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## **HISPANIC EMPLOYMENT PLAN REPORT**

**FISCAL YEAR 2025**

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***January 2026***

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## INTRODUCTION

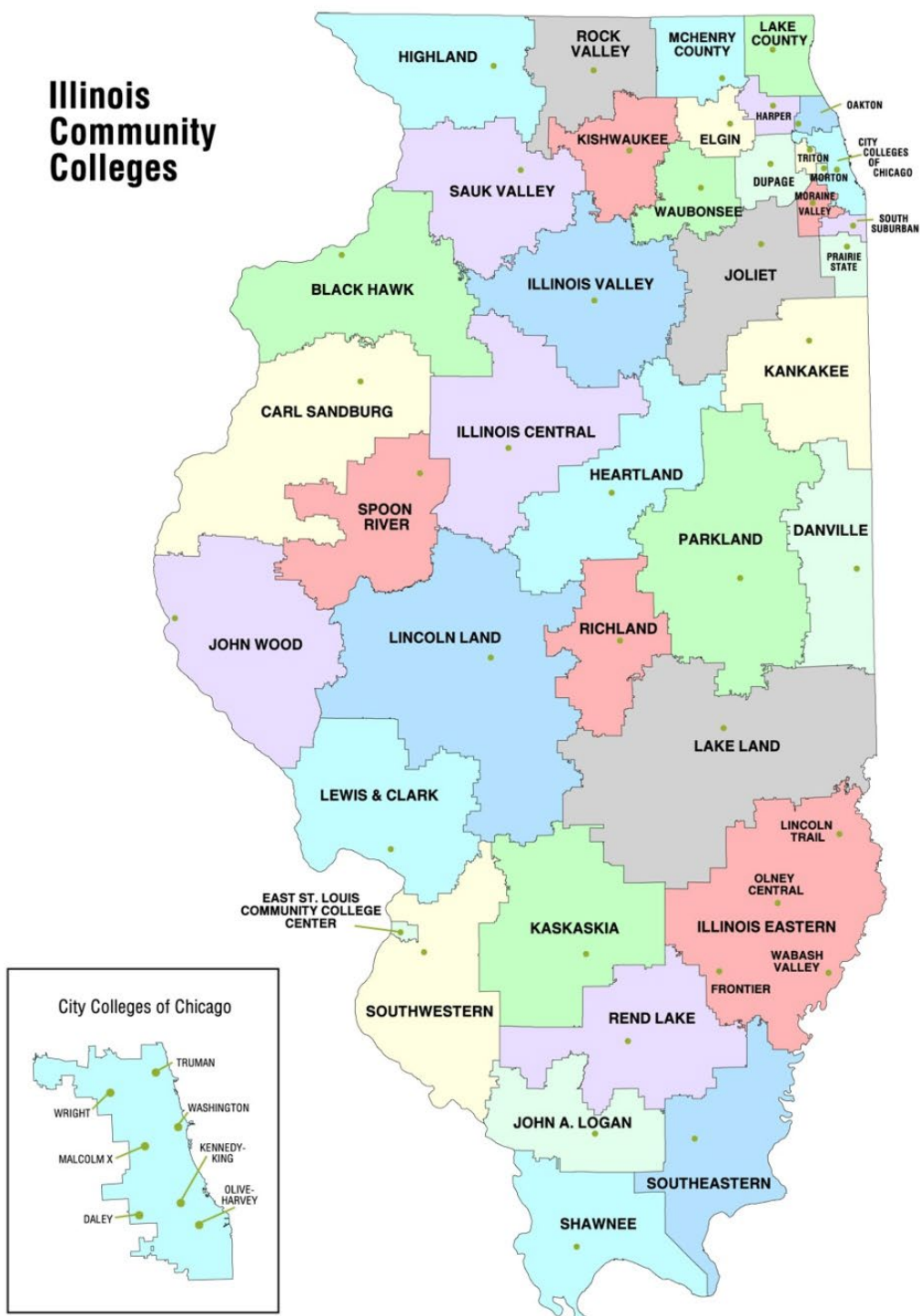
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The enclosed materials contain fiscal year 2025 (July 1, 2024 through June 30, 2025) responses from Illinois' public Community College System to the *Hispanic Employment Plan Survey and the Bilingual Needs and Bilingual Pay Survey* ([Public Act 096-1286](#)). 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 2025 is the sixteenth 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 *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).

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## DEMOGRAPHIC INFORMATION

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This section of the report provides an overview of the race/ethnicity composition of the State of Illinois' population, students enrolled in community college credit programs, graduates, and college faculty and staff. Illinois census data are provided to offer an external reference point for reviewing Illinois Community College System information. Community college demographic data on credit students and completers are gathered from the colleges through the Annual Enrollment and Completion submissions (A1 and A2). Analyses about the race/ethnicity distribution of community college credit students for selected broad program areas (PCS) are included. Staffing data referenced in the following pages are from the Annual Faculty, Staff, and Salary submission (C3).

### State of Illinois' Race/Ethnicity Distribution

State census data show that Illinois' population was 12.71 million in 2024 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 [2025 Index of Need](#) Table 1). These detailed Illinois census data indicate that the state's population grew 2.3 percent between 2000 and 2024. The state population, however, decreased 0.9 percent between 2010 and 2024, and decreased 0.8 percent between 2020 and 2024. Illinois' 2024 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 2024, as the percent of Caucasians decreased from 73.5 percent to 63.3 percent of the population ([U.S. Census 2000 Illinois](#), [U.S. Census 2020 Illinois](#), and [2025 Index of Need](#) Table 1).

Minority populations were responsible for Illinois' overall population growth from 2000 to 2024.
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The race/ethnicity data collection methodology changed for the 2000 census and changed again for the 2020 census. The 2024 state census data showed 9.3 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 2024 data in the table. These duplicated Hispanic/Latino population counts show substantial growth, from 1,530,262 in 2000 to 2,464,090 in 2024 ([U.S. Census 2000 Illinois](#) and [2025 Index of Need](#) Table 1).

Illinois' largest minority group in 2000 was African American and in 2024 was Hispanic/Latino. Compared to 2000, African American counts in 2024 decreased from 15.1 percent to 13.8 percent, whereas Asian American counts increased from 3.4 percent to 5.9 percent, Native American from 0.2 percent to 0.5 percent, and Hispanic/Latino from 12.3 percent to 19.4 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%
2024	63.3%	13.8%	5.9%	0.5%	16.5%	19.4%

\*Includes Pacific Islander

\*\*Includes two or more races

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

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

SOURCE OF DATA: U. S. Census Bureau (2000, 2010, and 2020) & 2025 Index of Need, Table 1.

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

Overall in fiscal year 2025, minority students accounted for 55.4 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 2025 data show that minority representation increased from the prior year (fiscal year 2024 = 53.3 percent). Fiscal year 2025 results are above the five-year average (50.9 percent). Students identifying themselves as Hispanic students (now numbering 132,999) 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—59,913 in fiscal year 2025—constitute the second largest minority group in the latest data. Asian American students—25,631 in fiscal year 2025—constitute the third largest minority group enrolled in the Illinois Community College System. The fiscal year 2025 proportionate representation by Hispanic students was higher in comparison to the prior year (30.2 percent in fiscal year 2025 versus 29.4 percent in fiscal year 2024). The fiscal year 2025 African American student proportional representation was also higher in comparison to the prior year (13.6 percent in fiscal year 2025 versus 13.0 percent in fiscal year 2024). 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 (+126.1 percent), U.S. Nonresident (+67.3 percent), Hispanic (+37.5 percent), Two or More Races (+35.2 percent), Native American (+20.9 percent), African American (+25.8 percent), and Asian American (+20.7 percent).

Students identifying themselves as Hispanics—132,999 in fiscal year 2025—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 over three-fourths (77.5 percent) of the individuals enrolled in community college Adult Education coursework. In fiscal year 2025, Hispanic students accounted for one-half of Adult Education enrollments and African American students for one-fifth of those enrollments (50.7 percent and 19.7 percent, respectively). Additionally, minority students

accounted for approximately four out of every six (85.0 percent) individuals enrolled in community college ESL coursework during fiscal year 2025. Hispanic students accounted for nearly two-thirds (62.2 percent) of the community college ESL students, followed by Asian American students (8.3 percent) and African American students (7.0 percent).

