



HISPANIC EMPLOYMENT PLAN REPORT

FISCAL YEAR 2024



February 2025

Compiled by ICCB

Nathan R. Wilson, Deputy Director for Research and Information Technology

Jay Brooks, Associate Deputy Director for Research and Analytics

Michelle Dufour, Director for Research and Analytics

Cecilia Elhaddad, Data Analyst

Mitchell Gaffney, Data Analyst

Jana Ferguson, Consultant, Data and Research Services

Printed by Authority of the State of Illinois 02/25

Table of Contents

Introduction.....	4
Map of Illinois Community Colleges	5
Demographic Information.....	6
Hispanic Employment Plan Survey Results	12
Bilingual Needs and Bilingual Pay Survey Results.....	142
Utilization Rate for Hispanic Employees in Illinois Public Community Colleges.....	232
Summary of Hispanic Employees in Illinois Public Community Colleges.....	233
Summary of Total Employees in Illinois Public Community Colleges.....	234
Bibliography	235

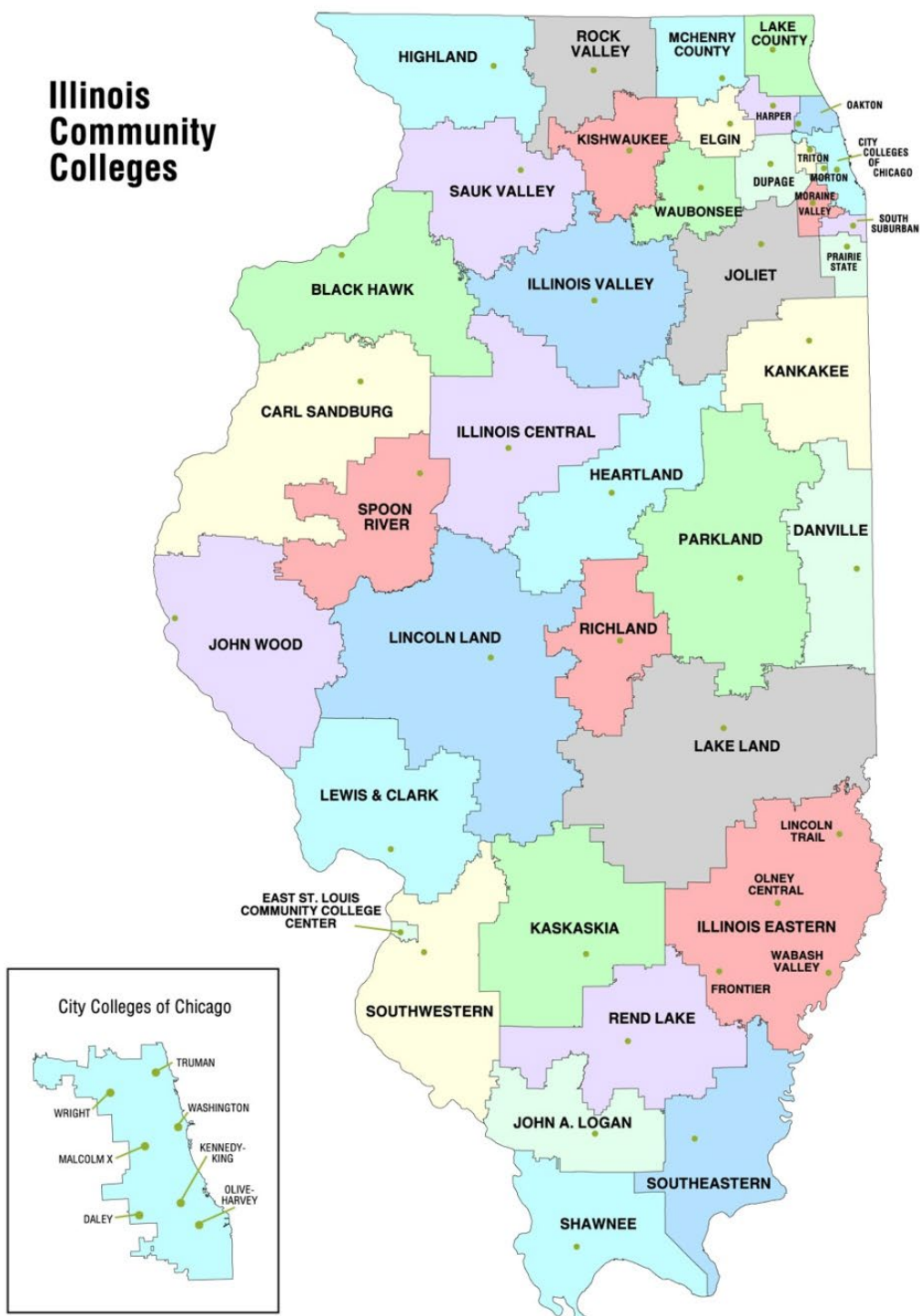
INTRODUCTION

The enclosed materials contain fiscal year 2024 (July 1, 2023 through June 30, 2024) 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 2024 is the fifteenth 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 45 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 the Equity Plans initiative ([Public Act 102-1046](#), effective 2022), which requires state public universities and community colleges to create and implement equity-focused plans and practices. It also addresses the reporting requirements of the [Board of Higher Education Act](#) (Sec. 9.16), aimed at improving access, retention, completion, and student loan repayment rates for traditionally underrepresented groups, including minorities, rural and adult students, women, individuals with disabilities, first-generation students, and low-income students. 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 [Equity Plan data](#) 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



Effective in fiscal year 2025, Illinois Eastern Community Colleges was centralized for reporting as a single college district with four campuses (Frontier, Lincoln Trail, Olney Central, and Wabash Valley).

DEMOGRAPHIC INFORMATION

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 12.55 million in 2023 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 [2024 Index of Need](#) Table 1). These detailed Illinois census data indicate that the state's population grew 1.0 percent between 2000 and 2023. The state population, however, decreased 2.2 percent between 2010 and 2023, and 2.1 percent between 2020 and 2023. Illinois' 2023 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 2023, as the percent of Caucasians decreased from 73.5 percent to 65.8 percent of the population ([U.S. Census 2000 Illinois](#), [U.S. Census 2020 Illinois](#), and [2024 Index of Need](#) Table 1).

Minority populations were responsible for Illinois' overall population growth from 2000 to 2023.
--

The race/ethnicity data collection methodology changed for the 2000 census and changed again for the 2020 census. The 2023 state census data showed that 7.5 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 2023 data in the table. These duplicated Hispanic/Latino population counts show substantial growth, from 1,530,262 in 2000 to 2,383,285 in 2023 ([U.S. Census 2000 Illinois](#) and [2024 Index of Need](#) Table 1).

Illinois' largest minority group in 2000 was African American and in 2023 was Hispanic/Latino. Compared to 2000, African American counts in 2023 decreased from 15.1 percent to 13.8 percent, whereas Asian American counts increased from 3.4 percent to 5.8 percent, Native American from 0.2 percent to 0.4 percent, and Hispanic/Latino from 12.3 percent to 19.0 percent.

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

	<i>White/ Caucasian</i>	<i>African American</i>	<i>Asian* American</i>	<i>Native American</i>	<i>Some Other Race**</i>	<i>Hispanic/Latino*** (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%
2023	65.8%	13.8%	5.8%	0.4%	14.0%	19.0%

*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) & 2024 Index of Need, Table 1.

Race/Ethnicity Distribution Community College System Credit Programs

Overall in fiscal year 2024, minority students accounted for 53.3 percent of the individuals enrolled in credit coursework at Illinois community colleges whose ethnicity was known. Race/ethnicity classifications align with State of Illinois collection and reporting standards per [Illinois Public Act 103-0414](#), effective January 1, 2024, which expanded the race/ethnicity classifications to include a distinct Middle Eastern or North African classification. Fiscal year 2024 data show that minority representation increased from the prior year (fiscal year 2023 = 50.3 percent). Fiscal year 2024 results are above the five-year average (49.3 percent). Students identifying themselves as Hispanic students (now numbering 122,872) 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—54,550 in fiscal year 2024—constitute the second largest minority group in the latest data. Asian American students—24,447 in fiscal year 2024—constitute the third largest minority group enrolled in the Illinois Community College System. The fiscal year 2024 proportionate representation by Hispanic students was higher in comparison to the prior year (29.4 percent in fiscal year 2024 versus 27.5 percent in fiscal year 2023). The fiscal year 2024 African American student proportional representation was also higher in comparison to the prior year (13.0 percent in fiscal year 2024 versus 12.6 percent in fiscal year 2023). Over the longer term—over the past five years—an increase in the Illinois Community College System’s minority enrollments was noted among students identifying themselves as Pacific Islander (+78.2 percent), U.S. Nonresident (+26.0 percent), Two or More Races (+10.7 percent), Hispanic (+6.1 percent), Asian American (+4.3 percent), and Native American (+2.4 percent), while a decrease was noted among students identifying themselves as African American (-7.1 percent).

