



**HISPANIC EMPLOYMENT PLAN
REPORT**

FISCAL YEAR 2022



March 2023

Hispanic Employment Plan Report
Fiscal Year 2022

Compiled by ICCB

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

Jay Brooks, Associate Deputy Director for Research and Analytics

Michelle Dufour, Director for Research and Analytics

Samuel Miller, Associate Director for Research and Analytics

Cecilia Elhaddad, Data Analyst

Jana Ferguson, Consultant, Data and Research Services

Table of Contents

Introduction..... 4

Map of Illinois Community Colleges 5

Demographic Information..... 6

Hispanic Employment Plan Survey Results 12

Bilingual Needs and Bilingual Pay Survey Results.....158

Utilization Rate for Hispanic Employees in Illinois Public Community Colleges.....260

Summary of Hispanic Employees in Illinois Public Community Colleges.....261

Summary of Total Employees in Illinois Public Community Colleges.....262

Bibliography263

Hispanic Employment Plan Report
Fiscal Year 2022

INTRODUCTION

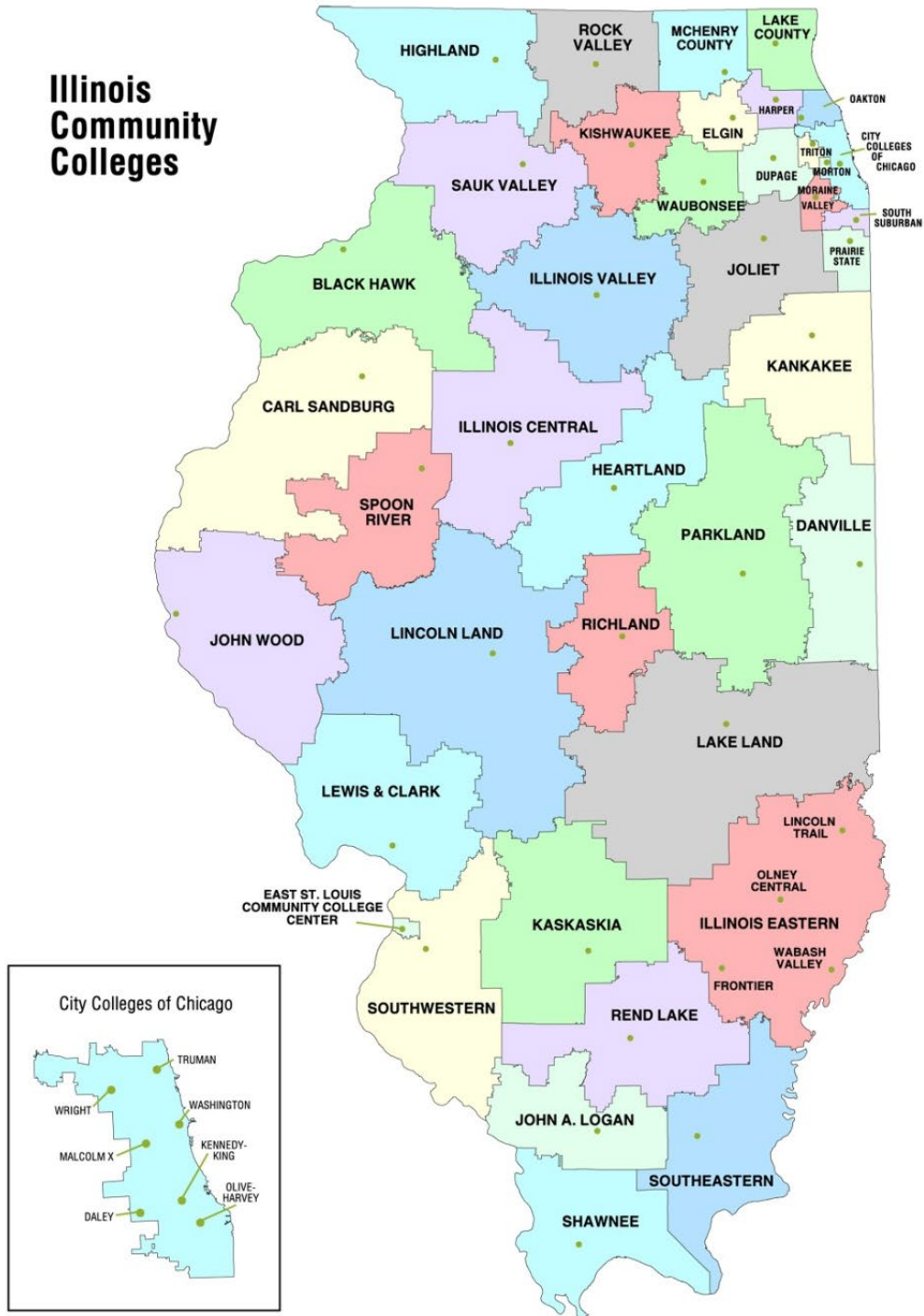
The enclosed materials contain fiscal year 2022 (July 1, 2021 through June 30, 2022) responses from Illinois' public Community College System to the *Hispanic Employment Plan Survey and the Bilingual Needs and Bilingual Pay Survey* ([Public Act 096-1286](#)). The legislation asks that each community 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 2022 is the thirteenth year that community colleges and public universities have been given the opportunity to respond to this important legislation. Many state agencies have been reporting their activities and initiatives under the act since 2005. The initial legislation dates back to 1993. The Illinois Community College System consists of 48 colleges that blanket the state and provide equal education, training, and employment opportunities to all individuals. A map of the System appears on the next page. College officials recognize that a diverse faculty, staff, and student body enriches and improves the educational environment for everyone. These reporting requirements allow colleges to provide additional information about their efforts to hire and promote individuals who are Hispanic and identify the need for bilingual employees. The report compliments activities and initiatives that are described in the annual *Illinois Community College System Underrepresented Groups Report* which addresses legislative reporting requirements in the [Board of Higher Education Act](#) (Sec. 8. and Sec. 9.16). Underrepresented groups reporting aims to increase participation and achievement among students who are academically or financially at risk, including minorities, women, and individuals with disabilities, as well as first-generation students and low-income students. Other complementary initiatives are the *African American Employment Plan Survey* ([Public Act 096-1341](#)), the *Asian American Employment Plan Survey* ([Public Act 097-0856](#)), and the *Native American Employment Plan Survey* ([Public Act 101-0534](#)). These surveys provide an annual assessment of initiatives and progress in hiring and promoting African Americans, Asian Americans, and Native Americans at local community colleges. Recent editions of the *Underrepresented Groups Report and the African American, Asian American, Native American, and Hispanic Employment Plan Reports* are available on the [ICCB website](#).