**Table 2**  
**Fiscal Year 2025 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>
<b>ABE/ASE %</b>	<b>19.7%</b>	<b>50.7%</b>	<b>3.8%</b>	<b>0.7%</b>	<b>0.2%</b>	<b>0.1%</b>	<b>0.3%</b>	<b>2.1%</b>	<b>77.5%</b>
Number	4,598	11,852	887	157	54	18	73	495	18,134
<b>ESL %</b>	<b>7.0%</b>	<b>62.2%</b>	<b>8.3%</b>	<b>4.6%</b>	<b>0.1%</b>	<b>0.3%</b>	<b>1.7%</b>	<b>0.9%</b>	<b>85.0%</b>
Number	2,386	21,155	2,812	1,572	21	91	564	294	28,895

**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 2025, minorities comprised one-half (50.4 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 (25.4 percent), followed by African American students (12.2 percent), Asian American students (6.7 percent), students of Two or More Races (4.0 percent), U.S. Nonresident students (1.0 percent), Middle Eastern or North African students (MENA, 0.6 percent), Native American students (0.3 percent), and Pacific Islander students (0.2 percent). **Table 3** also shows that nearly one-half of students enrolled in CTE programs were members of a minority group (46.7 percent). Hispanic students also had the highest representation among minorities in CTE programs and accounted for 24.2 percent of the population. African American students had the second largest CTE program enrollment (13.6 percent), followed by Asian American students (4.1 percent), students of Two or More Races (3.4 percent), U.S. Nonresident students (0.8 percent), Native American students (0.3 percent), Middle Eastern or North African students (0.2 percent), and Pacific Islander students (0.1 percent).

**Table 3**  
**Fiscal Year 2025 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>
<b>Transfer %</b>	<b>12.2%</b>	<b>25.4%</b>	<b>6.7%</b>	<b>1.0%</b>	<b>0.3%</b>	<b>0.2%</b>	<b>0.6%</b>	<b>4.0%</b>	<b>50.4%</b>
Number	30,052	62,343	16,353	2,415	692	504	1,417	9,931	123,707
<b>CTE %</b>	<b>13.6%</b>	<b>24.2%</b>	<b>4.1%</b>	<b>0.8%</b>	<b>0.3%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>3.4%</b>	<b>46.7%</b>
Number	15,464	27,424	4,662	937	328	143	186	3,857	53,001

**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 2025. 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 2025. More detailed information is available in the [Annual Report on Student Enrollment and Completions in the Illinois Community College System](#).

Minority students accounted for 45.8 percent of Transfer graduates, compared to 46.4 percent of all CTE graduates.

**Table 4** shows that during fiscal year 2025, more minority graduates completed CTE degrees and certificates (N = 20,845) than Transfer degrees and certificates (N = 12,028). Minority students

accounted for 45.8 percent of Transfer graduates, compared to 46.4 percent of all CTE graduates. The majority of the Transfer credentials earned by minorities was Associate in Arts degrees (47.5 percent, N = 5,717), while 31.3 percent (N = 3,763) was the General Education Core Curriculum (GECC) Credentials. Hispanic students accounted for the largest group of Transfer minority graduates (26.1 percent), followed by African American students (8.8 percent), Asian American students (5.3 percent), students of Two or More Races (3.5 percent), U.S. Nonresident students (1.4 percent), Middle Eastern or North African students (0.2 percent), Native American students (0.2 percent), and Pacific Islander students (0.2 percent). The fiscal year 2025 proportional representation of the Hispanic Transfer graduates (26.1 percent) was higher by 1.7 percentage points from the prior year (24.4 percent). Hispanic students also accounted for the largest minority group for completions in CTE programs (25.1 percent), followed by African American students (12.8 percent), Asian American students (3.8 percent), students of Two or More Races (3.3 percent), U.S. Nonresident students (0.8 percent), Native American students (0.3 percent), Middle Eastern or North African students (0.2 percent), and Pacific Islander students (0.1 percent). The fiscal year 2025 proportional representation of the Hispanic CTE program graduates (25.1 percent) was higher by 2.0 percentage points from fiscal year 2024 (23.1 percent).

**Table 4**  
**Fiscal Year 2025 Minority Student Completers in**  
**Transfer and Career and Technical Education Programs**

<i><b>Program</b></i>	<i><b>African American</b></i>	<i><b>Hispanic/Latino</b></i>	<i><b>Asian American</b></i>	<i><b>U.S. Nonresident</b></i>	<i><b>Native American</b></i>	<i><b>Pacific Islander</b></i>	<i><b>Middle Eastern/North African</b></i>	<i><b>Two or More Races</b></i>	<i><b>Minority Subtotal</b></i>
<b>Transfer %</b>	<b>8.8%</b>	<b>26.1%</b>	<b>5.3%</b>	<b>1.4%</b>	<b>0.2%</b>	<b>0.2%</b>	<b>0.2%</b>	<b>3.5%</b>	<b>45.8%</b>
<b>Number</b>	<b>2,305</b>	<b>6,874</b>	<b>1,395</b>	<b>374</b>	<b>43</b>	<b>43</b>	<b>63</b>	<b>931</b>	<b>12,028</b>
<b>CTE %</b>	<b>12.8%</b>	<b>25.1%</b>	<b>3.8%</b>	<b>0.8%</b>	<b>0.3%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>3.3%</b>	<b>46.4%</b>
<b>Number</b>	<b>5,731</b>	<b>11,268</b>	<b>1,724</b>	<b>364</b>	<b>140</b>	<b>62</b>	<b>78</b>	<b>1,478</b>	<b>20,845</b>

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

**Table 5** shows that in fiscal year 2025, minority faculty and staff accounted for 25.0 percent of tenured faculty/officials and managers (a 1.4 percent increase from fiscal year 2024), 20.0 percent of non-tenured faculty (a 0.8 percent increase from fiscal year 2024), 34.7 percent of professional staff/protective service workers (a 1.4 percent increase from fiscal year 2024), 39.9 percent of office and clerical/paraprofessionals (a 1.2 percent increase from fiscal year 2024), and 45.5 percent of service maintenance employees (a 0.2 percent increase from fiscal year 2024).

**Table 5**  
**Fiscal Year 2025 Minority Faculty and Staff in Illinois Community Colleges**

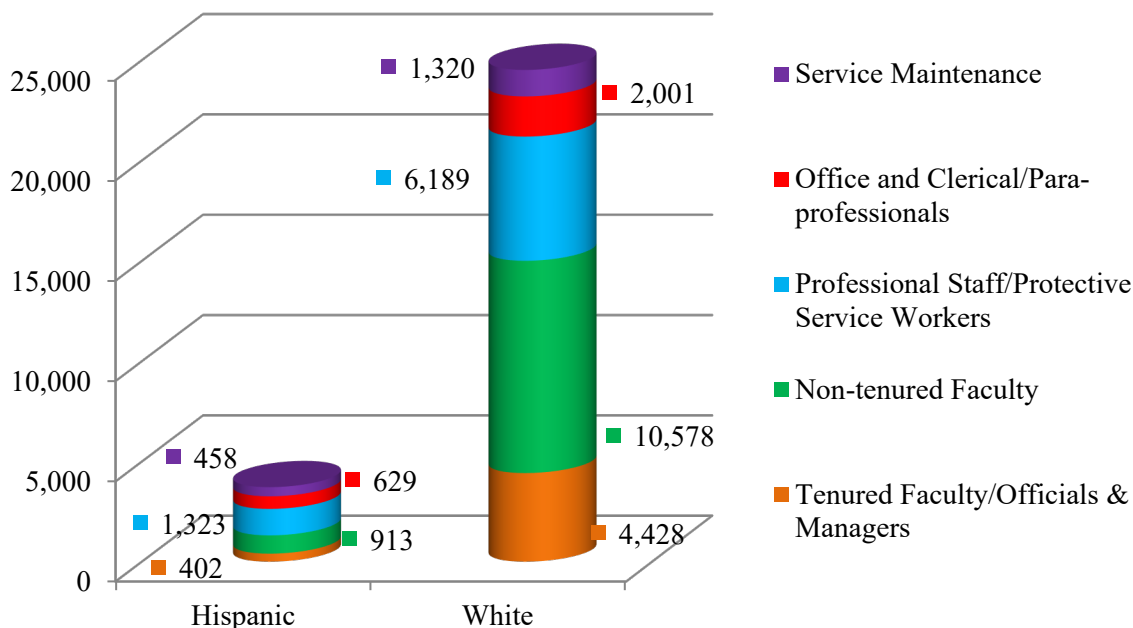
	<i><b>Tenured Faculty/ Officials and Managers</b></i>	<i><b>Non- tenured Faculty</b></i>	<i><b>Professional Staff/ Protective Service Workers</b></i>	<i><b>Office and Clerical/ Para- professionals</b></i>	<i><b>Service Maintenance</b></i>
<i><b>African American %</b></i>	<b>12.3%</b>	<b>8.2%</b>	<b>15.1%</b>	<b>15.8%</b>	<b>24.2%</b>
Number	750	1,269	1,550	572	638
<i><b>Hispanic/Latino %</b></i>	<b>6.6%</b>	<b>5.9%</b>	<b>12.9%</b>	<b>17.4%</b>	<b>17.3%</b>
Number	402	913	1,323	629	458
<i><b>Asian American %</b></i>	<b>4.3%</b>	<b>4.4%</b>	<b>3.9%</b>	<b>3.8%</b>	<b>1.2%</b>
Number	263	680	398	138	33
<i><b>U.S. Nonresident %</b></i>	<b>0.2%</b>	<b>0.3%</b>	<b>0.4%</b>	<b>0.7%</b>	<b>0.6%</b>
Number	11	41	40	24	15
<i><b>Native American %</b></i>	<b>0.3%</b>	<b>0.2%</b>	<b>0.3%</b>	<b>0.1%</b>	<b>0.5%</b>
Number	16	31	33	4	12
<i><b>Pacific Islander %</b></i>	<b>0.1%</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.2%</b>
Number	5	12	15	2	5
<i><b>MENA%</b></i>	<b>0.1%</b>	<b>0.1%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
Number	6	10	2	1	0
<i><b>Two or More Races %</b></i>	<b>1.3%</b>	<b>1.0%</b>	<b>1.9%</b>	<b>2.0%</b>	<b>1.6%</b>
Number	80	159	193	71	41
<i><b>Minority Subtotal %</b></i>	<b>25.0%</b>	<b>20.0%</b>	<b>34.7%</b>	<b>39.9%</b>	<b>45.5%</b>
Number	1,527	3,105	3,552	1,440	1,202

