3%                                   | -3.8%                  | -1.6%         |
| 514          | Illinois Central         | -1.9%                                    | -1.4%                  | 1.4%                                              | -0.8%                                   | 0.3%                   | -0.4%         |
| 529          | Illinois Eastern         | (-1.4%)                                  | (-2.0%)                | (-1.9%)                                           | (-2.4%)                                 | (-2.4%)                | (-1.9%)       |
|              | Frontier                 | NA                                       | NA                     | NA                                                | NA                                      | NA                     | NA            |
|              | Lincoln Trail            | NA                                       | NA                     | NA                                                | NA                                      | NA                     | NA            |
|              | Olney Central            | NA                                       | NA                     | NA                                                | NA                                      | NA                     | NA            |
|              | Wabash Valley            | NA                                       | NA                     | NA                                                | NA                                      | NA                     | NA            |
|              | District Office          | NA                                       | NA                     | NA                                                | NA                                      | NA                     | NA            |
| 513          | Illinois Valley          | -8.4%                                    | -5.7%                  | -6.0%                                             | -3.3%                                   | -4.3%                  | -6.0%         |
| 530          | John A. Logan            | -2.3%                                    | -3.3%                  | -3.3%                                             | -3.3%                                   | -1.1%                  | -2.8%         |
| 539          | John Wood                | -2.0%                                    | -2.0%                  | -2.0%                                             | -2.0%                                   | -2.0%                  | -2.0%         |
| 525          | Joliet Junior            | -10.1%                                   | -10.5%                 | -2.6%                                             | -0.7%                                   | -5.4%                  | -7.6%         |
| 520          | Kankakee                 | -9.0%                                    | -8.0%                  | -2.1%                                             | -2.2%                                   | 13.7%                  | -5.0%         |
| 501          | Kaskaskia                | -2.7%                                    | 0.0%                   | 0.0%                                              | 0.3%                                    | -2.7%                  | -0.7%         |
| 523          | Kishwaukee               | -8.7%                                    | -5.2%                  | -6.0%                                             | -0.1%                                   | -8.6%                  | -6.0%         |
| 517          | Lake Land                | -1.9%                                    | 0.4%                   | 1.0%                                              | -0.5%                                   | -1.9%                  | 0.1%          |
| 536          | Lewis and Clark          | -1.3%                                    | 1.2%                   | 2.4%                                              | -1.4%                                   | -1.9%                  | 0.1%          |
| 526          | Lincoln Land             | -0.7%                                    | -0.5%                  | 0.9%                                              | 1.4%                                    | -1.0%                  | 0.0%          |
| 528          | McHenry County           | -10.0%                                   | -8.1%                  | -2.2%                                             | 5.2%                                    | -13.7%                 | -6.1%         |
| 524          | Moraine Valley           | -17.7%                                   | -16.0%                 | -10.8%                                            | -0.3%                                   | -9.3%                  | -12.7%        |
| 527          | Morton                   | -62.8%                                   | -69.1%                 | -38.6%                                            | -15.8%                                  | -16.9%                 | -51.8%        |
| 535          | Oakton                   | -3.7%                                    | -6.8%                  | 1.5%                                              | 3.2%                                    | 6.5%                   | -3.1%         |
| 505          | Parkland                 | -2.2%                                    | -2.9%                  | 3.3%                                              | -3.3%                                   | -0.1%                  | -0.1%         |
| 515          | Prairie State            | -7.3%                                    | -4.8%                  | 8.6%                                              | 6.3%                                    | 5.9%                   | 0.4%          |
| 521          | Rend Lake                | -2.6%                                    | -1.7%                  | -2.6%                                             | -2.6%                                   | -2.6%                  | -2.3%         |
| 537          | Richland                 | 3.8%                                     | -0.7%                  | -2.3%                                             | 1.7%                                    | -2.3%                  | 0.2%          |
| 511          | Rock Valley              | -12.7%                                   | -11.0%                 | -3.2%                                             | -1.2%                                   | -4.5%                  | -7.9%         |
| 506          | Sauk Valley              | -6.0%                                    | -2.1%                  | -2.0%                                             | 2.0%                                    | 3.9%                   | -1.9%         |
| 531          | Shawnee                  | -3.7%                                    | -3.7%                  | -3.7%                                             | -3.7%                                   | -3.7%                  | -3.7%         |
| 510          | South Suburban           | -15.4%                                   | -11.7%                 | -4.3%                                             | -12.5%                                  | 3.6%                   | -10.2%        |
| 533          | Southeastern Illinois    | 0.0%                                     | -2.0%                  | 2.9%                                              | -2.0%                                   | -2.0%                  | -0.2%         |
| 522          | Southwestern Illinois    | -2.0%                                    | -2.4%                  | -2.2%                                             | -4.0%                                   | -1.1%                  | -2.2%         |
| 534          | Spoon River              | -3.0%                                    | -1.8%                  | -3.0%                                             | -3.0%                                   | -3.0%                  | -2.6%         |
| 504          | Triton                   | -20.2%                                   | -23.3%                 | -0.5%                                             | 0.9%                                    | 24.9%                  | -12.4%        |
| 516          | Waubensee                | <u>-23.5%</u>                            | <u>-20.1%</u>          | <u>-5.7%</u>                                      | <u>4.1%</u>                             | <u>-8.7%</u>           | <u>-12.5%</u> |
|              | TOTALS                   | -11.1%                                   | -11.5%                 | -4.6%                                             | -0.7%                                   | -0.6%                  | -7.9%         |