Students identifying themselves as Hispanics—122,872 in fiscal year 2024—accounted for the largest number of minority enrollments in the Illinois Community College System.

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 (74.1 percent) of the individuals enrolled in community college Adult Education coursework. In fiscal year 2024, Hispanic students accounted for nearly one-half of Adult Education enrollments and African American students for one-fifth of those enrollments (47.4 percent and 19.9 percent, respectively). Additionally, minority students

accounted for approximately four out of every five (82.2 percent) individuals enrolled in community college ESL coursework during fiscal year 2024. Hispanic students accounted for nearly two-thirds (62.3 percent) of the community college ESL students, followed by Asian American students (8.2 percent) and African American students (6.2 percent).

Table 2
**Fiscal Year 2024 Minority Students Enrolled in Adult Education
and English as a Second Language Programs**

<i>Program</i>	<i>African American</i>	<i>Hispanic/Latino</i>	<i>Asian American</i>	<i>U.S. Nonresident</i>	<i>Native American</i>	<i>Pacific Islander</i>	<i>Middle Eastern/North African</i>	<i>Two or More Races</i>	<i>Minority Subtotal</i>
ABE/ASE %	19.9%	47.4%	3.7%	0.7%	0.2%	0.1%	0.1%	1.9%	74.1%
Number	3,848	9,147	716	143	42	19	24	357	14,296
ESL %	6.2%	62.3%	8.2%	3.7%	0.1%	0.2%	1.0%	0.5%	82.2%
Number	2,158	21,541	2,850	1,289	26	82	341	160	28,447

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 2024, minorities comprised nearly one-half (48.7 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 (24.7 percent), followed by African American students (11.8 percent), Asian American students (6.6 percent), students of Two or More Races (3.8 percent), U.S. Nonresident students (1.0 percent), Native American students (0.3 percent), Middle Eastern or North African students (0.3 percent), and Pacific Islander students (0.2 percent). **Table 3** also shows that over two-fifths of students enrolled in CTE programs were members of a minority group (44.9 percent). Hispanic students also had the highest representation among minorities in CTE programs and accounted for 23.5 percent of the population. African American students had the second largest CTE program enrollment (13.0 percent), followed by Asian American students (4.2 percent), students of Two or More Races (3.1 percent), U.S. Nonresident students (0.7 percent), Native American students (0.3 percent), Middle Eastern or North African students (0.1 percent), and Pacific Islander students (0.1 percent).

Table 3
**Fiscal Year 2024 Minority Students Enrolled in Transfer
and Career and Technical Education Programs**

<i>Program</i>	<i>African American</i>	<i>Hispanic/Latino</i>	<i>Asian American</i>	<i>U.S. Nonresident</i>	<i>Native American</i>	<i>Pacific Islander</i>	<i>Middle Eastern/North African</i>	<i>Two or More Races</i>	<i>Minority Subtotal</i>
Transfer %	11.8%	24.7%	6.6%	1.0%	0.3%	0.2%	0.3%	3.8%	48.7%
Number	27,493	57,385	15,293	2,250	592	473	670	8,766	112,922
CTE %	13.0%	23.5%	4.2%	0.7%	0.3%	0.1%	0.1%	3.1%	44.9%
Number	14,350	25,849	4,583	762	324	120	121	3,416	49,525

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 2024. 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 2024. More detailed information is available in the [Annual Report on Student Enrollment and Completions in the Illinois Community College System](#).

Minority students accounted for 42.9 percent of Transfer graduates, compared to 44.9 percent of all CTE graduates.

Table 4 shows that during fiscal year 2024, more minority graduates completed CTE degrees and certificates (N = 18,441) than Transfer degrees and certificates (N = 11,552). Minority students

accounted for 42.9 percent of Transfer graduates, compared to 44.9 percent of all CTE graduates. The majority of the Transfer credentials earned by minorities was Associate in Arts degrees (46.5 percent, N = 5,368), while 33.4 percent (N = 3,860) was the General Education Core Curriculum (GECC) Credentials. Hispanic students accounted for the largest group of Transfer minority graduates (24.4 percent), followed by African American students (8.3 percent), Asian American students (5.0 percent), students of Two or More Races (3.5 percent), U.S. Nonresident students (1.3 percent), Native American students (0.2 percent), Middle Eastern or North African students (0.1 percent), and Pacific Islander students (0.1 percent). The fiscal year 2024 proportional representation of the Hispanic Transfer graduates (24.4 percent) was higher by 0.3 percentage points from the prior year (24.1 percent). Hispanic students also accounted for the largest minority group for completions in CTE programs (23.1 percent), followed by African American students (13.4 percent), Asian American students (4.1 percent), students of Two or More Races (3.3 percent), U.S. Nonresident students (0.6 percent), Native American students (0.3 percent), Pacific Islander students (0.1 percent), and Middle Eastern or North African students (0.1 percent). The fiscal year 2024 proportional representation of the Hispanic CTE program graduates (23.1 percent) was higher by 1.4 percentage points from fiscal year 2023 (21.7 percent).

Table 4
Fiscal Year 2024 Minority Student Completers in
Transfer and Career and Technical Education Programs

<i>Program</i>	<i>African American</i>	<i>Hispanic/Latino</i>	<i>Asian American</i>	<i>U.S. Nonresident</i>	<i>Native American</i>	<i>Pacific Islander</i>	<i>Middle Eastern/North African</i>	<i>Two or More Races</i>	<i>Minority Subtotal</i>
Transfer %	8.3%	24.4%	5.0%	1.3%	0.2%	0.1%	0.1%	3.5%	42.9%
Number	2,243	6,573	1,358	339	59	19	23	938	11,552
CTE %	13.4%	23.1%	4.1%	0.6%	0.3%	0.1%	0.1%	3.3%	44.9%
Number	5,503	9,461	1,680	234	119	51	39	1,354	18,441

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

Table 5 shows that in fiscal year 2024, minority faculty and staff accounted for 23.6 percent of tenured faculty/officials and managers (a 2.7 percent increase from fiscal year 2023), 19.2 percent of non-tenured faculty (a 5.2 percent increase from fiscal year 2023), 33.2 percent of professional staff/protective service workers (a 5.2 percent increase from fiscal year 2023), 38.7 percent of office and clerical/paraprofessionals (a 10.1 percent increase from fiscal year 2023), and 45.3 percent of service maintenance employees (a 4.1 percent increase from fiscal year 2023).

Table 5
Fiscal Year 2024 Minority Faculty and Staff in Illinois Community Colleges