**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 2025, Hispanic faculty and staff accounted 6.6 percent of tenured faculty/officials and managers, 5.9 percent of non-tenured faculty, 12.9 percent of professional staff/protective service workers, 17.4 percent of office and clerical/paraprofessionals, and 17.3 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 2025.

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 2025**



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

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

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

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## HISPANIC EMPLOYMENT PLAN SURVEY RESULTS

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**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2025**

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, 2025, 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 #	10	0	0	0

As of June 30, 2025, 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?

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.

The current strategic plan for FY 2025-2029 places emphasis on student success by helping students to become student ready for college. This model focuses on increasing student enrollment by having a more integrated process. The college has a committee of faculty and staff that meet to plan and implement programs that focus on increasing Spanish speaking student headcount.

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 2025

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, 2025, 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	7	0	0

As of June 30, 2025, 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

Provide the FY 2025 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 2025

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, 2025, 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, 2025, 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	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?

- 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?

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 2025

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, 2025, 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	1	0

As of June 30, 2025, 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	1

What percentage of your community college employees are union?

More than 50%

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

No

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

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

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

categories.

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

- Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of targeted job boards
- District Wide memberships to professional organizations
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel. Search committee members receive implicit bias training/materials in advance of applicant screening.
- 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 2025

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, 2025, 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	2	0	0

As of June 30, 2025, 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?

- 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 2025**

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, 2025, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	14	6	0	1

As of June 30, 2025, 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?

No

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

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

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

categories.

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

- Continuing to recruit and employ diverse employees that best represent the needs of our student population, specifically through the use of targeted job boards
- District Wide memberships to professional organizations
- Utilizing a wide variety of recruitment platforms to create a diverse candidate pool
- Interviewing candidates with a diverse panel. Search committee members receive implicit bias training/materials in advance of applicant screening.
- Continued community involvement in the form of language classes and conversation tables
- Open, frequent discussions between bilingual students and staff to increase engagement

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

Mentorship of a new Hispanic Faculty      Staff Employment Recruitment Plan

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

Employees with career ladder enhancement

Yes

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

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

Self-development training

Yes

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

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

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

No

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

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

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

- 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 2025

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, 2025, 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	1	0	0

As of June 30, 2025, 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	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?

- 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 2025

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, 2025, 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	2	0

As of June 30, 2025, 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

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 2025**

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, 2025, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2025, 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	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?

- 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 FT employees to further education.

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

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

No

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

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

- Student/Parent Workshops in Spanish
- Brochures/website options in Spanish
- One on One appointments to Spanish speaking students and parents who need additional assistance

- Bilingual staff in student support areas to help when needed
- Early College Programs at local public schools offer introductory college level courses, as well as ACT and GED Prep courses to Hispanic/Latino students
- Attend and Present at the Illinois State Board of Education Bilingual Parent Summit
- Specialized committees meet regularly to ensure that Wright is creating a diverse, equitable, and inclusive environment for students, faculty, and staff.

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

Yes

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

Yes

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

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

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

Yes

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

Half-Time

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2025**

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, 2025, 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 #	16	0	2	0

As of June 30, 2025, 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? 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, InsideHigherEd.com and the state unemployment 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".)

All employees have access to professional development funds each year to use for career progression and enrichment.

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 2025

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, 2025, 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 #	12	1	4	0

As of June 30, 2025, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

Yes

Provide the FY 2025 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.)

More than a quarter of the recruiting budget is dedicated to diversity-focused 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 County (CLC) analyzes applicant tracking demographic data to monitor the diversity of its applicant pools. Recruitment efforts are supported by monthly reviews of employment activity and departures, as well as exit interviews and turnover reports that help identify opportunities 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 support the college's commitment to student success by fostering an innovative, value-driven environment where employees of all backgrounds are encouraged to grow personally and professionally. We strive to create experiences that promote belonging, community, and meaningful development. CLC's strategic plan prioritizes equity and diversity in hiring, retention, talent management, and compensation and benefits. The College regularly reviews employment processes to ensure compliance and identify opportunities for improvement. All hiring committees complete annual training that includes hidden bias awareness and cultural competency.

Diversity is both a core institutional value and one of CLC's six strategic goals. We believe diversity is something we must continually cultivate, not simply acknowledge. It is central to the CLC experience, and we are committed to ensuring every member of our community feels welcomed, respected, and valued.

Our approach includes inclusive hiring practices, supportive onboarding experiences that reflect multicultural perspectives, and creating a workplace where mutual respect and understanding guide our actions 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):**

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 offers a range of professional development opportunities, including career development resources, tuition support, staff training, career path guidance, and leadership development programs.

**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 offers an above-market career development program, along with tuition reimbursement and tuition waivers for eligible employees pursuing career-related coursework at CLC or other approved educational institutions.

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

Yes

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

The College offers professional development to help faculty and staff strengthen skills and prepare for advancement. Our goal is to support every employee's academic, career, and personal growth through accessible leadership

resources.

**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.

To meet the growing needs of Spanish-speaking students and community members, the college is implementing a comprehensive set of strategies that expand access, reduce language barriers, and strengthen culturally responsive support.

We provide direct bilingual assistance by ensuring Spanish-speaking staff are available during peak service hours, including maintaining a full-time Spanish-speaking staff member at the Lakeshore Campus. Frontline staff also use Pocketalk translation devices to support real-time communication when bilingual staff are not immediately available. In addition, key materials—including the CLC Scholarship Application—are now fully available in Spanish, along with quick guides that explain important processes, deadlines, and requirements.

There is continuous collaboration with the Latinx Cultural Center and the Latinx Outreach and Programs Coordinator, who develops programming, community partnerships, and student services. The Latinx Success Center, located in El Centro, provides a culturally sustaining, academically affirming space that supports students and their families in a multilingual environment. Across campus, many faculty and staff participate in Latinx-focused initiatives, including Conversation Tables, arts and cultural programming, and community engagement.

We also focus on outreach beyond campus. Strategies include hosting and attending community events with Latino organizations, engaging parents and students in bilingual settings to explain college processes, partnering with high school BPACs, and participating in the annual “Familias en Educación” conference through the University Center of Lake County. Our department also partners with Latinx student organizations such as Latino Alliance, Mujeres Unidas, and Fearless Dreamer Alliance.

To further support students, we employ Spanish-speaking tutors, offer academic materials in both English and Spanish, and identify languages spoken on our Canvas page. Additionally, the Undocumented Student Resource Advisor role—transitioned into our department and filled in December 2024—provides targeted support in alignment with Illinois Public Act 102-0475.

As a Hispanic-Serving Institution, we are committed to expanding access and ensuring that Spanish-speaking students and families can fully engage with our services, resources, and community.

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 2025**

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, 2025, 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, 2025, 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?  
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 will continue to recruit for a more diversity 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 our diversity plan to increase a diverse population of employees and students.