The *Hispanic Employment Plan and Bilingual Needs Report* begins with demographic information about the state of Illinois, and annual community college credit program enrollments, completions, and staffing. Then individual college responses to standardized surveys addressing components of the legislation are provided. These surveys were adapted from forms developed by the State of Illinois' Department of Central Management Services. The Illinois Board of Higher Education collects similar information for the public four-year universities.

Hispanic Employment Plan Report
Fiscal Year 2022

MAP OF ILLINOIS COMMUNITY COLLEGES



DEMOGRAPHIC INFORMATION

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

State of Illinois' Race/Ethnicity Distribution

State census data show that Illinois' population was 12.67 million in 2021 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](#), enter Illinois, [U.S. Census 2020 Illinois](#), and [2022 Index of Need](#) Table 1). These detailed Illinois census data indicate that the state's population grew 2.0 percent between 2000 and 2021. These detailed Illinois census data indicate that the state's population grew 2.0 percent between 2000 and 2021. The state population, however, decreased 1.2 percent between 2010 and 2021, and 1.1 percent between 2020 and 2021. Illinois' 2021 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 2021, as the percent of Caucasians decreased from 73.5 percent to 70.3 percent of the population ([U.S. Census 2000 Illinois](#), [U.S. Census 2020 Illinois](#), and [2022 Index of Need](#) Table 1).

Minority populations were responsible for Illinois' overall population growth from 2000 to 2021.
--

The race/ethnicity data collection methodology changed for the 2000 census and changed again for the 2020 census. The 2021 state census data showed that 2.2 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 2021 data in the table. These duplicated Hispanic/Latino population counts show substantial growth, from 1,530,262 in 2000 to 2,282,133 in 2021 ([U.S. Census 2000 Illinois](#) and [2022 Index of Need](#) Table 1).

Illinois' largest minority group in 2000 was African American and in 2021 was Hispanic/Latino. Compared to 2000, African American counts in 2021 decreased from 15.1 percent to 14.7 percent, whereas Asian American counts increased from 3.4 percent to 6.2 percent, Native American from 0.2 percent to 0.6 percent, and Hispanic/Latino from 12.3 percent to 18.0 percent.