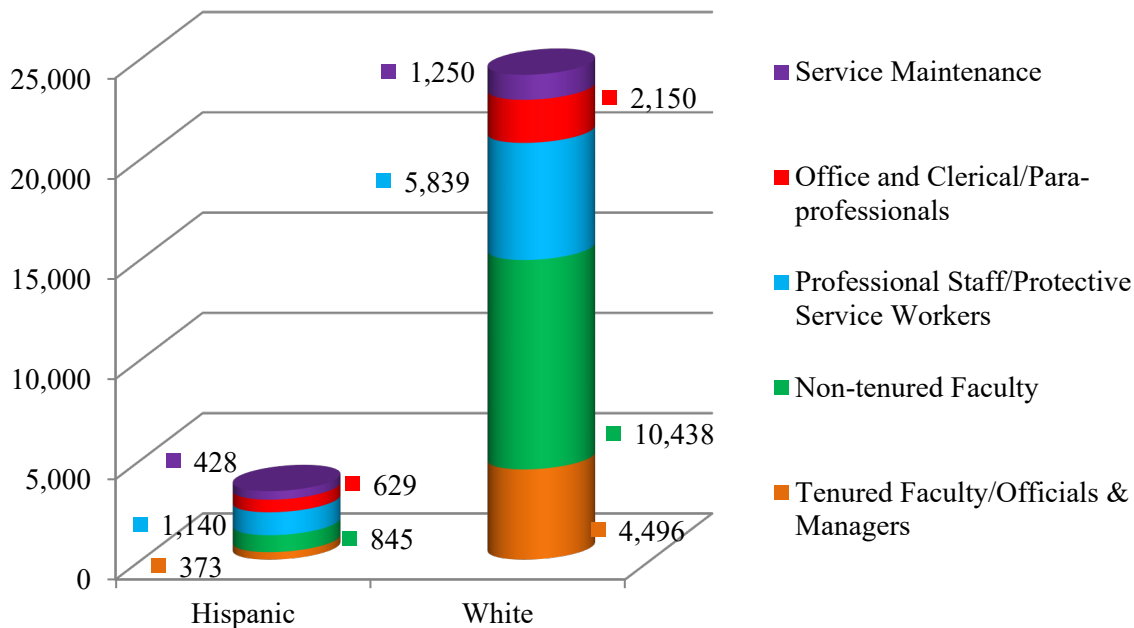
	<i>Tenured Faculty/ Officials and Managers</i>	<i>Non- tenured Faculty</i>	<i>Professional Staff/ Protective Service Workers</i>	<i>Office and Clerical/ Para- professionals</i>	<i>Service Maintenance</i>
<i>African American %</i>	11.9%	8.0%	14.9%	16.0%	24.2%
Number	722	1,199	1,398	607	612
<i>Hispanic/Latino %</i>	6.1%	5.6%	12.2%	16.6%	16.9%
Number	373	845	1,140	629	428
<i>Asian American %</i>	4.1%	4.2%	3.6%	3.6%	1.4%
Number	247	633	336	138	35
<i>U.S. Nonresident %</i>	0.2%	0.3%	0.4%	0.6%	0.7%
Number	10	40	36	23	17
<i>Native American %</i>	0.2%	0.2%	0.4%	0.3%	0.6%
Number	14	28	33	10	14
<i>Pacific Islander %</i>	0.1%	0.1%	0.2%	0.0%	0.2%
Number	5	10	15	1	4
<i>Two or More Races %</i>	1.1%	0.8%	1.6%	1.5%	1.4%
Number	65	124	151	58	35
<i>Minority Subtotal %</i>	23.6%	19.2%	33.2%	38.7%	45.3%
Number	1,436	2,879	3,109	1,466	1,145

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 2024, Hispanic faculty and staff accounted 6.1 percent of tenured faculty/officials and managers, 5.6 percent of non-tenured faculty, 12.2 percent of professional staff/protective service workers, 16.6 percent of office and clerical/paraprofessionals, and 16.9 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 2024.

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 2024



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.

HISPANIC EMPLOYMENT PLAN SURVEY RESULTS

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.....	51
Heartland Community College.....	55
Highland Community College.....	58
Illinois Central College.....	61
Illinois Eastern Community Colleges.....	64
Illinois Valley Community College.....	66
John A. Logan College.....	69
John Wood Community College.....	72
Joliet Junior College.....	75
Kankakee Community College.....	79
Kaskaskia College.....	82
Kishwaukee College.....	84
Lake Land College.....	87
Lewis and Clark Community College.....	89
Lincoln Land Community College.....	92
McHenry County College.....	95
Moraine Valley Community College.....	98
Morton College.....	101
Oakton College.....	104
Parkland College.....	107
Prairie State College.....	109
Rend Lake College.....	112
Richland Community College.....	115
Rock Valley College.....	118
Sauk Valley Community College.....	120
Shawnee Community College.....	123
South Suburban College.....	125
Southeastern Illinois College.....	128
Southwestern Illinois College.....	131
Spoon River College.....	133
Triton College.....	135
Waubonsee Community College.....	138

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2024

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, 2024, 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	8	0	0

As of June 30, 2024, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	25
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/underrepresented 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 2024

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, 2024, 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	8	0	0

As of June 30, 2024, 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?

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 2024 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?

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2024

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, 2024, 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	6	0	0

As of June 30, 2024, 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 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".)

- Harold Washington 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 2024

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, 2024, 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	4	0	1

As of June 30, 2024, 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?

- 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.
- 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 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 2024

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, 2024, 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, 2024, 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?

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

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
- 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 2024

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, 2024, 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	36	0	1

As of June 30, 2024, 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?

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

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 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

- 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 2024

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, 2024, 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, 2024, 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
- 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 2024

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, 2024, 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	8	0	3

As of June 30, 2024, 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?

- 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
- 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 2024

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, 2024, 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	8	1	1

As of June 30, 2024, 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?

- 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 departments

FT employees able to take classes at our colleges

Tuition reimbursement available to many FT employees to further their educ

Prof. dev. funds avail to many employees to advance knowledge, skills, and/or abilities related to their job

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
- 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)?

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 2024

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?

No

As of June 30, 2024, 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 #	13	1	0	0

As of June 30, 2024, 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?

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.

We provide monthly Latino Student Initiative meetings. Provide direct support for the Latinos Unidos Student Club. Conduct Hispanic Heritage Month teaching and learning programming. Coordinate a Peer Mentoring Program as well as provide scholarships and resources for Hispanic students who participate in programs and events throughout the year.

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 2024

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, 2024, 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 #	20	0	3	0

As of June 30, 2024, 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?

Yes

Provide the FY 2024 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.)

Over twenty-five 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 of Lake of Lake County (CLC) utilizes applicant tracking demographic data to evaluate the diversity

recruitment of applicant pools. Recruitment strategies including monthly review of employment and departures. 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 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 annual training which includes training on hidden biases and cultural competency. CLC believes so much in the importance of diversity that it is featured prominently in the college's strategic plan as both a core institutional value and as one of our six strategic goals. We believe that diversity is a value we hold and must actively work to achieve.

CLC embraces diversity because diversity is an integral part of who we are. It is part of the CLC experience, and we are committed to helping each member of the college community feel welcomed and valued. We create an encouraging environment where mutual respect and understanding work to create opportunity and eliminate bias. Success requires a range of approaches—everything from being inclusive in our hiring practices to infusing multicultural content into our onboarding.

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 program.

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 including CLC.

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) is 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.

In order to continuously improve equity in access and success for students, starting in July 2024 and completing by June 2025, the Strategic Advancement unit will leverage its engagement with Excelencia in Education network through a Seal-Serving Institutional Transformation Assessment (SSITA) and Data Institute for the purpose of building institutional capacity to more intentionally serve Latinx students, while serving all students. In addition, currently there is a Spanish Translations taskforce to document current translations practices, internal and external needs of translations and any gaps between any practices and the needs.

CLC established roles aligning with state legislation, including an Advisor (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 with a hybrid English/Spanish format plus a separate parent and family session in Spanish.

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 (El Centro-Latinx Success Center) and the Latinx Outreach and Success Committee within the college. An additional form of support is a coordinator and two Student Workers hired for EL Centro Latinx Success Center to support the Spanish-speaking students and parents. The events organized for all the students includes hosting Latinx Heritage Months events, forums, guest speakers and cultural art exhibits, also Nuestros Logros- Latinx Achievements Celebration during the Spring and the fall to celebrate graduates and their families.

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 Serving 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 2024

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, 2024, 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, 2024, 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?

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.

We 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 reimbursement 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 out 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 2024

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, 2024, 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, 2024, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	24
Total Hispanic faculty that experienced separation from the college	2

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 2024 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.)

ECC invested budgeted monies in recruiting Hispanic American Faculty, Administrators, and Staff through a subscription service provided by CIRCA Diversity Catalyst, which sends job descriptions to over 300 diversity 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?

Yes, Elgin Community College conduct Internal studies with exit interviews, annual climate surveys and track data through Hire and Term Reports.

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

Recommendation is to continue to increase the pool through targeted recruiting through targeted job postings, job fairs, and other recruitment sources.

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".)

Elgin Community College offers professional development programs, funds, tuition reimbursement, and free access to LinkedIn Learning for self-development 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".)

This year, ECC is implementing an HSI Strategic Planning Process. This initiative will address representation, retention leadership, policy, curriculum, support, and extracurricular programs.

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.

ECC continues work with different community constituents, HSI Initiatives and working on translation services to be available across the campus/organization.

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 2024

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, 2024, 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, 2024, 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?

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 2024 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 \$94,500.

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 underrepresented 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".)

Faculty/staff are provided with professional development dollars to enhance their skillsets/eligibility for promotion. Online course/workshops are also available. Classes are also offered through the Academy for Teaching Excellence.