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

No

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

Yes

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

Quarter-Time

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2025**

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, 2025, 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	0	0	0

As of June 30, 2025, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

Yes

Provide the FY 2025 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 approximately \$8,000 for initiatives to ensure that there's a diverse applicant pool.

**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?

There's monitoring by HR and when an employee submits their letter of resignation or retirement, they are sent an "Exit Interview" in a form of a survey and the results are reviewed by both Human Resources Department and Institutional Research Department.

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

Recommendation of having a more targeted recruitment strategy, which the College is currently working and implemented May 2026.

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

Community Linkages

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".)

There are several trainings offered through the Office of Professional Development both in person and online. Also, all employees have access to LinkedIn Learning for free, just for being an employee at college.

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.

As mentioned, the College's Human Resources Department is working on more targeted recruitment strategy, which the College is currently working and implemented May 2026.

The College's Human Resources Department is looking for a new virtual platform that would allow positions to reach diverse applicants with in proximity of 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?

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 2025

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, 2025, 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	1	0

As of June 30, 2025, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? 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 is planning to create a diversity recruitment plan in the coming year. 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".)

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

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

No

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

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

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

1. Developed infrastructure to college data on Latinx influencers.
2. Launched PASO which helps bridge families and their students to the onboarding process.
3. Developed a first-year seminar course helping to reduce the number of Latinx students placed into developmental education.

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

event along with 60 chaperones. We continue to run this event on a yearly bases.

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 Affordablestudent
- Transferring Successfully to a Four-Year School

The PASO team also help develop a resource for students. "The Ultimate College Planning Guide" This resource provides in-depth information on finding the right college, choosing a major or career, taking the ACT/SAT, admissions processes, financial aid and more.

The Marketing Services team continues to implement targeted advertising campaigns using a variety of mediums, including digital, print, and community-based outreach, to engage Latinx students and their families. These efforts are designed to increase awareness of Harper College’s programs, highlight accessible pathways to enrollment, and strengthen connections within the Latinx community.

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?	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 2025**

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, 2025, 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, 2025, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

N/A

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: "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.

More specifically, we broadly post job opportunities to reach diverse populations, including Hispanic candidates, and then mitigate 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 Standards & Guidelines with an intended outcome of ensuring that Hispanic applicants are advancing proportionally through the talent acquisition process.

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

None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

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

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

No

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

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

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

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

No

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

No



**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2025**

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, 2025, 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, 2025, 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?  
Our HR Director 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 tries different recruitment venues to reach a more diverse candidate pool. Following the conclusion of a search, information from applicants 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.

We continue toward implementation of competency-based hiring for staff positions, standardizing 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 FT and PT employees.
- \* Educational assistance to pursue education outside of Highland is available to FT 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 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. We received a grant that has allowed us to hire a Career Pathways Navigator. The role of the position is to increase the number of students from traditionally underrepresented groups in the region to matriculate from high school to associate and bachelor degree completion.

In addition, Highland implemented two new college credit English as a Second Language courses designed to provide English language learners with additional supports 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?

N/A

## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2025

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, 2025, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2025, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

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 2025 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 168,206 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 2025**

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, 2025, 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	77	0	0

As of June 30, 2025, 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?  
Guidance 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 2025

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, 2025, 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, 2025, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

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 2025 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 all positions. All open positions are posted on the College's website and full-time faculty positions also post with HigherEdJobs.com All employees receive training prior to serving on a search committee to ensure a fair and consistent search process.

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 into 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

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.

All job postings adhere to strict procedures in which HR instructs and reviews to ensure a fair and consistent

recruiting process

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 2025**

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, 2025, 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, 2025, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

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 2025 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 \$15,000 in budgeted funds for diversifying recruitment efforts, including the JALC website, Indeed, HigherEdJobs.com, DiversityJobBoard.com, and LinkedIn. The HR dept 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 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.

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.

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".)

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 2025

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, 2025, 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 #	26	138	0	2

As of June 30, 2025, 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?

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.

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, pregnancy, age, marital status, disability, status as a protected veteran, or any legally protected status. After a position is filled, EEO data is reviewed and put into a form for continuous monitoring of hiring practices.

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 2025

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, 2025, 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 #	16	0	0	0

As of June 30, 2025, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	10
Total Hispanic faculty that experienced separation from the college	10

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 2025 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 \$35,500 for the HR department. Utilize strategic and targeted recruitment sources, attending diversity job fairs, aligning with inclusive excellence & advocacy plans and strategic goals

**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 advocacy and equity plans 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 strategic and equity plans 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      Latinx Employee Resource Group

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".)

Formal and informal self-development and professional development is offered. Financial resources allocated departmentally and institutional. In 2025, JJC launched Workday learning, with 20k+ online modules available to 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".)

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 individuals 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 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 Resource Groups
- o Table Talks
- o President's Council for Inclusive Excellence and Advocacy

Since 2024, JJC is 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 2025**

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, 2025, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2025, 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?

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? 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)?

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 2025**

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, 2025, 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, 2025, 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?  
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 2025**

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, 2025, 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, 2025, 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?

Kishwaukee College actively monitors recruitment and retention efforts for Hispanic employees and other underrepresented groups. The College conducts internal reviews using data from PeopleAdmin, which tracks applicant demographics and hiring outcomes. This information is analyzed and shared with campus stakeholders to guide initiatives. In addition, check-ins and exit interviews are conducted to identify trends and areas for improvement. Recruitment strategies are developed to strengthen outreach, and positions are posted on platforms

such as Higher Ed Jobs to expand applicant reach. Diversity and equity are overseen collaboratively by HR and institutional leadership to ensure accountability and continuous improvement.

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

Kishwaukee College is committed to increasing Hispanic teaching and administrative staff through focused recruitment, dedicated marketing, and expanded outreach efforts. The College continues to develop internal talent pipelines to grow its own faculty and staff while supporting retention through ongoing professional development, mentorship, and leadership opportunities. These strategies aim to attract, develop, and retain Hispanic employees in a welcoming and inclusive environment.

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?

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.

Kishwaukee College is committed to meeting the needs of Hispanic students and the broader community through policies and practices that reflect our mission, vision, values, and civility statement. The College adheres to all EEO guidelines and actively works to recruit, retain, and support minority students through completion. Diversity and inclusion are emphasized in regular training for faculty, staff, and administrators, including specialized training for hiring committees to ensure equitable practices. These strategies aim to create an inclusive environment that promotes access, success, and a sense of belonging for students and the public

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 2025**

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, 2025, 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, 2025, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

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

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 2025

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, 2025, 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	1	0

As of June 30, 2025, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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 HR team at the College actively monitors recruitment and workforce diversity through several measures:

1. Data Tracking & Internal Reviews: The team regularly reviews and tracks data on current employees and incoming applicants using our ATS and internal reporting tools.
2. Surveys/EEO Compliance: In the past year, we revamped the Voluntary EEO form to improve data collection and



ensure compliance. This helps us monitor representation, including race and ethnicity, across College employees.

3. Bias Reduction in Hiring: We have implemented new processes within our talent acquisition strategy to minimize potential hiring biases, including those related to race and ethnicity.

4. Employee Departure Monitoring: While we do not have formal committee dedicated to monitoring departures, the HR team conducts exit meetings with all full-time employees.

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

The College is committed to seeking representation of Hispanic teaching/administrative staff across all divisions of our workforce. At minimum, we aim to meet comparison benchmarks aligned with the population of our district. As our budget allows, we will consider and/or continue the following:

1. Highlight the College's commitment to diversity, equity, and inclusion (DEI) in job postings/career page.
2. Enhance internal processes by re-evaluating the talent acquisition flow, hiring committee training and awareness.
3. Review job descriptions and future postings to ensure inclusive language and ensure there are not any unnecessary barriers.
4. Continue to review online opportunities to advertise positions to a diverse pool of applicants and niche job boards.

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

None / Not applicable      Internships

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 provides departmental training funds to support team members' self-development within their areas of expertise and offers annual faculty development courses to promote continuous professional growth.

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 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, do will continue to review online opportunities to advertise positions to a diverse pool of applicants and niche job boards.