NA = Data Not Available

EEOC Administrative Staff/Technicians and Skilled Craft Workers categories are included in the Professional Staff/Protective Service Workers category.

SOURCE OF DATA: ICCB Centralized Data System--Annual Faculty, Staff, and Salary (C3) Data and Index of Need, Illinois Census,

SIU-Edwardsville Department of Business\Economics



Illinois Community College Board

Table 7

SUMMARY OF HISPANIC FACULTY AND STAFF  
EMPLOYED IN ILLINOIS PUBLIC COMMUNITY COLLEGES IN FISCAL YEAR 2023  
BY EMPLOYEE GROUP AND COLLEGE

| Dist.<br>No. | District/College         | Tenured Faculty/<br>Officials & Managers | Non-Tenured<br>Faculty | Professional Staff/<br>Protective Service Workers | Office & Clerical/<br>Paraprofessionals | Service<br>Maintenance | Total      |
|--------------|--------------------------|------------------------------------------|------------------------|---------------------------------------------------|-----------------------------------------|------------------------|------------|
| 503          | Black Hawk               | 6                                        | 16                     | 16                                                | 6                                       | 2                      | 46         |
| 518          | Carl Sandburg            | 2                                        | 6                      | 9                                                 | 0                                       | 0                      | 17         |
| 508          | City Colleges of Chicago | (137)                                    | (157)                  | (343)                                             | (134)                                   | (108)                  | (879)      |
|              | Harold Washington        | 23                                       | 15                     | 43                                                | 19                                      | 3                      | 103        |
|              | Harry S Truman           | 18                                       | 23                     | 55                                                | 25                                      | 10                     | 131        |
|              | Kennedy-King             | 7                                        | 8                      | 12                                                | 15                                      | 7                      | 49         |
|              | Malcolm X                | 16                                       | 27                     | 45                                                | 14                                      | 24                     | 126        |
|              | Olive-Harvey             | 7                                        | 10                     | 20                                                | 10                                      | 5                      | 52         |
|              | Richard J. Daley         | 19                                       | 34                     | 55                                                | 23                                      | 33                     | 164        |
|              | Wilbur Wright            | 21                                       | 40                     | 57                                                | 23                                      | 25                     | 166        |
|              | District Office          | 26                                       | 0                      | 56                                                | 5                                       | 1                      | 88         |
| 502          | College of DuPage        | 12                                       | 61                     | 29                                                | 28                                      | 26                     | 156        |
| 532          | College of Lake County   | 21                                       | 62                     | 88                                                | 33                                      | 34                     | 238        |
| 507          | Danville Area            | 2                                        | 0                      | 3                                                 | 2                                       | 0                      | 7          |
| 509          | Elgin                    | 29                                       | 55                     | 41                                                | 43                                      | 47                     | 215        |
| 512          | Harper                   | 21                                       | 51                     | 57                                                | 35                                      | 34                     | 198        |
| 540          | Heartland                | 2                                        | 10                     | 18                                                | 1                                       | 0                      | 31         |
| 519          | Highland                 | 1                                        | 0                      | 5                                                 | 1                                       | 0                      | 7          |
| 514          | Illinois Central         | 4                                        | 9                      | 20                                                | 3                                       | 4                      | 40         |
| 529          | Illinois Eastern         | (2)                                      | (1)                    | (1)                                               | (0)                                     | (0)                    | (4)        |
|              | Frontier                 | 0                                        | 1                      | 0                                                 | 0                                       | 0                      | 1          |
|              | Lincoln Trail            | 2                                        | 0                      | 1                                                 | 0                                       | 0                      | 3          |
|              | Olney Central            | 0                                        | 0                      | 0                                                 | 0                                       | 0                      | 0          |
|              | Wabash Valley            | 0                                        | 0                      | 0                                                 | 0                                       | 0                      | 0          |