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.
2024- received HSI distinction.

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 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.

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. One session offered in spring 2022 was developed specifically for the underrepresented student population titled: Black and LatinX students: Empowered to succeed at Harper.

In this session, students and families were able to meet Black and Latinx faculty, staff members, and learn about ways to enrich their experiences through educational and extracurricular programming. The college received over 70 rsvp for the sessions with 10 families/student attending.

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 2024

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, 2024, 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, 2024, 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?

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. An objective to increase multicultural equity among diverse student and employee populations was identified.

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's Strategic Plan 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 priorities to "Create and model a systemic culture of equity, diversity, and inclusion" and "Ensure resource stewardship" with the related goal of "Fulfilling institutional need for diverse recruiting, hiring, retention, and advancement." The Strategic Plan informs 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 mitigating 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 within the framework of the College's Hiring Guidelines with an intended outcome of ensuring that Hispanic 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.

Additionally, the College's Workforce Equity Initiative (WEI) programming has continued in FY24. The WEI is a statewide grant focused on expanding training opportunities for minority students, including Hispanic participants. The grant provides training and credentials in high-impact academic programs, specialized student support services, and job entry assistance into well-paid careers. In Fall 2023, more than 70 WEI scholars at HCC were recognized for

their program completion.

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 2024

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, 2024, 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, 2024, 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 monitors 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.

We continue toward implementation of competency-based hiring for staff positions and recently purchased a new competency-based recruiting/applicant tracking system to assist in that objective. The system will allow us to standardize core competencies for each role. Focusing on skills rather than traditional qualifications can open up opportunities for a broader pool of candidates, including candidates from underrepresented groups, and help eliminate bias.

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.

Highland created an Equity Plan to identify and close equity gaps within our processes and programs. Feedback was gathered from faculty, staff and community members to identify barriers and generate solutions to increase accessibility across campus for underrepresented members. As part of the Equity Plan, Highland has been focused on integrating interventions to create a comprehensive program rather than through isolated mechanisms and supports and making the path from high school to college to career more accessible and clear. Strategies in the plan include serving more adult students, increasing the diversity of the student population, hiring and retaining a more

ethnically/racially diverse staff and faculty, and providing more holistic student supports. One specific goal within the plan is to implement two new ESL courses to provide English language learners with additional support in developmental English.

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 2024

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, 2024, 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, 2024, 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?

Yes

Provide the FY 2024 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 \$165,872 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'24 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 2024

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

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, 2024, 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	77	0	0

As of June 30, 2024, 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?

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.

Not available

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 available.

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 2024

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, 2024, 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, 2024, 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	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

Provide the FY 2024 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 Affirmative 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 2024

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, 2024, 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, 2024, 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

Provide the FY 2024 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.)

There are \$3,000 in budgeted funds for diversifying 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?

The Human Resources Department at JALC works with the Diversity Committee and Institutional Research to monitor the employment and departure of employees at the college.

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 additional job boards that reach a more diverse audience, JALC participates in job fairs, community events, and networking to increase recruitment efforts of African American faculty and professional staff. Also, job postings are sent out to the campus community that are more visually inviting and asking that they be shared on other social media platforms to attract additional applicants. The application process has been changed to an electronic process that reduces the barriers in applying for positions at the college.

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

Internships 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 dollar amounts 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.

JALC is making significant progress towards reducing the barriers and has transitioned to an electronic application process, allowing the candidates to upload a resume, transcripts, and any other documents required. Also, the job postings are being sent out now on social media platforms to reach a wider audience, as well as more visually appealing and showing a diverse array of people on the advertisements.

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 2024

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, 2024, 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 #	31	110	0	1

As of June 30, 2024, 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?

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 2024

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, 2024, 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	2	0	0

As of June 30, 2024, 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?

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 2024 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 recruitment and advertising budget of \$36,700 for the HR department. JJC supports diversity & inclusion using strategic and targeted recruitment sources, attending diversity job fairs, aligning with the 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 conducts periodic surveys 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 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. Initiatives include: 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, 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

In April 2024, JJC formally unveiled its official designation as a Hispanic Serving 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

Half-Time

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2024

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, 2024, 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, 2024, 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?

Yes

Provide the FY 2024 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 hired a full time Coordinator of Hispanic Engagement, who earns an annual salary of \$54,708. We also hired a full time ESL Specialist who earns an annual salary of \$40,560.

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; reaffirming identified questions in the Employee Satisfaction Survey & analyzing the results; hiring a FT Hispanic Outreach Coordinator and a FT ESL Specialist to better serve our Spanish speaking population.

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.

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 2024

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, 2024, 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, 2024, 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?

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.

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 2024

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?

Yes

As of June 30, 2024, 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, 2024, 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?

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 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?

No

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2024

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, 2024, 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	1	0	0

As of June 30, 2024, 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?

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 demographic questionnaire is optionally provided 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 using online and diverse recruitment venues.

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 are made available to all staff for development either in-house or by 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.

Collegewide diversity awareness and celebrations are provided to all staff and students. Diversity training is 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 2024

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?

No

As of June 30, 2024, 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	1	0	0

As of June 30, 2024, 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 HR team regularly reviews data on current employees and incoming applicants through our ATS and available in-house systems. Additionally, over the last three years, the College has expanded its plan toward focusing on a stronger component of diversity on search committees/panels in an effort to attract and retain diverse applicants across all positions on campus. Beginning with the 2024 fall period, the College has also engaged a new ATS and will begin to implement new processes, including the redacting of PII in an effort to reduce potential hiring biases, some of which may relate to race and or ethnicity as examples.

The College now also employs a high level member of our leadership team that focuses on Diversity, Equity, and Inclusive Excellence. The HR team regularly consults with this team member on hiring processes, training, and recruitment.

While no committee focuses on departure of employees from the institution, the College's HR team does provide an exit meeting to all full-time members of its team.

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% Hispanic population. As such, the College continues to maintain an interest in increasing representation of Hispanic employees throughout all divisions of our workforce in order to, at minimum, meet those comparison benchmarks within our workforce. As our budget allows, we will continue to review online opportunities to advertise positions to a 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):

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".)

Individual departments are allowed training funding to assure opportunities for team members to engage self-development within their focused competencies. The College's faculty also annually offers development training courses for all 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.

While the Hispanic population within our district is small, we will continue to market efforts online to recruit new students and employees to our team.

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 2024

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, 2024, 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, 2024, 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?

Yes

Provide the FY 2024 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 FY2024, LLCC spent \$82,659.00. Of this amount \$9,598.00 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. 2 professional development days a year.

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 Career 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?

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

Never

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2024

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, 2024, 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, 2024, 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?

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 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.

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".)

In addition to tuition waivers/tuition reimbursement, all staff/administrators have the opportunity to develop new skills, obtain certifications/degrees with corresponding incentives. Diversity, equity and inclusion workshops are offered in-house.

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 2022, MCC received a college bridge grant, leading to over 100 racially diverse students participating in the program during the first year. Initially launched as MCC and Me, the program has since been rebranded, revamped, and institutionalized as Experience Re3al. This updated program operates under three guiding principles: embrace, engage, and empower. Through Experience Re3al, students participate in identity-based learning and programming, mentoring and coaching, and develop their inclusive leadership and advocacy skills around social responsibility and social justice.

Global Scholars is a new effort offered through Student Diversity and Inclusion in collaboration with other departments. This service-learning initiative will focus on social responsibility and justice issues with potential global and local community impact. The initiative aligns with two high-impact practices: Diversity/Global Learning and Service & Community-Based Learning Global Diversity. It also aligns with the social responsibility general

education goal. The MCC 2024 Equity Plan was submitted to ICCB at the end of May. The plan provided a comprehensive analysis of student success data provided by ICCB. Based on the data analysis, the team identified notable equity gaps and created strategies to address those gaps. The team also identified two priority student groups: Latine and Black/African-American. It developed a student success narrative for those groups that highlight their unique intersectionality profile, some obstacles these students might face, and the strategies to help them achieve successful outcomes.

The College is implementing Navigate 360, a new system that enhances student advising and coaching. It will allow staff to identify and support students facing academic, financial, and other challenges. Assigned advising is designed to help students find community, build relationships, and navigate campus resources successfully. In addition, recruitment and student service presentations are offered in Spanish. Prospective students can access information via our website in several languages.