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 2025**

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, 2025, 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 #	11	0	0	0

As of June 30, 2025, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

Quarter-Time

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2025**

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, 2025, 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, 2025, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

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

Community Outreach and Recruitment Activities—MCC hosts and co-sponsors events such as the Amplify Conference. This is an annual conference that celebrates diverse student voices and experiences. During this conference, high school students of diverse backgrounds—and allies—explore how to navigate college and professional life through the lens of diverse stories. In addition to the conference, MCC participates in and hosts other activities on campus or in the community, such as Mexican Independence Day. These serve as standing recruitment activities and opportunities to celebrate and honor employees' and students' cultural heritage, as well as to engage in community outreach efforts. Additionally, this year, to highlight MCC's continual commitment to diversity, equity, belonging, and inclusion, multiple faculty and staff visited classrooms to convey a unifying message as a part of the You Belong Here campaign.

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.

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

Monthly Celebration Campaigns—MCC continues to honor and celebrate affinity, culture, and identities months by sending a celebration campaign which offers various opportunities to learn, engage, and participate in events and activities associated with a particular observance, such as Latine Heritage Month.

#StoryReels— StoryReels aligns with the affinity month observances. This is a community-wide activity where participants watch a portion of a documentary and then engage in a facilitated discussion about the topic. For example, for Latine Heritage Month, we watched Cuban America. Generally, attendees are a mix of students, faculty,

staff, and community 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

Half-Time



## Hispanic Employment Plan Survey (SB 387/P.A. 96-1286) Fiscal Year 2025

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, 2025, 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	1	0

As of June 30, 2025, 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 2025 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

MVCC has advertised in diversity focused sources for the recruitment of qualified talent, including Hispanic professionals, with a budget over \$20-30k; established connections with various resources (orgs, alumni, university and community job fairs)

**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 analysis, employee engagement surveys, and exit interviews. Professional development courses, New Staff Orientation, mentorship programs and other programming are evaluated by participants.

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

MVCC continued to recruit and employ qualified staff with welcoming core values and fair practices in mind, as well as those that best represent student needs. The college utilized targeted online and print advertising sources, recruitment platforms, and events. Best practices currently include interviewing candidates with a diversified committee and providing committee training to ensure best outcomes. HR staff proactively guides search chairs to ensure fair practices to reduce barriers and biases during hiring process. Moraine Valley should continue and increase recruitment/ outreach efforts within Hispanic and other communities to enhance a diverse, qualified talent pools. For retention, Moraine Valley offered a first year focus new staff orientation, staff mentorship, as well as various engagement and recognition opportunities.

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".)

Training is offered through the Center for Teaching & Learning where employees may self-enroll in courses/programs to enhance professional development. Conferences are also options. Benefit eligible employees are eligible for tuition assistance.

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".)

Employees are encouraged to apply for positions that would enhance their career growth.

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

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

Moraine Valley strategically promotes employment and educational opportunities through publications and outreach to local Hispanic community organizations, district schools, universities, and professional groups to increase awareness and participation. As a result of these efforts and strategic initiatives, MVCC has seen an increase in Hispanic student enrollment. In addition to offering student services through bilingual specialists and staff, Moraine Valley provides English as a Second Language and Intensive English Language programs for the community. To meet the needs of—and attract—Spanish-speaking students, the college hosts Hispanic Heritage Month activities and facilitates “Voces” Empowerment Focus Groups to address student and community needs. Many strategies have been implemented not only to narrow achievement gaps among specific student groups, but also to raise overall achievement for all learners. In addition to leadership and mentoring programs, Moraine Valley hosted welcoming events and programming for students, faculty, and staff such as Equity Academy, special workshops, student clubs, high school bridge program, financial literacy workshops and supportive resources such as Tutoring, Career Services, Counseling and a special Food Pantry to support student success and increase enrollment.

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 2025**

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, 2025, 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, 2025, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

Yes

Provide the FY 2025 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 2025

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?

Yes

As of June 30, 2025, 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, 2025, 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 2025 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.)

\$21,000 on: Chicago Diversity• HBCU• Diverse Jobs• Latinos in Higher Ed• Inside Higher Ed• The Chronicle of Higher Education• Hispanic Latino Professionals Association• Higher Ed Jobs Inc• IL Job Link• LinkedIn• Higher Education Recruitment Consortium

**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. Oakton places great value on embracing diversity and advancing equity. Oakton sets and pursues annual affirmative action goals that reflect the diversity of the Oakton district and the college's enrollment profile. The College prides itself in building a remarkably diverse executive leadership staff, which is attributed to the College's commitment from the top and an infused commitment to diversity and equity within the institution's mission and strategic goals. Human Resources has developed cultural competency workshops used to train all search committee members on bias in the hiring process, diversity sensitivity and effective interviewing techniques. Participants 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.

Yes, the College conducts national and regional searches to fill all administrative, staff and full-time faculty openings. Oakton places great value on embracing diversity and advancing equity. Oakton sets and pursues annual affirmative action goals that reflect the diversity of the Oakton district and the college's enrollment profile. The College prides itself in building a remarkably diverse executive leadership staff, which is attributed to the College's commitment from the top and an infused commitment to diversity and equity within the institution's mission and strategic goals. Human Resources has developed cultural competency workshops used to train all search committee members on bias in the hiring process, diversity sensitivity and effective interviewing techniques. Participants 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.

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

None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

Funds are available to employees for prof. development, training, conferences, etc. Our Center for Prof Dev provides many opportunities for prof. development for all staff. Education reimbursement is available for furthering educational pursuits.

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

No



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

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

!ANDALE! An Association for Nurturing the Development and Advancement of Latinos in Education. We have a dedicated full-time Andale equity coordinator position. The College is engaged in two high impact practice projects – Persistence Project and Caring Campus. Faculty members participating in the Persistence Project 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. Staff employees engaged in the Caring Campus project agree to participate in five behavioral commitments that help support how Oakton is a Caring Campus helping students to feel a sense of belonging and connectedness (ie: wearing our nametags; welcoming students; acknowledging a student that may need assistance; cross-departmental awareness; and warm referrals).

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 2025

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?

Yes

As of June 30, 2025, 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	1	0	0

As of June 30, 2025, 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?

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 credit or community education courses at our College. Free online access to LinkedIn Learning. Professional development funds for other types of eligible educational programs with request process.

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 Advisory Committee for Accessibility, Inclusion and Diversity discusses challenges, issues, and develops 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 2025

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, 2025, 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, 2025, 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?

Yes

Provide the FY 2025 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.)

Prairie State College allocates \$1000 for our recruitment budget to attract diverse candidates, including Hispanic American applicants. Our Recruitment budget has been reduced since last fiscal year.

**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?**

Prairie State College uses institutional data, existing surveys, and administrative oversight structures to monitor recruitment and employment patterns for all employee groups, which includes Hispanic employees.

Human Resources uses centralized HR and applicant-tracking systems (such as Ellucian/Colleague and PeopleAdmin) that capture demographic and employment data across the employee lifecycle, allowing the College to review applicant pools, hires, and separations for equity considerations. These tools make it possible to examine patterns affecting underrepresented groups, including Hispanic candidates and employees, as part of broader compliance and monitoring.

Human Resources, and senior leadership share responsibility for reviewing employment policies and practices and for addressing systemic barriers. While there is not a separate standing committee dedicated solely to Hispanic employment, these units and governance structures collectively monitor hiring, employment actions, and departures to support fair treatment and equitable opportunities for all employees, including Hispanic staff and faculty.

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

The college utilizes search committees to target diverse and qualified candidates. The Affirmative Action Officer who is also the CHRO monitors all searches and ensures equity and fairness. The search committee is a cross section of diverse staff of various departments, ethnic groups and employee groups that are seeking diverse candidates. Search committees participate in a kick off meeting that re-enforces the commitment to diversity. Prairie State College uses a combination of institutional research, survey tools, and committee oversight to monitor employment practices and workforce trends, although these mechanisms are not limited solely to Hispanic employees.

Prairie State College maintains structures, including Administrators and Human Resources, that provide ongoing oversight of employment practices and help ensure compliance with nondiscrimination and equal opportunity policies. These units work with college leadership to review hiring processes, employment actions, and broader organizational climate, which indirectly tracks and responds to trends in recruitment and departure among underrepresented groups, including Hispanic employees.

Prairie State College conducts institutional research and equity-focused data reviews, and uses existing leadership structures in Human Resources to monitor recruitment, employment, and separation trends. These activities encompass all employee groups, including Hispanic employees, though data are not always disaggregated or reported solely for this 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

No

**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".)

PSC supports the promotion of Hispanic Americans through advancement structures, development programs that focus on decision-making, leadership, strategy, operations & communication.

**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 strengthening language access, academic pathways, and support services to meet the needs of Spanish-speaking students and community members who wish to access the institution.

Prairie State College offers bilingual advising so that students and families who speak only Spanish can receive admissions and academic guidance in their preferred language. Key student-facing offices and services are reachable for Adult Education, ESL, GED, and literacy support, making it easier for Spanish-speaking community members to connect with the College and understand their options.