|              | District Office          | 0                                        | 0                      | 0                                                 | 0                                       | 0                      | 0          |
| 513          | Illinois Valley          | 1                                        | 7                      | 4                                                 | 3                                       | 1                      | 16         |
| 530          | John A. Logan            | 1                                        | 0                      | 0                                                 | 0                                       | 1                      | 2          |
| 539          | John Wood                | 0                                        | 0                      | 0                                                 | 0                                       | 0                      | 0          |
| 525          | Joliet Junior            | 14                                       | 52                     | 51                                                | 21                                      | 11                     | 149        |
| 520          | Kankakee                 | 1                                        | 3                      | 8                                                 | 4                                       | 5                      | 21         |
| 501          | Kaskaskia                | 0                                        | 6                      | 2                                                 | 1                                       | 0                      | 9          |
| 523          | Kishwaukee               | 3                                        | 11                     | 9                                                 | 3                                       | 1                      | 27         |
| 517          | Lake Land                | 0                                        | 4                      | 10                                                | 1                                       | 0                      | 15         |
| 536          | Lewis and Clark          | 1                                        | 10                     | 3                                                 | 1                                       | 0                      | 15         |
| 526          | Lincoln Land             | 4                                        | 9                      | 9                                                 | 4                                       | 1                      | 27         |
| 528          | McHenry County           | 5                                        | 24                     | 12                                                | 17                                      | 0                      | 58         |
| 524          | Moraine Valley           | 6                                        | 27                     | 24                                                | 36                                      | 8                      | 101        |
| 527          | Morton                   | 17                                       | 18                     | 42                                                | 21                                      | 20                     | 118        |
| 535          | Oakton                   | 11                                       | 24                     | 40                                                | 6                                       | 12                     | 93         |
| 505          | Parkland                 | 6                                        | 9                      | 37                                                | 1                                       | 3                      | 56         |
| 515          | Prairie State            | 4                                        | 16                     | 25                                                | 31                                      | 5                      | 81         |
| 521          | Rend Lake                | 0                                        | 1                      | 0                                                 | 0                                       | 0                      | 1          |
| 537          | Richland                 | 6                                        | 2                      | 0                                                 | 1                                       | 0                      | 9          |
| 511          | Rock Valley              | 2                                        | 7                      | 16                                                | 13                                      | 3                      | 41         |
| 506          | Sauk Valley              | 2                                        | 9                      | 4                                                 | 4                                       | 3                      | 22         |
| 531          | Shawnee                  | 0                                        | 0                      | 0                                                 | 0                                       | 0                      | 0          |
| 510          | South Suburban           | 1                                        | 12                     | 14                                                | 2                                       | 5                      | 34         |
| 533          | Southeastern Illinois    | 1                                        | 0                      | 3                                                 | 0                                       | 0                      | 4          |
| 522          | Southwestern Illinois    | 2                                        | 11                     | 7                                                 | 0                                       | 3                      | 23         |
| 534          | Spoon River              | 0                                        | 1                      | 0                                                 | 0                                       | 0                      | 1          |
| 504          | Triton                   | 16                                       | 49                     | 75                                                | 70                                      | 43                     | 253        |
| 516          | Waubensee                | <u>9</u>                                 | <u>39</u>              | <u>75</u>                                         | <u>55</u>                               | <u>17</u>              | <u>195</u> |
|              | TOTALS                   | 352                                      | 779                    | 1,100                                             | 581                                     | 397                    | 3,209      |