Additionally, staff engage in community outreach with local high schools, municipalities, businesses, and organizations to recruit students of all ages and backgrounds. For instance, high school students are invited to the Amplify Conference, an identity-based recruitment event reflecting MCC's efforts to create a pipeline for high schools in our local community.

The College has also participated in or sponsored various community events, such as Mexican Independence Day, Juneteenth, and Woodstock Pride. Participating in these activities serves as a recruitment activity and, more importantly, promotes the College's message of belonging for all.

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 2024

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, 2024, 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, 2024, 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?

Yes

Provide the FY 2024 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 a general budget for the recruitment of diverse employees, including Hispanic candidates, in all job categories. Moraine Valley has advertised in diversity and Latino focused publications with a budget of over \$20,000.

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?

Moraine Valley monitors employee recruitment and retention through internal surveys, employee engagement surveys, and exit interviews. Professional development courses, New Staff Orientation, mentorship program and other programming are evaluated by participants. HR staff proactively guides search chairs to ensure equitable practices to reduce barriers and biases during hiring process.

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

Moraine Valley Community College is committed to recruiting diverse staff that aligns with its focus on diversity, equity, inclusion, and student success.

The college uses targeted online and print advertising, diverse recruitment platforms, and career fairs, as well strategic partnerships to increase job opportunity awareness in underrepresented communities. To enhance diversity, Moraine Valley should continue to expand its recruitment efforts within Hispanic/Latino communities, professional organizations, and educational institutions, including HSIs, while further leveraging Hispanic community partnerships.

Current best practices include diversified hiring committees and training. Moraine Valley also offers diversity training and hiring committee training to mitigate biases in the recruitment process. For retention, Moraine Valley offers a revamped new staff orientation, staff/faculty mentorship, as well as various engagement and recognition opportunities.

Opportunities in the future include: Updating web presence and marketing materials for inclusivity/belonging, using Spanish language in fliers/ads, working with DEI Office to cultivate employee engagement/resource groups; conducting updated pulse surveys, and utilizing retention and turnover data for continuous improvement

These efforts will continue to strengthen internal and community partnerships to increase Hispanic representation in talent pools and support retention of diverse staff.

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

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 assistance benefit available to support professional development; college provides various professional development opportunities-from workshops to programming on such topics as leadership, diversity, equity, technology, teaching, &self-care.

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.

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 continues to be over 25%.

Moraine Valley Community College's 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 continued to host Latino/Hispanic and diversity-related events specifically targeted to attract high school students within the district to the institution, promote student engagement, and routinely hosts feedback sessions.

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 continued to hold 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 again held student and parent Student Success workshops for admissions and financial aid orientations. Furthermore, the college produced more marketing/informational admissions materials in Spanish.

Moraine Valley continued 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. Many strategies have been implemented to reduce achievement gaps in underrepresented groups and enhance support, including addressing financial insecurity through a resource/food pantry, special advising, and financial literacy workshops. Scholarships and DREAM Mentorship programing are also available to support Spanish speaking student needs. Scholarships for underrepresented groups also increased this past year. For example, Moraine Valley is the first Chicago area community college grantee of the Greer Foundation, which supports organizations that are committed to helping students improve their lives. With the Scholars Program, the goal is to help diversify STEM careers by funding and supporting students who are underrepresented in the fields of science, technology, engineering and mathematics.

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 2024

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, 2024, 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	2	0	0

As of June 30, 2024, 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	2

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 2024 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.

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 2024

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 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, 2024, 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	2	0

As of June 30, 2024, 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 2024 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 FY24 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 Professional Development 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 2024

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, 2024, 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, 2024, 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	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 2024

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, 2024, 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, 2024, 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?

Yes

Provide the FY 2024 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. The total budget was approximately \$3000 and \$500 was targeted for recruitment initiatives that focus on the Hispanic community.

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, Prairie State College conducts exit interviews to monitor all staff separating from the college and their reasons. We have a focus on separation of minority populations. The colleges utilizes search committees that monitor the screening, selection and hiring of diverse faculty and staff members. Our focus is to recruit faculty and staff that reflect the communities that we serve.

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

Prairie State College will continue to post and promote career opportunities that attract talent from the Hispanic population. We will continue to develop partnerships with Hispanic organizations that provide qualified candidates for career opportunities. We will target job search engines that focus on the Latinx community.

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".)

NA

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".)

NA

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 education advancement and professional development opportunities both internally and externally.

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.

Prairie State College is excited to develop partnerships with agencies and organizations that focus on workforce development in the Hispanic community. A resource is forthcoming to the campus to better serve the increasing Spanish speaking students and the public. As it was expected to be fully operation Fall 2023, some delays have been

realized due to the relocation of staff and area placement.

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 2024

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, 2024, 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, 2024, 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?

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 reduced 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 college 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 2024

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.

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, 2024, 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	16	0	0

As of June 30, 2024, 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	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 2024 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.)

Human Resources has a budgeted line item for recruiting. This includes posting positions on a variety of platforms, including diverse 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?

Not at this time.

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

Continue posting on diverse job boards and internal recruiting of Hispanic students for open positions at 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".)

We provide multiple training opportunities for all staff/faculty through our online training courses and in-person trainings for specific skills. We also provide opportunities for all employees to attend outside conferences and workshops.

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".)

Posting on diverse job boards and encouraging current employees to recruit for open positions at the College. We encourage applicants of all races to apply both internally and externally.

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 developed a thriving Enrich Workforce Development program which specifically reaches out to minorities in the district to provide training, social skills training and job placement. We continue to spread the word that RCC encourages applicants from all races to apply for open positions at the College.

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 2024

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?

Yes

As of June 30, 2024, 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, 2024, 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.

At Rock Valley College, we are able to recruit for diverse populations, such as African American, Asian, Hispanic, Bilingual and Native American employees, by:

- Connecting with passive contacts through our job boards, social media (LinkedIn), and employee referrals;
- Connecting with Faculty and staff to create a networking opportunity to connect with members of their Fraternity/Sorority, church group, family, etc.;
- Contacting Diverse Community Groups to connect with for referrals;
- Investing with WorkplaceDiversity.com (attracting), job board links (7 different diversity driven job boards) by mining our open positions;
- Providing New Search Committee Training, that all interviewers must complete, that addresses removing bias from the hiring process (Implicit Bias)

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.

Rock Valley College employees visit local high schools and attend area events to promote and inform students, parents, and members of our community on the various opportunities available.

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 2024

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, 2024, 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, 2024, 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 College provides statistics and educates administrators, hiring supervisors, and committees on the recruitment and retention of underrepresented groups which include Hispanic candidates and employees. We complete exit interview questionnaires for all employees leaving the College and exit questionnaires are provided to supervisors, deans, and division leaders.

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

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 2024

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, 2024, 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, 2024, 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 Executive Director of Human Resources completes an exit interview with each employee departing the institution.

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

The Human Resources department has transitioned to a new recruitment and talent acquisition platform.

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 professional development training and 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 2024

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, 2024, 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, 2024, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	0
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 2024 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?

No

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

Recruitment strategies: Leverage professional networks, community engagement and targeted job postings. Retention and support: Mentorship programs, inclusive work environment, and career advancement opportunities. Long-term development and track the progress.

Include in our equitable plan to provide institutions support.

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".)

Professional development and sharing opportunities internally.

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".)

Empower staff with skills and tools for personal and professional growth.

Provide leadership development, time management, communication, emotional intelligence, workshops, webinars, and individual coaching.

Provide surveys for feedback.

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".)

A variety of professional development opportunities are available through staff and faculty development committees. On-campus, workshops, seminars, and all-day events. Tuition reimbursement and waivers are available.

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 provide services in our Multicultural Wellness Center and through our DEI Taskforce that established an equitable plan for 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?	NO
Does the center Director/Coordinator speak fluent Spanish?	NO
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 2024

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, 2024, 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, 2024, 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 2024 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 encouraged to pursue advancement opportunities as higher-level positions become 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 2024

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, 2024, 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 #	98	706	2	12

As of June 30, 2024, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	19
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 2024

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, 2024, 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, 2024, 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?

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?

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2024

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, 2024, 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	21	0	0

As of June 30, 2024, 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?
We regularly analyze recruitment data to ensure diversity in our hiring practices and identify any trends or disparities

Please provide recommendations for increasing the number of Hispanic teaching/administrative staff and any Spanish language speaking bilinguals at your institution.
To increase the number of Hispanic teaching and administrative staff, as well as Spanish language-speaking bilinguals at our institution, we recommend the following strategies:

Partnerships with Hispanic-Serving Organizations
Multilingual Job Postings
Incentives for Language Proficiency
Inclusive Hiring Practices
Mentorship and Retention Programs
Strengthen Community Engagement

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".)