Through Adult Education and Literacy, PSC provides GED and high school equivalency classes taught in Spanish, giving Spanish-speaking adults a pathway to complete secondary education and transition into college-level study. The program also offers ESL classes at multiple levels, as well as constitution exam preparation and tutoring, helping non-English speakers build skills needed for further education, work, and citizenship.

Prairie State College maintains a Spanish academic program with several course levels and transfer pathways, allowing students to develop advanced Spanish proficiency and pursue further study at four-year institutions. Additional resources such as Spanish-language library guides, online Spanish and Medical Spanish courses, and multilingual virtual tutoring expand access to learning and success tools for Spanish-speaking 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

Full-Time

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2025**

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, 2025, 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, 2025, 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

**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 enough of a Hispanic population within our service area to make the surveys meaningful. We advertise job vacancies in a variety of social media platforms trying to reach as many applicants as possible; however, the number of applicants self-identifying as Hispanic are minimal at best. HR manages all terminations equally across the board.

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 service 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".)

Employees are encouraged to seek out self-development and professional development opportunities that would help them prepare for advancement opportunities. Self-development is supported and financially supported by the college.

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 and dual enrollment classes offered at area high schools. We also offer a number of admission services, registration services and financial aid services and a TRIO program for 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 2025**

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, 2025, 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, 2025, 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?

No

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

Use internal resources for position referrals.

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".)

Trauma Informed Practice Training

Conflict Resolution Training

Gallup Clifton Strengths Training

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

No

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

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

N/A

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

No

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

No

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2025**

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, 2025, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2025, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	12
Total Hispanic faculty that experienced separation from the college	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.

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

- Connecting with contacts through our job boards, social media (LinkedIn), and employee referrals;
- Creating networking opportunities with our community members, faculty and staff;
- Investing with WorkplaceDiversity.com (attracting), and current job board links 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 and Interdepartmental training opportunities.
- Tuition reimbursement and free tuition for most employees.

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 2025**

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, 2025, 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 #	62	87	3	9

As of June 30, 2025, 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 do not.

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

Post job opportunities on Spanish-language job boards, community newspapers, and Hispanic-serving professional networks.

Recruit at diversity-focused job fairs, conferences, and community events where Hispanic educators and bilingual professionals are well represented

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.

Increasing the number of bilingual staff and qualified interpreters to support communication in academic, administrative, and public-facing areas.

We hope to provide bilingual advising, tutoring, peer mentoring, and student success coaching tailored to the needs of Spanish-speaking students.

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

No

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

No

**Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)**  
**Fiscal Year 2025**

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, 2025, 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, 2025, 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?

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? Human Resources receives a monthly Employee Profile report that outlines the employee count by employment status, ethnicity, and gender.



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

Human Resources has transitioned to a new recruitment platform that allows the College to place jobs nationwide.

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".)

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 2025

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, 2025, 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, 2025, 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 2025 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 2025

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, 2025, 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, 2025, 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?

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 2025 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.)

\$5,000 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 monitors the 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 with 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 2025**

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, 2025, 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 #	87	744	1	15

As of June 30, 2025, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	37
Total Hispanic faculty that experienced separation from the college	3

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.

N/A

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 2025**

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, 2025, 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, 2025, 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?

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 2025

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, 2025, 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	21	0	3

As of June 30, 2025, 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?

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 2025**

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, 2025, 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, 2025, 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? Yes. The institution conducts internal analyses and utilizes several tools to monitor recruitment, employment trends, and employee departures. Waubonsee administers an annual Employee Engagement Survey to all employees and uses Exit Interview Questionnaires for Support Staff, Full-Time Faculty, and Administrators. Data from these instruments is analyzed to identify patterns, support continuous improvement initiatives, and inform strategies aimed at strengthening employee retention and satisfaction.

Waubonsee also works to increase diversity in its hiring processes by offering training for hiring committees and managers, as well as initiatives designed to promote equitable recruitment practices that attract and support underrepresented candidates, including Hispanic/Latinx applicants.

Insights gathered from these efforts along with HR's ongoing monitoring of applicant flow, hiring outcomes, and separation trends including race and ethnicity are reviewed within the Employee Engagement Team and integrated into broader strategic goals to advance workplace culture, inclusivity, and equitable employment practices.

**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, conferences, and networking events centered on increasing diversity in higher education.

Build pipelines through partnerships with Hispanic-serving organizations, professional associations, and affinity groups supporting Hispanic/Latinx educators and administrators.

Increase visibility of vacancies on diversity-focused job boards and social platforms widely accessed by Hispanic/Latinx professionals.

#### Enhance Inclusive Hiring Practices

Continue offering Bias Training for hiring committees and decision-makers to ensure equitable evaluation of all candidates.

Utilize structured interviews and diverse hiring panels to reduce unconscious bias and strengthen consistency in candidate assessments.

#### Develop Targeted Professional Development and Mentorship

Establish mentorship and leadership development programs that cultivate talent from underrepresented groups, including Hispanic/Latinx employees pursuing teaching or administrative careers.

Provide equitable access to professional development opportunities supporting career growth and advancement.

#### Strengthen Institutional Commitment to Diversity

Set measurable goals for increasing Hispanic/Latinx representation in teaching and administrative roles and evaluate progress regularly.

Align hiring, onboarding, and retention strategies with broader institutional diversity and inclusion priorities.

#### Build a Supportive Work Environment

Encourage Employee Resource Groups (ERGs) that create community, belonging, and cultural awareness for Hispanic/Latinx staff.

Promote transparent advancement pathways and leadership opportunities.

#### Monitor and Adjust Initiatives

Regularly analyze recruitment, hiring, and retention trends for Hispanic/Latinx employees to identify gaps and opportunities.

Adjust strategies based on employee feedback, national trends, and institutional data.



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

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".)

Provides tuition reimbursement, certificate and skills-based training, and department-funded professional development. Supports employee growth through workshops, online learning, and pathways for advancement.

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 institution is strengthening several strategies to expand access, engagement, and success for Hispanic/Latinx students and community members seeking educational opportunities. Waubonsee maintains a robust website and active social media presence that highlights its inclusive culture and mission, reflecting strong support for the Hispanic/Latinx community. The Council for Access and Inclusion plays a critical role in celebrating cultural diversity and fostering a sense of belonging through student and community-focused programming.

To support access and awareness, the college hosts community recruitment events including Registration Rally events that help connect prospective students with enrollment services, advising, academic pathways, and financial aid resources. Waubonsee also offers tutoring, college visits, workshops, and cultural field trips for first-generation, low-income, and students with disabilities, supporting early preparation for academic success.

The institution provides personalized academic support through programs that pair eligible students with academic coaches who offer guidance, motivation, and accountability. Additional initiatives promote student engagement and retention through mentoring, leadership development, and culturally responsive student services.

By combining equity-focused professional development for faculty and staff with continuous monitoring of student success data, Waubonsee strengthens outreach, reduces barriers, and fosters an inclusive environment where Hispanic/Latinx students can thrive.

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

Yes

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

Yes

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

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

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

Yes

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

Quarter-Time

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## BILINGUAL NEEDS AND BILINGUAL PAY SURVEY RESULTS

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2025**

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 2025 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 2025? (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) Bi-lingual staff then double check the forms/documents for accuracy.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2025**

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

Was interpretation or translation of English into a source language necessary in FY 2025 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 2025? (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 2025**

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 2025 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 2025 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?	

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 2025? (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 2025**

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 2025 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 2025 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?	

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 2025? (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?

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?

- 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 2025**

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 2025 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 2025 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?	

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 2025? (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?

1

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

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 2025**

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 2025 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 2025 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?	

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 2025? (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 2025**

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 2025 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 2025 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?	

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 2025? (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 2025**

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 2025 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 2025 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?	

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 2025? (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?

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 2025

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 2025 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 2025 to facilitate the accessibility of institution services or information to non-English-speaking clients.

105

If there are any number of cases indicated in the previous question, in approximately what percentage of those cases was the time commitment? PLEASE ENSURE THE TOTAL IS 100%

	%
15 minutes or less?	50
16 minutes to 60 minutes?	50
61 minutes to half of a work day?	
more than half of a work day?	

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 2025? (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?

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?

- 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 2025**

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 2025 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 2025? (choose one)

N/A

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

No response

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2025**

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?	

Was interpretation or translation of English into a source language necessary in FY 2025 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 2025? (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?

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?

We assess the need for bilingual positions by monitoring staffing patterns and the demand for language support services. Enrollment and participation data are also tracked to understand community demand and guide staffing decisions.