Hispanic Employment Plan Report
Fiscal Year 2022

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%
2021	70.3%	14.7%	6.2%	0.6%	8.2%	18.0%

*Includes Pacific Islander

**Includes two or more races

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

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

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

Race/Ethnicity Distribution Community College System Credit Programs

Overall in fiscal year 2022, minority students accounted for 48.7 percent of the individuals enrolled in credit coursework at Illinois community colleges whose ethnicity was known. Race/ethnicity classifications are aligned with U.S. Department of Education collection and reporting standards. Fiscal year 2022 data show that minority representation increased from the prior year (fiscal year 2021 = 46.7 percent). Fiscal year 2022 results are above the five-year average (47.0 percent). Students identifying themselves as Hispanic students (now numbering 100,600) became the largest minority group in 2000 but became the second largest minority group in fiscal year 2012 behind African American students. In fiscal year 2013 through 2022, Hispanic students were again the largest minority group. African American students—47,952 in fiscal year 2022—constitute the second largest minority group in the latest data. Asian American students—20,945 in fiscal year 2022—constitute the third largest minority group enrolled in the Illinois Community College System. The fiscal year 2022 proportionate representation by Hispanic students was higher in comparison to the prior year (26.4 percent in fiscal year 2022 versus 24.9 percent in fiscal year 2021). The fiscal year 2022 African American student proportional representation was slightly higher in comparison to the prior year (12.6 percent in fiscal year 2022 versus 12.2 percent in fiscal year 2021). Over the longer term—over the past five years—a decrease in the Illinois Community College System’s minority enrollments was noted among students identifying themselves as Pacific Islander (-34.5 percent), African American (-28.5 percent), Nonresident (-19.6 percent), Asian American (-14.8 percent), Hispanic (-13.9 percent), Native American (-13.2 percent), and Two or More Races (-4.7 percent).

Students identifying themselves as Hispanics—100,600 in fiscal year 2022—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 three-fourths (75.2 percent) of the individuals enrolled in community college Adult Education coursework. In fiscal year 2022, Hispanic students accounted for nearly fifty percent of Adult Education enrollments and African American students for one-fifth of those enrollments (48.3 percent and 20.7 percent, respectively). Additionally, minority students accounted for approximately five out of every six (84.5 percent) individuals enrolled in

Hispanic Employment Plan Report
Fiscal Year 2022

community college ESL coursework during fiscal year 2022. Hispanic students accounted for nearly two-thirds (65.3 percent) of the community college ESL students, followed by Asian American students (9.5 percent) and African American students (5.7 percent).

Table 2
Fiscal Year 2022 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>Nonresident</i>	<i>Native American</i>	<i>Pacific Islander</i>	<i>Two or More Races</i>	<i>Minority Subtotal</i>
ABE/ASE %	20.7%	48.3%	3.4%	0.9%	0.3%	0.1%	1.6%	75.2%
Number	3,754	8,774	622	170	48	15	283	13,666
ESL %	5.7%	65.3%	9.5%	3.3%	0.1%	0.1%	0.5%	84.5%
Number	1,017	11,674	1,689	596	9	19	90	15,094

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 2022, minorities comprised nearly one-half (45.6 percent) of Transfer enrollees. An examination of each minority race/ethnicity group’s representation across the Transfer program area indicates that Hispanic students accounted for the largest minority group enrollments (23.5 percent), followed by African American students (11.6 percent), Asian American students (6.0 percent), students of Two or More Races (3.4 percent), Nonresident students (0.8 percent), Native American students (0.3 percent), and Pacific Islander students (0.1 percent). **Table 3** also shows that two-fifths of students enrolled in CTE programs were members of a minority group (40.0 percent). Hispanic students also had the highest representation among minorities in CTE programs and accounted for 20.5 percent of the population. African American students had the second largest CTE program enrollment (11.6 percent), followed by Asian American students (4.3 percent), students of Two or More Races (2.6 percent), Nonresident students (0.6 percent), Native American students (0.3 percent), and Pacific Islander students (0.1 percent).

Table 3
Fiscal Year 2022 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>Nonresident</i>	<i>Native American</i>	<i>Pacific Islander</i>	<i>Two or More Races</i>	<i>Minority Subtotal</i>
Transfer %	11.6%	23.5%	6.0%	0.8%	0.3%	0.1%	3.4%	45.6%
Number	25,772	52,016	13,410	1,810	573	177	7,476	101,234
CTE %	11.6%	20.5%	4.3%	0.6%	0.3%	0.1%	2.6%	40.0%
Number	11,595	20,530	4,343	561	300	84	2,596	40,009

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 2022. 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 2022.

Hispanic Employment Plan Report
Fiscal Year 2022

Minority students accounted for 42.7 percent of Transfer graduates, compared to 39.3 percent of all CTE graduates.