Mentorship Programs
Professional Development
Inclusive Performance Reviews
Networking Opportunities
Career Advancement Resources

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".)

Mentorship Programs
Professional Development
Inclusive Performance Reviews
Networking Opportunities
Career Advancement Resources

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.

Our institution is developing several strategies to meet the increasing needs of Spanish-speaking students and the public seeking access to higher education. These strategies include:

Expanded Language Support
Bilingual Admissions and Outreach
Spanish Language Courses
Recruitment of Bilingual Staff and Faculty

Community Engagement and Partnerships
Cultural Competency Initiatives

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 2024

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, 2024, 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	1	1	0

As of June 30, 2024, 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?

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 conducts an annual Employee Engagement Survey, inviting feedback from all employees, and administers Exit Interview Questionnaires to Support Staff, Full-Time Faculty, and Administrators. Data collected from these tools is analyzed to identify patterns and inform strategic initiatives aimed at enhancing employee retention and satisfaction.

Additionally, Waubonsee actively works to increase diversity in its hiring processes through its Diverse Hiring Plan.

This plan includes:

Bias Mitigation Training for hiring committees and managers to address potential recruitment barriers.
Initiatives to ensure equitable hiring practices that attract and support candidates from underrepresented groups.

Insights gathered through these efforts are reviewed by the Employee Engagement Team, which aligns findings with the college's broader strategic goals to continuously improve its workplace culture and commitment to inclusivity.

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

Expand Outreach and Recruitment Efforts:

Participate in career fairs and networking events aimed at increasing diversity in higher education.

Enhance Inclusive Hiring Practices:

Provide Bias Mitigation Training for hiring committees and decision-makers to ensure equitable selection processes.
Use structured interview processes and diverse hiring panels to reduce unconscious bias.

Develop Targeted Professional Development Programs:

Offer mentorship programs for Hispanic/Latinx employees to support their career growth and prepare them for leadership roles.

Strengthen Institutional Commitment to Diversity:

Set measurable diversity goals and regularly evaluate progress toward increasing representation.
ration.

Build a Supportive Work Environment:

(ERGs) for Hispanic/Latinx staff to foster a sense of belonging and community.

Ensure that professional development opportunities and pathways to leadership are accessible and well-communicated.

Monitor and Adjust Initiatives:

Regularly collect and analyze data on recruitment, hiring, and retention trends for Hispanic/Latinx staff.
Adjust strategies based on feedback from employees and trends in higher education.

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

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.

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

BILINGUAL NEEDS AND BILINGUAL PAY SURVEY RESULTS

Black Hawk College.....	143
Carl Sandburg College.....	145
City Colleges of Chicago.....	147
College of DuPage.....	161
College of Lake County.....	162
Danville Area Community College.....	164
Elgin Community College.....	165
Harper College.....	167
Heartland Community College.....	169
Highland Community College.....	171
Illinois Central College.....	174
Illinois Eastern Community Colleges.....	176
Illinois Valley Community College.....	178
John A. Logan College.....	180
John Wood Community College.....	182
Joliet Junior College.....	184
Kankakee Community College.....	187
Kaskaskia College.....	189
Kishwaukee College.....	191
Lake Land College.....	193
Lewis and Clark Community College.....	195
Lincoln Land Community College.....	197
McHenry County College.....	199
Moraine Valley Community College.....	201
Morton College.....	203
Oakton College.....	205
Parkland College.....	207
Prairie State College.....	209
Rend Lake College.....	211
Richland Community College.....	213
Rock Valley College.....	215
Sauk Valley Community College.....	217
Shawnee Community College.....	219
South Suburban College.....	221
Southeastern Illinois College.....	223
Southwestern Illinois College.....	224
Spoon River College.....	226
Triton College.....	228
Waubonsee Community College.....	230

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

Bilingual Needs and Bilingual Pay Survey
Fiscal Year 2024

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 2024 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 2024? (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 college continues to have a few bilingual teachers that have provided translation services at times. The College also uses Google Translate to translate forms or documents as needed. (monthly at most) Bilingual 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 2024

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.

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 2024 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 2024? (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 2024

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 2024 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 2024 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 2024? (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 2024

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 2024 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 2024 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 2024? (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 2024

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 2024 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 2024 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 2024? (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 2024

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 2024 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 2024 to facilitate the accessibility of institution services or information to non-English-speaking clients.

719

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?	20
16 minutes to 60 minutes?	80
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 2024? (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 2024

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 2024 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 2024 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 2024? (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 2024

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 2024 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 2024 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 2024? (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 2024

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 – 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 2024 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 2024 to facilitate the accessibility of institution services or information to non-English-speaking clients.

245

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?	48
16 minutes to 60 minutes?	50
61 minutes to half of a work day?	2
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 2024? (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 2024

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 2024 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 2024? (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

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?
designated as translators or interpreters to serve students, parents, or the public in Spanish

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

Bilingual Needs and Bilingual Pay Survey
Fiscal Year 2024

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 2024 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 2024? (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?

26

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?

Requests and assessments of the Spanish-speaking clients who utilize our services. 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 2024

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 2024 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 2024? (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 2024

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?

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?	75
at least once a week?	25
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 2024 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 2024 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?	25
16 minutes to 60 minutes?	50
61 minutes to half of a work day?	25
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 2024? (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?

10

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?

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 number of employees utilized is based on the need of the Department.

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

Bilingual Needs and Bilingual Pay Survey
Fiscal Year 2024

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?

No

Was interpretation or translation of English into a source language necessary in FY 2024 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 2024? (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?

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 2024

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 2024 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 2024 to facilitate the accessibility of institution services or information to non-English-speaking clients.

884

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?	82
16 minutes to 60 minutes?	18
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 2024? (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?

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?

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?

N/A

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

Bilingual Needs and Bilingual Pay Survey
Fiscal Year 2024

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 2024 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 2024 to facilitate the accessibility of institution services or information to non-English-speaking clients.

160

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 2024? (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?

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?

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?

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?

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. In FY24 we also hired a part-time ESL paraprofessional in our Success Center for students not enrolled in Adult Education classes. These positions do not work every day, but provide translation services on a daily basis when working.

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

Bilingual Needs and Bilingual Pay Survey
Fiscal Year 2024

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 2024 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 2024? (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?

NA

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

Bilingual Needs and Bilingual Pay Survey
Fiscal Year 2024

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

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 2024 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 2024? (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?

Not available

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

Bilingual Needs and Bilingual Pay Survey
Fiscal Year 2024

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 2024 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 2024 to facilitate the accessibility of institution services or information to non-English-speaking clients.

205

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.

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 2024? (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 institution is currently completing an assessment to determine the need for a bilingual staff based on current trends and demographics. Adult Education is tracking the need for bilingual services.

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

Bilingual Needs and Bilingual Pay Survey
Fiscal Year 2024

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 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 2024 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 2024? (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

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 2024

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 2024 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 2024? (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 2024

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.

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 2024 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 2024 to facilitate the accessibility of institution services or information to non-English-speaking clients.

1100

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.

12

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 2024? (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?

20

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.

The Academic Intervention and Communication Center (AJCC) utilizes a 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 Spanish Hotline is embedded into JJC's marketing plan and other student facing promotional items.

Additionally there is a Latinx Employee Resource Group. The goal of this committee is to:

- 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 2024

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.

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 2024 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 2024? (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 2024

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 2024 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 2024? (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?

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 2024

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.

Kishwaukee 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?	20
at least once a week?	50
at least once a month?	20
at least once a year?	10

Total %
100

Was interpretation or translation of English into a source language necessary in FY 2024 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 2024 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?	10
16 minutes to 60 minutes?	80
61 minutes to half of a work day?	10
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 2024? (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?

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 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 monitor the needs of the student population and make necessary job changes to include bilingual skills as positions become available or are created.

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

Bilingual Needs and Bilingual Pay Survey
Fiscal Year 2024

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.

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 2024 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 2024? (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?

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?

We utilize current staff as needed.

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

Bilingual Needs and Bilingual Pay Survey
Fiscal Year 2024

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.

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 2024 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 2024? (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 2024

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.

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 2024 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 2024? (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?