Service utilization trends—such as whether language-support staff are consistently at capacity—are regularly evaluated, and adjustments are made as needed. During high-demand periods, bilingual employees may be called upon to provide additional support. This flexible approach helps maintain responsiveness to changing needs and ensures equitable access to services.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2025**

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

**Danville Area Community College**

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 2025 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 2025? (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 2025**

The Hispanic Employment Plan for Higher Education requires that information on Spanish speaking bilingual staff be provided under the Bilingual Needs and Bilingual Pay Survey.

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

**Elgin Community College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2025 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 2025 to facilitate the accessibility of institution services or information to non-English-speaking clients.

3

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?	0
16 minutes to 60 minutes?	100
61 minutes to half of a work day?	0
more than half of a work day?	0

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.

3

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 2025? (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?

3

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

3

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

3

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Since June 30, 2025, The college created a program that offers to any employee who wish to serve as a translator and/or interpreter in a language other than English, they can apply and complete an assessment and if passed, they will be identify as translator/interpreter with flat rate/per hour.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2025**

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

**Harper College**

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

Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget.

Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

	%
every day?	10
at least once a week?	15
at least once a month?	20
at least once a year?	55

Was interpretation or translation of English into a source language necessary in FY 2025 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 2025? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

2

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

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?

No formal ratio is utilized. However, bilingual Spanish speakers are sought after in many employment position searches.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2025**

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 2025 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 2025 to facilitate the accessibility of institution services or information to non-English-speaking clients.

1011

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?	

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 2025? (choose one)

Daily

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

3

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

No

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

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 2025**

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?	75
at least once a week?	25
at least once a month?	
at least once a year?	

Was interpretation or translation of English into a source language necessary in FY 2025 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 2025 to facilitate the accessibility of institution services or information to non-English-speaking clients.

800

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?	73
16 minutes to 60 minutes?	25
61 minutes to half of a work day?	2
more than half of a work day?	

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 2025? (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?

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?

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?

The bilingual service needs are determined on an as needed basis when a student, parent or client makes a request for language services, or as we see the need. The vast majority of the cases that were noted in this report resulted from

our English-as-a-Second Language Program through Adult Education or our International Student Program. The Adult Education program employs a part-time position to provide translation of written, spoken and electronic English language for non-English speaking clients. We also had 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 2025**

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

**Illinois Central College**

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 2025 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 2025? (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 2025**

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 2025 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 2025? (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 2025**

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 2025 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 2025 to facilitate the accessibility of institution services or information to non-English-speaking clients.

172

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?	

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.

20

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 2025? (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 has identified and addressed the need for bilingual staff. In addition to historically having bilingual staff in Adult Education, the institution has hired bilingual staff in Admissions and Financial Aid to address the need for Spanish-Speaking clients.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2025**

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 2025 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 2025? (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 2025**

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**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 2025 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 2025? (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 2025**

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**Joliet Junior College**

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

Yes

If the previous question indicated that your institution has a budget specifically for Spanish to English translation, please specify the budget.

Part of Unit Budget(s)

Please specify what percentage of those employees that address bilingual needs used bilingual skills every day, at least once a week, at least once a month, and/or at least once a year. PLEASE ENSURE THE TOTAL IS 100%

	%
every day?	50
at least once a week?	50
at least once a month?	
at least once a year?	

Was interpretation or translation of English into a source language necessary in FY 2025 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 2025 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?	

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.

15

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 2025? (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 (AICC) 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 2025**

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

**Kankakee Community College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2025 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 2025? (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?

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?

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 2025**

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**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 2025 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 2025? (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 2025**

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**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

Was interpretation or translation of English into a source language necessary in FY 2025 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 2025 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

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 2025? (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?

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?

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 2025**

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

**Lake Land College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2025 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 2025? (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 2025**

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**Lewis and Clark Community College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2025 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 2025? (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)

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**Lincoln Land Community College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2025 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 2025? (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

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

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**Fiscal Year 2025**

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**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 2025 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 2025 to facilitate the accessibility of institution services or information to non-English-speaking clients.

390

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?	75
61 minutes to half of a work day?	
more than half of a work day?	

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 2025? (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?

35

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 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 2025**

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**Moraine Valley Community College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2025 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 2025? (choose one)

Monthly

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?

Moraine Valley Community College is an open access institution with open enrollment for all serving 26 communities. It is unknown how many times interpretation or translation of English into a source language was necessary 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 skills are welcomed in many positions. 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 are held in Spanish for students and parents as determined by the area and need.



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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2025**

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**Morton College**

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

No

Was interpretation or translation of English into a source language necessary in FY 2025 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 2025? (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?

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 2025**

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**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 2025 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 2025 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?	

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 2025? (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 2025**

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 2025 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 2025? (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 2025**

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 2025 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 2025? (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?

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?

1

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

1

What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

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 2025**

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 2025 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 2025? (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?

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?

Rend Lake College has an instructor for students taking English as a second language and our disability coordinator is also able to speak multiple languages.

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

**Bilingual Needs and Bilingual Pay Survey**  
**Fiscal Year 2025**

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 2025 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 2025? (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 2025**

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 2025 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 2025 to facilitate the accessibility of institution services or information to non-English-speaking clients.

8606

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?	8
16 minutes to 60 minutes?	74
61 minutes to half of a work day?	18
more than half of a work day?	0

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 2025? (choose one)

Weekly

How many positions with language options does the institution require to effectively provide services to non-English speaking students, parents, or public?

2

Were there any institution employees who needed to utilize language translation or interpretation skills to assist students, parents, or the public but are not receiving extra assignment pay for utilizing their bilingual skills?

Yes

How many institution employees receive a bilingual pay supplement?

0

How many paid positions of employees whose primary duties include translation are designated as translators or interpreters to serve students, parents, or the public in Spanish?

0

How many paid positions of other college employees who provide translation as needed are designated as translators or interpreters to serve students, parents, or the public in Spanish?

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?

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 2025**

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 2025 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 2025? (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 2025**

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 2025 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 2025? (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?

During the enrollment and admissions process, all students are asked if they are English Language Learners. We analyze the student enrollment demographics regularly. In addition, student needs are discussed bimonthly 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 2025**

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 2025 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 2025 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?	

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 2025? (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 2025**

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 2025 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 2025? (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 2025**

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

**Southwestern Illinois College**

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 2025 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 2025? (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 2025**

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 2025 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 2025? (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 2025**

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 2025 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 2025? (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 2025**

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 2025 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 2025 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?	

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 2025? (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 institution uses a combination of data-driven analysis, departmental input, and community demographic information to determine the number of bilingual positions with Spanish-language capabilities needed to effectively serve Spanish-speaking students and community members. HR and Institutional Effectiveness review regional demographic data, census information, and student enrollment trends to understand the proportion of Spanish-speaking individuals within the district and on campus. This includes monitoring the number of students who identify Spanish as their primary language, participation in bilingual programs, and requests for translated materials or interpretation support.