EEOC Administrative Staff/Technicians and Skilled Craft Workers categories are included in the Professional Staff/Protective Service Workers category  
SOURCE OF DATA: ICCB Centralized Data System--Annual Faculty, Staff, and Salary (C3) Data



Illinois Community College Board  
Table 8

SUMMARY OF TOTAL FACULTY AND STAFF  
EMPLOYED IN ILLINOIS PUBLIC COMMUNITY COLLEGES IN FISCAL YEAR 2023  
BY EMPLOYEE GROUP AND COLLEGE

| Dist.<br>No. | District/College         | Tenured Faculty/<br>Officials & Managers | Non-Tenured<br>Faculty | Professional Staff/<br>Protective Service Workers | Office & Clerical/<br>Paraprofessionals | Service<br>Maintenance | Total        |
|--------------|--------------------------|------------------------------------------|------------------------|---------------------------------------------------|-----------------------------------------|------------------------|--------------|
| 503          | Black Hawk               | 133                                      | 233                    | 137                                               | 74                                      | 43                     | 620          |
| 518          | Carl Sandburg            | 58                                       | 110                    | 173                                               | 5                                       | 11                     | 357          |
| 508          | City Colleges of Chicago | (900)                                    | (1,583)                | (1,498)                                           | (451)                                   | (736)                  | (5,168)      |
|              | Harold Washington        | 131                                      | 271                    | 181                                               | 67                                      | 51                     | 701          |
|              | Harry S Truman           | 96                                       | 231                    | 265                                               | 109                                     | 85                     | 786          |
|              | Kennedy-King             | 88                                       | 121                    | 138                                               | 67                                      | 145                    | 559          |
|              | Malcolm X                | 145                                      | 287                    | 254                                               | 53                                      | 106                    | 845          |
|              | Olive-Harvey             | 75                                       | 128                    | 128                                               | 43                                      | 149                    | 523          |
|              | Richard J. Daley         | 84                                       | 240                    | 128                                               | 45                                      | 118                    | 615          |
|              | Wilbur Wright            | 113                                      | 300                    | 159                                               | 52                                      | 77                     | 701          |
|              | District Office          | 168                                      | 5                      | 245                                               | 15                                      | 5                      | 438          |
| 502          | College of DuPage        | 282                                      | 1,400                  | 524                                               | 314                                     | 108                    | 2,628        |
| 532          | College of Lake County   | 242                                      | 848                    | 414                                               | 142                                     | 106                    | 1,752        |
| 507          | Danville Area            | 99                                       | 49                     | 112                                               | 37                                      | 20                     | 317          |
| 509          | Elgin                    | 248                                      | 500                    | 233                                               | 148                                     | 74                     | 1,203        |
| 512          | Harper                   | 325                                      | 717                    | 334                                               | 191                                     | 95                     | 1,662        |
| 540          | Heartland                | 171                                      | 381                    | 314                                               | 27                                      | 10                     | 903          |
| 519          | Highland                 | 66                                       | 123                    | 71                                                | 41                                      | 30                     | 331          |
| 514          | Illinois Central         | 236                                      | 418                    | 400                                               | 109                                     | 102                    | 1,265        |
| 529          | Illinois Eastern         | (204)                                    | (278)                  | (216)                                             | (46)                                    | (52)                   | (796)        |
|              | Frontier                 | 34                                       | 97                     | 44                                                | 10                                      | 6                      | 191          |
|              | Lincoln Trail            | 27                                       | 41                     | 52                                                | 8                                       | 15                     | 143          |
|              | Olney Central            | 50                                       | 72                     | 33                                                | 11                                      | 12                     | 178          |
|              | Wabash Valley            | 47                                       | 68                     | 51                                                | 11                                      | 15                     | 192          |
|              | District Office          | 46                                       | 0                      | 36                                                | 6                                       | 4                      | 92           |