N/A - We do not have positions with bilingual designations/responsibilities.

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

Bilingual Needs and Bilingual Pay Survey
Fiscal Year 2024

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 2024 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 2024 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?	45
16 minutes to 60 minutes?	50
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 2024? (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?

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?

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?

17

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 2024

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.

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 2024 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 2024? (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?

The 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 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 and maintains a language bank of volunteer employees with bilingual skills of various languages who can be contacted if bilingual skills are required. Orientations for Student Success and 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 2024

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.

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 2024 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 2024? (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 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 determined by need and budget. Morton college does not advertise bilingual positions. Bilingual may be preferred but it is not a requirement. If a candidate has bilingual skills that is a plus but there is no extra pay for this skill set.

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

Bilingual Needs and Bilingual Pay Survey
Fiscal Year 2024

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.

Oakton 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 2024 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 2024 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 2024? (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 2024

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.

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 2024 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 2024? (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 2024

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 2024 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 2024? (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?

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?

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 2024

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.

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 2024 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 2024? (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

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 2024

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.

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 2024 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 2024? (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 and our Executive VP of Academic Services and Student Success is both English speaking and Spanish speaking. Some Spanish speaking students bring sponsors to assist with translation.

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

Bilingual Needs and Bilingual Pay Survey
Fiscal Year 2024

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.

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 2024 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 2024 to facilitate the accessibility of institution services or information to non-English-speaking clients.

173

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?	39
16 minutes to 60 minutes?	42
61 minutes to half of a work day?	19
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 2024? (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?

14

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?

12

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 2024

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.

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 2024 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 2024 to facilitate the accessibility of institution services or information to non-English-speaking clients.

30

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?	70
16 minutes to 60 minutes?	20
61 minutes to half of a work day?	10
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 2024? (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?

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 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 2024

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.

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 2024 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 2024? (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 2024

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.

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 2024 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 2024 to facilitate the accessibility of institution services or information to non-English-speaking clients.

510

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 2024? (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?

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?

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?

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?

Assessing the needs of current and prospective students and also the community.

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

Bilingual Needs and Bilingual Pay Survey
Fiscal Year 2024

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 2024 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 2024? (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 2024

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 2024 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 2024? (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?

NA

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

Bilingual Needs and Bilingual Pay Survey
Fiscal Year 2024

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 2024 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 2024? (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 2024

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 2024 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 2024? (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?

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?

By utilizing a combination of demographic data, client feedback, service trends, and community collaboration, we are able to determine the appropriate number of bilingual positions necessary to ensure effective service to Spanish-speaking clients

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

Bilingual Needs and Bilingual Pay Survey
Fiscal Year 2024

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 2024 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 2024 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 2024? (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 2024
BY EMPLOYEE GROUP AND COLLEGE

Dist. No.	District/College	Tenured Faculty/ Officials & Managers	Non-Tenured Faculty	Professional Staff/ Protective Service Workers	Office & Clerical/ Paraprofessionals	Service Maintenance	Total
503	Black Hawk	-6.0%	-4.9%	1.3%	-0.5%	-3.7%	-3.2%
518	Carl Sandburg	-0.3%	0.6%	3.9%	--	0.4%	2.1%
508	City Colleges of Chicago	(-11.5%)	(-16.6%)	(-4.4%)	(3.8%)	(-12.2%)	(-9.8%)
	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	-10.2%	-10.0%	-8.4%	-3.4%	4.7%	-8.3%
532	College of Lake County	-14.4%	-14.9%	-1.0%	-0.6%	12.0%	-8.7%
507	Danville Area	-1.4%	-3.6%	3.2%	1.1%	-4.7%	0.6%
509	Elgin	-14.4%	-14.9%	-6.6%	1.9%	42.8%	-6.7%
512	Harper	-10.0%	-9.6%	-5.9%	1.5%	19.4%	-5.9%
540	Heartland	-4.1%	-1.6%	-0.6%	-5.7%	-5.7%	-2.0%
519	Highland	-2.8%	-4.4%	3.7%	-1.8%	-4.4%	-2.0%
514	Illinois Central	-2.2%	-1.5%	1.1%	-2.9%	-0.1%	-0.8%
529	Illinois Eastern	-1.3%	-1.6%	-2.3%	-2.3%	-2.3%	-1.8%
513	Illinois Valley	-7.6%	-6.8%	-4.9%	-2.3%	-4.1%	-5.9%
530	John A. Logan	-2.6%	-3.5%	-3.5%	-3.5%	-1.2%	-3.0%
539	John Wood	-2.1%	-2.1%	-2.1%	-2.1%	-2.1%	-2.1%
525	Joliet Junior	-12.7%	-13.0%	-5.5%	1.5%	-6.9%	-9.7%
520	Kankakee	-9.7%	-7.6%	-1.8%	-1.7%	15.3%	-4.8%
501	Kaskaskia	-2.9%	0.3%	-0.7%	-0.2%	-2.9%	-0.8%
523	Kishwaukee	-10.5%	-6.2%	-7.0%	-0.5%	-14.8%	-7.5%
517	Lake Land	-2.2%	0.7%	0.2%	-0.9%	-2.2%	-0.3%
536	Lewis and Clark	-2.2%	0.8%	4.7%	-0.4%	2.8%	0.4%
526	Lincoln Land	-0.4%	-0.9%	-0.5%	0.8%	-1.4%	-0.6%
528	McHenry County	-11.2%	-9.4%	-3.8%	4.3%	-0.6%	-7.3%
524	Moraine Valley	-18.6%	-17.1%	-11.7%	-1.1%	-7.8%	-13.4%
527	Morton	-65.7%	-71.5%	-38.5%	-31.9%	-17.3%	-56.7%
535	Oakton	-4.6%	-6.6%	-0.6%	1.1%	5.5%	-3.6%
505	Parkland	-4.2%	-3.3%	0.6%	-6.6%	1.0%	-1.9%
515	Prairie State	-7.5%	-5.7%	7.8%	0.7%	4.2%	-1.6%
521	Rend Lake	-2.5%	-2.5%	-1.7%	-2.5%	-2.5%	-2.3%
537	Richland	3.2%	-2.6%	-2.6%	1.3%	-2.6%	-0.8%
511	Rock Valley	-12.3%	-13.4%	-2.7%	1.9%	-2.8%	-7.3%
506	Sauk Valley	-5.0%	1.1%	-1.6%	6.2%	0.0%	-0.2%
531	Shawnee	-3.7%	-3.7%	-3.7%	-3.7%	-3.7%	-3.7%
510	South Suburban	-15.6%	-12.9%	-5.6%	-9.9%	-0.9%	-11.0%
533	Southeastern Illinois	0.0%	-2.0%	3.1%	-2.0%	-2.0%	-0.2%
522	Southwestern Illinois	-2.4%	-2.8%	-2.0%	-4.5%	-2.6%	-2.5%
534	Spoon River	-3.0%	-3.0%	-3.0%	-3.0%	-3.0%	-3.0%
504	Triton	-21.3%	-24.6%	-4.6%	2.0%	23.5%	-13.4%
516	Waubensee	<u>-22.2%</u>	<u>-20.7%</u>	<u>-4.5%</u>	<u>1.2%</u>	<u>-10.3%</u>	<u>-13.1%</u>
	TOTALS	-11.5%	-12.0%	-5.4%	-1.0%	-0.6%	-8.3%

NA = Data Not Available

Effective in fiscal year 2025, Illinois Eastern Community Colleges was centralized for reporting as a single college district with four campuses (Frontier, Lincoln Trail, Olney Central, and Wabash Valley).