Illinois Community College Board  
Table 6  
UTILIZATION RATE FOR HISPANIC FACULTY AND STAFF  
EMPLOYED IN ILLINOIS PUBLIC COMMUNITY COLLEGES IN FISCAL YEAR 2025  
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	-6.3%	-6.0%	-1.3%	2.5%	-0.8%	-3.7%
518	Carl Sandburg	-1.2%	-0.8%	8.0%	-5.5%	-0.9%	2.9%
508	City Colleges of Chicago	(-11.8%)	(-16.2%)	(-3.9%)	(4.6%)	(-12.0%)	(-9.4%)
	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	-9.7%	-10.8%	-9.3%	-5.4%	4.2%	-9.3%
532	College of Lake County	-13.2%	-15.1%	-1.8%	1.0%	7.2%	-8.8%
507	Danville Area	0.0%	-3.9%	2.6%	2.7%	-5.0%	0.2%
509	Elgin	-15.9%	-12.8%	-6.1%	2.7%	38.6%	-6.5%
512	Harper	-8.5%	-8.7%	-2.5%	4.7%	24.8%	-3.6%
540	Heartland	-4.4%	-2.9%	-0.9%	2.7%	-6.0%	-2.4%
519	Highland	-2.8%	-4.3%	1.4%	0.7%	-4.3%	-2.0%
514	Illinois Central	-2.0%	-0.9%	3.0%	-3.1%	-0.6%	0.1%
529	Illinois Eastern	-2.1%	-1.5%	-2.6%	-2.6%	-2.6%	-2.0%
513	Illinois Valley	-7.0%	-7.8%	-2.9%	-3.2%	-5.1%	-5.8%
530	John A. Logan	-2.5%	-3.1%	-1.8%	-3.6%	0.6%	-2.4%
539	John Wood	-2.3%	-0.8%	-2.3%	-2.3%	8.9%	-1.1%
525	Joliet Junior	-13.3%	-11.9%	-3.2%	8.6%	-7.8%	-8.4%
520	Kankakee	-10.3%	-8.9%	-4.6%	-2.2%	7.8%	-6.3%
501	Kaskaskia	-3.1%	-1.2%	1.5%	-3.1%	-3.1%	-1.3%
523	Kishwaukee	-11.2%	-8.1%	-8.0%	6.2%	-15.5%	-8.2%
517	Lake Land	-2.3%	-0.2%	-0.2%	-1.1%	-2.3%	-0.7%
536	Lewis and Clark	-1.6%	-0.5%	5.6%	0.0%	2.3%	0.1%
526	Lincoln Land	-1.2%	-0.4%	-0.1%	-1.4%	-1.6%	-0.6%
528	McHenry County	-11.5%	-9.6%	0.7%	4.4%	-6.8%	-7.2%
524	Moraine Valley	-17.7%	-17.2%	-8.3%	-0.7%	-3.7%	-12.4%
527	Morton	-59.9%	-69.5%	-36.0%	-15.1%	-28.7%	-53.7%
535	Oakton	-4.3%	-6.0%	4.0%	6.3%	12.8%	-1.4%
505	Parkland	-4.7%	-3.1%	-2.0%	-4.5%	1.7%	-2.8%
515	Prairie State	-8.0%	-5.8%	8.2%	-4.0%	-6.6%	-3.5%
521	Rend Lake	-2.6%	-1.8%	-1.8%	-2.6%	-2.6%	-2.1%
537	Richland	2.1%	-2.8%	-1.7%	-2.8%	-2.8%	-1.4%
511	Rock Valley	-12.4%	-12.2%	-4.8%	-1.1%	-4.4%	-8.1%
506	Sauk Valley	-5.4%	0.2%	1.7%	-1.6%	3.4%	-0.8%
531	Shawnee	-4.0%	-2.9%	-4.0%	-4.0%	-4.0%	-3.6%
510	South Suburban	-15.4%	-13.0%	-5.0%	-6.1%	-1.5%	-10.6%
533	Southeastern Illinois	-0.1%	-1.3%	-0.6%	-2.2%	-2.2%	-0.9%
522	Southwestern Illinois	-3.5%	-2.6%	-2.6%	-4.6%	-3.0%	-2.7%
534	Spoon River	-3.1%	-3.1%	-3.1%	-3.1%	-3.1%	-3.1%
504	Triton	-22.3%	-25.4%	-3.0%	2.3%	29.4%	-13.2%
516	Waubonsee	<u>-22.0%</u>	<u>-20.5%</u>	<u>-6.4%</u>	<u>7.0%</u>	<u>-8.7%</u>	<u>-12.6%</u>
	TOTALS	-11.5%	-12.2%	-5.1%	-0.6%	-0.7%	-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 2025  
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	13	14	10	6	49
518	Carl Sandburg	3	5	23	0	1	32
508	City Colleges of Chicago	(154)	(204)	(402)	(164)	(122)	(1,046)
	Harold Washington	24	15	46	22	4	111
	Harry S Truman	18	37	54	35	16	160
	Kennedy-King	8	15	24	13	8	68
	Malcolm X	14	37	54	26	20	151
	Olive-Harvey	8	10	26	11	8	63
	Richard J. Daley	20	47	66	24	33	190
	Wilbur Wright	29	42	71	26	32	200
	District Office	33	1	61	7	1	103
502	College of DuPage	16	72	53	31	22	194
532	College of Lake County	27	72	96	37	32	264
507	Danville Area	4	1	14	2	0	21
509	Elgin	29	75	53	40	62	259
512	Harper	30	60	68	40	47	245
540	Heartland	3	11	16	2	0	32
519	Highland	1	0	5	2	0	8
514	Illinois Central	5	14	32	1	4	56
529	Illinois Eastern	1	3	0	0	0	4
513	Illinois Valley	3	5	9	3	1	21
530	John A. Logan	1	1	2	0	2	6
539	John Wood	0	2	0	0	2	4
525	Joliet Junior	13	47	90	2	12	164
520	Kankakee	1	4	7	5	5	22
501	Kaskaskia	0	4	4	0	0	8
523	Kishwaukee	3	11	11	5	0	30
517	Lake Land	0	4	7	1	0	12
536	Lewis and Clark	1	6	6	4	1	18
526	Lincoln Land	4	13	8	2	1	28
528	McHenry County	5	28	18	15	3	69
524	Moraine Valley	8	26	33	39	13	119
527	Morton	19	20	41	19	14	113
535	Oakton	11	32	46	21	15	125
505	Parkland	4	17	19	1	5	46
515	Prairie State	5	20	25	15	2	67
521	Rend Lake	0	1	1	0	0	2
537	Richland	4	0	1	0	0	5
511	Rock Valley	5	8	18	20	4	55
506	Sauk Valley	3	9	7	3	3	25
531	Shawnee	0	1	0	0	0	1
510	South Suburban	2	11	14	5	4	36
533	Southeastern Illinois	1	1	1	0	0	3
522	Southwestern Illinois	1	15	9	0	2	27
534	Spoon River	0	0	0	0	0	0
504	Triton	15	49	93	80	51	288
516	Waubonsee	<u>14</u>	<u>48</u>	<u>77</u>	<u>60</u>	<u>22</u>	<u>221</u>
	TOTALS	402	913	1,323	629	458	3,725

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 2025  
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	139	280	150	76	61	706
518	Carl Sandburg	70	106	170	12	22	380
508	City Colleges of Chicago	(968)	(1,769)	(1,691)	(507)	(774)	(5,709)
	Harold Washington	130	270	191	60	49	700
	Harry S Truman	106	295	272	143	90	906
	Kennedy-King	90	157	201	70	149	667
	Malcolm X	166	337	295	67	123	988
	Olive-Harvey	76	150	149	46	145	566
	Richard J. Daley	88	250	137	43	124	642
	Wilbur Wright	119	302	181	62	88	752
	District Office	193	8	265	16	6	488
502	College of DuPage	313	1,820	970	330	116	3,549
532	College of Lake County	246	791	428	147	102	1,714
507	Danville Area	81	96	184	26	20	407
509	Elgin	252	515	249	133	94	1,243
512	Harper	333	678	453	180	111	1,755
540	Heartland	184	356	316	23	14	893
519	Highland	64	129	87	40	32	352
514	Illinois Central	237	438	452	97	114	1,338
529	Illinois Eastern	194	262	176	43	40	715
513	Illinois Valley	88	195	120	42	19	464
530	John A. Logan	89	210	111	59	48	517
539	John Wood	65	138	74	41	18	336
525	Joliet Junior	195	577	537	7	98	1,414
520	Kankakee	91	158	102	54	26	431
501	Kaskaskia	86	214	87	36	34	457
523	Kishwaukee	69	149	146	23	21	408
517	Lake Land	114	186	334	84	35	753
536	Lewis and Clark	144	335	76	178	22	755
526	Lincoln Land	179	429	240	99	53	1,000
528	McHenry County	130	487	112	76	35	840
524	Moraine Valley	198	568	244	185	72	1,267
527	Morton	92	181	92	29	27	421
535	Oakton	165	640	307	121	63	1,296
505	Parkland	176	435	384	40	58	1,093
515	Prairie State	111	301	121	177	34	744
521	Rend Lake	83	119	116	26	59	403
537	Richland	83	138	96	25	17	359
511	Rock Valley	159	241	168	139	36	743
506	Sauk Valley	62	87	59	35	22	265
531	Shawnee	49	88	60	16	4	217
510	South Suburban	95	242	112	44	25	518
533	Southeastern Illinois	49	110	62	12	3	236
522	Southwestern Illinois	87	744	439	27	119	1,416
534	Spoon River	47	94	73	27	7	248
504	Triton	154	736	320	233	83	1,526
516	Waubonsee	<u>174</u>	<u>502</u>	<u>326</u>	<u>162</u>	<u>103</u>	<u>1,267</u>
	TOTALS	6,115	15,544	10,244	3,611	2,641	38,155

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EEOC Administrative Staff/Technicians and Skilled Craft Workers categories are included in the Professional Staff/Protective Service Workers category.

SOURCE OF DATA: ICCB Centralized Data System--Annual Faculty, Staff, and Salary (C3) Data



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