Table 4 shows that during fiscal year 2022, more minority graduates completed CTE degrees and certificates (N = 14,127) than Transfer degrees and certificates (N = 11,139). Minority students

accounted for 42.7 percent of Transfer graduates, compared to 39.3 percent of all CTE graduates. The majority of the Transfer credentials earned by minorities was Associate in Arts degrees (50.6 percent, N = 5,635), while 29.0 percent (N = 3,227) was the General Education Core Curriculum (GECC) Credentials. Hispanic students accounted for the largest group of Transfer minority graduates (24.3 percent), followed by African American students (8.9 percent), Asian American students (5.1 percent), students of Two or More Races (3.2 percent), Nonresident students (0.9 percent), Native American students (0.2 percent), and Pacific Islander students (0.1 percent). The fiscal year 2022 proportional representation of the Hispanic Transfer graduates (24.3 percent) was lower by 0.7 percentage points from the prior year (25.0 percent). Hispanic students also accounted for the largest minority group for completions in CTE programs (20.6 percent), followed by African American students (11.1 percent), Asian American students (4.0 percent), students of Two or More Races (2.7 percent), Nonresident students (0.5 percent), Native American students (0.2 percent), and Pacific Islander students (0.1 percent). The fiscal year 2022 proportional representation of the Hispanic CTE program graduates (20.6 percent) was higher 1.0 percentage point from fiscal year 2021 (19.6 percent).

Table 4
Fiscal Year 2022 Minority Student Completers in
Transfer and Career and Technical Education Programs

<i>Program</i>	<i>African American</i>	<i>Hispanic/Latino</i>	<i>Asian American</i>	<i>Nonresident</i>	<i>Native American</i>	<i>Pacific Islander</i>	<i>Two or More Races</i>	<i>Minority Subtotal</i>
Transfer %	8.9%	24.3%	5.1%	0.9%	0.2%	0.1%	3.2%	42.7%
Number	2,317	6,338	1,326	248	53	20	837	11,139
CTE %	11.1%	20.6%	4.0%	0.5%	0.2%	0.1%	2.7%	39.3%
Number	3,983	7,422	1,447	192	87	35	961	14,127

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

Table 5 shows that in fiscal year 2022, minority faculty and staff accounted for 22.2 percent of tenured faculty/officials and managers (a 5.4 percent increase from fiscal year 2021), 17.8 percent of non-tenured faculty (a 10.9 percent increase from fiscal year 2021), 32.5 percent of professional staff/protective service workers (a 10.0 percent increase from fiscal year 2021), 33.5 percent of office and clerical/paraprofessionals (a 5.8 percent increase from fiscal year 2021), and 43.3 percent of service maintenance employees (a 4.1 percent increase from fiscal year 2021).

Hispanic Employment Plan Report
Fiscal Year 2022

Table 5
Fiscal Year 2022 Minority Faculty and Staff in Illinois Community Colleges

	<i>Tenured Faculty/ Officials and Managers</i>	<i>Non- tenured Faculty</i>	<i>Professional Staff/ Protective Service Workers*</i>	<i>Office and Clerical/ Para- professionals</i>	<i>Service Maintenance*</i>
<i>African American %</i>	11.5%	7.7%	14.4%	13.5%	23.6%
Number	698	1,137	1,249	488	568
<i>Hispanic/Latino %</i>	5.3%	4.9%	12.0%	14.6%	16.2%
Number	319	726	1,034	530	390
<i>Asian American %</i>	4.0%	4.0%	3.5%	3.8%	1.3%
Number	245	587	303	136	31
<i>Nonresident %</i>	0.2%	0.3%	0.5%	0.3%	0.7%
Number	13	40	43	12	16
<i>Native American %</i>	0.2%	0.2%	0.2%	0.2%	0.5%
Number	13	24	18	8	11
<i>Pacific Islander %</i>	0.1%	0.1%	0.1%	0.1%	0.1%
Number	5	10	10	2	3
<i>Two or More Races %</i>	0.9%	0.8%	1.7%	1.0%	0.9%
Number	55	112	150	37	21
<i>Minority Subtotal %</i>	22.2%	17.8%	32.5%	33.5%	43.3%
Number	1,348	2,636	2,807	1,213	1,040