| 513          | Illinois Valley          | 84                                       | 181                    | 111                                               | 48                                      | 19                     | 443          |
| 530          | John A. Logan            | 96                                       | 129                    | 87                                                | 55                                      | 46                     | 413          |
| 539          | John Wood                | 63                                       | 117                    | 53                                                | 35                                      | 16                     | 284          |
| 525          | Joliet Junior            | 207                                      | 815                    | 358                                               | 130                                     | 96                     | 1,606        |
| 520          | Kankakee                 | 97                                       | 144                    | 100                                               | 51                                      | 21                     | 413          |
| 501          | Kaskaskia                | 93                                       | 229                    | 76                                                | 34                                      | 36                     | 468          |
| 523          | Kishwaukee               | 68                                       | 138                    | 126                                               | 23                                      | 22                     | 377          |
| 517          | Lake Land                | 124                                      | 178                    | 352                                               | 75                                      | 32                     | 761          |
| 536          | Lewis and Clark          | 148                                      | 322                    | 69                                                | 172                                     | 19                     | 730          |
| 526          | Lincoln Land             | 183                                      | 383                    | 238                                               | 95                                      | 53                     | 952          |
| 528          | McHenry County           | 137                                      | 433                    | 105                                               | 90                                      | 7                      | 772          |
| 524          | Moraine Valley           | 202                                      | 572                    | 242                                               | 177                                     | 70                     | 1,263        |
| 527          | Morton                   | 91                                       | 146                    | 98                                                | 32                                      | 31                     | 398          |
| 535          | Oakton                   | 165                                      | 663                    | 335                                               | 44                                      | 71                     | 1,278        |
| 505          | Parkland                 | 177                                      | 336                    | 420                                               | 45                                      | 55                     | 1,033        |
| 515          | Prairie State            | 115                                      | 269                    | 129                                               | 182                                     | 30                     | 725          |
| 521          | Rend Lake                | 85                                       | 110                    | 114                                               | 28                                      | 59                     | 396          |
| 537          | Richland                 | 98                                       | 126                    | 95                                                | 25                                      | 17                     | 361          |
| 511          | Rock Valley              | 160                                      | 243                    | 149                                               | 102                                     | 32                     | 686          |
| 506          | Sauk Valley              | 64                                       | 128                    | 56                                                | 36                                      | 23                     | 307          |
| 531          | Shawnee                  | 47                                       | 115                    | 49                                                | 21                                      | 4                      | 236          |
| 510          | South Suburban           | 103                                      | 255                    | 116                                               | 51                                      | 25                     | 550          |
| 533          | Southeastern Illinois    | 50                                       | 100                    | 61                                                | 14                                      | 4                      | 229          |
| 522          | Southwestern Illinois    | 100                                      | 696                    | 381                                               | 31                                      | 103                    | 1,311        |
| 534          | Spoon River              | 45                                       | 85                     | 66                                                | 25                                      | 6                      | 227          |
| 504          | Triton                   | 159                                      | 701                    | 252                                               | 225                                     | 78                     | 1,415        |
| 516          | Waubonsee                | <u>176</u>                               | <u>454</u>             | <u>326</u>                                        | <u>168</u>                              | <u>85</u>              | <u>1,209</u> |
|              | TOTALS                   | 6,101                                    | 14,708                 | 8,990                                             | 3,599                                   | 2,447                  | 35,845       |

EEOC Administrative Staff/Technicians and Skilled Craft Workers categories are included in the Professional Staff/Protective Service Workers category.  
SOURCE OF DATA: ICCB Centralized Data System--Annual Faculty, Staff, and Salary (C3) Data

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