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 2024
BY EMPLOYEE GROUP AND COLLEGE

Dist. No.	District/College	Tenured Faculty/ Officials & Managers	Non-Tenured Faculty	Professional Staff/ Protective Service Workers	Office & Clerical/ Paraprofessionals	Service Maintenance	Total
503	Black Hawk	6	14	16	7	3	46
518	Carl Sandburg	3	6	17	0	1	27
508	City Colleges of Chicago	(144)	(172)	(350)	(149)	(112)	(927)
	Harold Washington	24	15	40	19	3	101
	Harry S Truman	17	29	40	40	12	138
	Kennedy-King	8	13	18	13	7	59
	Malcolm X	16	27	48	13	20	124
	Olive-Harvey	8	9	23	10	7	57
	Richard J. Daley	19	38	54	25	31	167
	Wilbur Wright	22	40	68	22	31	183
	District Office	30	1	59	7	1	98
502	College of DuPage	12	67	32	36	22	169
532	College of Lake County	21	74	94	34	37	260
507	Danville Area	3	1	20	2	0	26
509	Elgin	32	61	51	43	67	254
512	Harper	24	57	49	34	40	204
540	Heartland	3	13	17	0	0	33
519	Highland	1	0	6	1	0	8
514	Illinois Central	4	10	21	1	4	40
529	Illinois Eastern	2	2	0	0	0	4
513	Illinois Valley	2	6	6	3	1	18
530	John A. Logan	1	0	0	0	1	2
539	John Wood	0	0	0	0	0	0
525	Joliet Junior	13	52	52	27	13	157
520	Kankakee	1	5	8	5	6	25
501	Kaskaskia	0	7	2	1	0	10
523	Kishwaukee	3	11	11	3	0	28
517	Lake Land	0	5	8	1	0	14
536	Lewis and Clark	0	10	5	3	1	19
526	Lincoln Land	5	9	7	4	1	26
528	McHenry County	5	24	12	17	2	60
524	Moraine Valley	7	28	25	39	10	109
527	Morton	16	18	40	13	12	99
535	Oakton	10	26	28	15	11	90
505	Parkland	4	13	28	0	4	49
515	Prairie State	5	19	25	31	5	85
521	Rend Lake	0	0	1	0	0	1
537	Richland	5	0	0	1	0	6
511	Rock Valley	4	3	19	21	4	51
506	Sauk Valley	3	12	4	6	2	27
531	Shawnee	0	0	0	0	0	0
510	South Suburban	2	12	14	4	4	36
533	Southeastern Illinois	1	0	3	0	0	4
522	Southwestern Illinois	2	12	10	0	2	26
534	Spoon River	0	0	0	0	0	0
504	Triton	17	53	77	82	45	274
516	Waubonsee	<u>12</u>	<u>43</u>	<u>82</u>	<u>46</u>	<u>18</u>	<u>201</u>
	TOTALS	373	845	1,140	629	428	3,415

Effective in fiscal year 2025, Illinois Eastern Community Colleges was centralized for reporting as a single college district with four campuses (Frontier, Lincoln Trail, Olney Central, and Wabash Valley).

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 2024
BY EMPLOYEE GROUP AND COLLEGE

Dist. No.	District/College	Tenured Faculty/ Officials & Managers	Non-Tenured Faculty	Professional Staff/ Protective Service Workers	Office & Clerical/ Paraprofessionals	Service Maintenance	Total
503	Black Hawk	140	260	139	72	46	657
518	Carl Sandburg	61	104	187	0	18	370
508	City Colleges of Chicago	(931)	(1,658)	(1,547)	(484)	(757)	(5,377)
	Harold Washington	129	257	176	58	49	669
	Harry S Truman	100	259	210	157	92	818
	Kennedy-King	90	143	175	69	142	619
	Malcolm X	160	308	272	51	124	915
	Olive-Harvey	77	142	140	48	148	555
	Richard J. Daley	86	232	127	40	116	601
	Wilbur Wright	108	309	171	46	81	715
	District Office	181	8	276	15	5	485
502	College of DuPage	282	1,497	529	327	115	2,750
532	College of Lake County	229	850	416	148	104	1,747
507	Danville Area	90	87	253	34	23	487
509	Elgin	255	504	250	149	96	1,254
512	Harper	328	739	432	181	109	1,789
540	Heartland	186	320	336	27	17	886
519	Highland	62	133	74	39	34	342
514	Illinois Central	239	431	424	105	106	1,305
529	Illinois Eastern	206	292	177	46	39	760
513	Illinois Valley	84	190	118	39	17	448
530	John A. Logan	113	129	89	51	44	426
539	John Wood	68	110	57	33	15	283
525	Joliet Junior	196	828	378	130	105	1,637
520	Kankakee	95	157	89	55	23	419
501	Kaskaskia	85	218	91	37	37	468
523	Kishwaukee	69	128	141	21	22	381
517	Lake Land	119	173	342	76	29	739
536	Lewis and Clark	138	333	73	169	20	733
526	Lincoln Land	177	389	258	98	54	976
528	McHenry County	136	444	109	89	14	792
524	Moraine Valley	200	557	241	186	70	1,254
527	Morton	88	145	88	25	18	364
535	Oakton	164	638	279	128	68	1,277
505	Parkland	171	394	390	47	53	1,055
515	Prairie State	115	306	127	246	31	825
521	Rend Lake	85	126	113	31	54	409
537	Richland	86	124	92	26	16	344
511	Rock Valley	153	201	156	125	33	668
506	Sauk Valley	66	113	50	38	21	288
531	Shawnee	46	102	52	19	4	223
510	South Suburban	101	256	117	52	24	550
533	Southeastern Illinois	49	103	59	12	4	227
522	Southwestern Illinois	98	706	409	24	106	1,343
534	Spoon River	52	87	65	29	6	239
504	Triton	159	711	281	241	81	1,473
516	Waubensee	<u>166</u>	<u>488</u>	<u>329</u>	<u>150</u>	<u>94</u>	<u>1,227</u>
	TOTALS	6,088	15,031	9,357	3,789	2,527	36,792

Effective in fiscal year 2025, Illinois Eastern Community Colleges was centralized for reporting as a single college district with four campuses (Frontier, Lincoln Trail, Olney Central, and Wabash Valley).

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

BIBLIOGRAPHY

- Ault, David. (2024). Index of Need Table 1 and Table 2. Edwardsville, IL: Southern Illinois University Edwardsville Department of Business/Economics.
https://www.iccb.org/wp-content/uploads/2024/11/IndexOfNeedTables_2024.pdf
- Illinois Community College Board. (2024). Equity Plan Data. Springfield, IL: Illinois Community College Board. <https://www.iccb.org/equity-plan-data/>
- Illinois Community College Board. (2025). *Student Enrollment and Completions in the Illinois Community College System*. Annual Report. Springfield, IL: Illinois Community College Board. <https://www2.iccb.org/data/annual-reports/>
- Illinois General Assembly. (2010). Public Act 96-1286. Springfield, IL: 96th Illinois General Assembly.
<http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1286&GA=96>
- Illinois General Assembly. (2010). Public Act 96-1341. Springfield, IL: 96th Illinois General Assembly.
<http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1341&GA=96>
- Illinois General Assembly. (2012). Public Act 97-0856. Springfield, IL: 97th Illinois General Assembly.
<http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=097-0856&GA=97>
- Illinois General Assembly. (2019). Public Act 101-0534. Springfield, IL: 97th Illinois General Assembly. <https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=101-0534>
- Illinois General Assembly. (2022). Board of Higher Education Act (110 ILCS 205/9.16). Springfield, IL: Illinois General Assembly.
<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1080&ChapterID=18>
- Illinois General Assembly. (2022). Public Act 102-1046. Springfield, IL: 102nd Illinois General Assembly. <https://ilga.gov/legislation/publicacts/102/102-1046.htm>
- Illinois General Assembly. (2023). Public Act 103-0414. Springfield, IL: 103rd Illinois General Assembly. <https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=103-0414>
- State of Illinois. (2024). *Hispanic Employment Plan*. Springfield, IL: Illinois Department of Central Management Services. <https://cms.illinois.gov/personnel/dep/hep.html>
- U.S. Census Bureau. (2002). Illinois: 2000. Census 2000 Profile. Author. Washington D.C.: U.S. Department of Commerce.
<https://data.census.gov/cedsci/table?q=2000&g=0400000US17&tid=DECENNIALDPCD110H2000.DP1>

- U.S. Census Bureau. (2011). Census 2010. Demographic Profile Highlights for Illinois. Author. Washington D.C.: U.S. Department of Commerce.
https://www2.census.gov/geo/pdfs/reference/guidestloc/17_Illinois.pdf
- U.S. Census Bureau. (2022). Census 2020. Race Table. Author. Washington D.C.: U.S. Department of Commerce.
<https://data.census.gov/table?q=race+ethnicity+2020+census&g=0400000US17&tid=DECENNIALPL2020.P1>
- U.S. Census Bureau. (2022). Census 2020. Hispanic or Latino, and not Hispanic or Latino by Race Table. Author. Washington D.C.: U.S. Department of Commerce.
<https://data.census.gov/table?q=race+ethnicity+2020+census&g=0400000US17&tid=DECENNIALPL2020.P2>