*Includes revised college figures

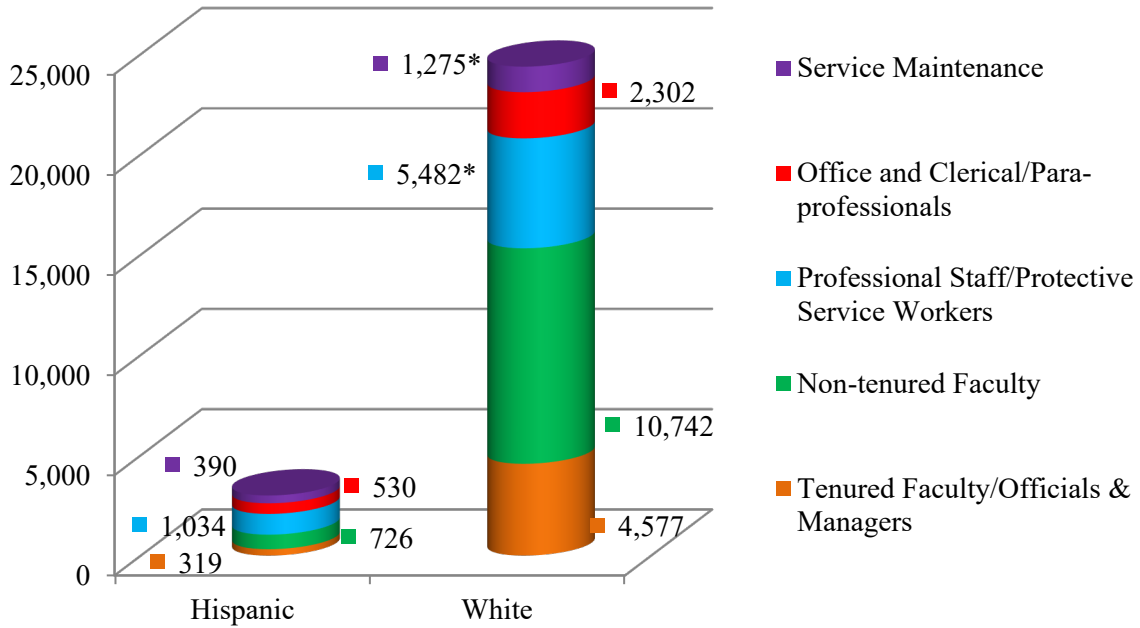
SOURCE OF DATA: ICCB Centralized Data System—Annual Faculty, Staff, and Salary (C3) Data and the African American Employment Plan Survey, Asian American Employment Plan Survey, Hispanic Employment Plan Survey, and the Native American Employment Plan Survey.

In fiscal year 2022, Hispanic faculty and staff accounted for 5.3 percent of tenured faculty/officials and managers, 4.9 percent of non-tenured faculty, 12.0 percent of professional staff/protective service workers, 14.6 percent of office and clerical/paraprofessionals, and 16.2 percent of service maintenance employees. **Figure 1** shows the Hispanic employee counts in comparison to the White employee counts at Illinois Community Colleges in fiscal year 2022.

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.

Hispanic Employment Plan Report
Fiscal Year 2022

Figure 1
Comparison of Hispanic Employees to White Employees
at Illinois Community Colleges in Fiscal Year 2022



*Includes revised college figures

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

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

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

Hispanic Employment Plan Report
Fiscal Year 2022

HISPANIC EMPLOYMENT PLAN SURVEY RESULTS

Black Hawk College.....	13
Carl Sandburg College.....	16
City Colleges of Chicago.....	19
College of DuPage.....	40
College of Lake County.....	44
Danville Area Community College.....	48
Elgin Community College.....	51
Harper College.....	54
Heartland Community College.....	58
Highland Community College.....	61
Illinois Central College.....	64
Illinois Eastern Community Colleges.....	67
Illinois Valley Community College.....	77
John A. Logan College.....	80
John Wood Community College.....	83
Joliet Junior College.....	86
Kankakee Community College.....	90
Kaskaskia College.....	93
Kishwaukee College.....	96
Lake Land College.....	99
Lewis and Clark Community College.....	102
Lincoln Land Community College.....	105
McHenry County College.....	108
Moraine Valley Community College.....	111
Morton College.....	114
Oakton Community College.....	117
Parkland College.....	120
Prairie State College.....	122
Rend Lake College.....	125
Richland Community College.....	128
Rock Valley College.....	131
Sauk Valley Community College.....	134
Shawnee Community College.....	137
South Suburban College.....	140
Southeastern Illinois College.....	143
Southwestern Illinois College.....	146
Spoon River College.....	149
Triton College.....	151
Waubonsee Community College.....	154

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

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, 2022, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

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

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

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

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

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

None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

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

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

No

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

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

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

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

No

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

Yes

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

Quarter-Time

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

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, 2022, 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, 2022, 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

Provide the FY 2022 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.

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

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

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

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

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

Yes

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

Sandburg offers professional development funds for training, tuition support, conferences, association and

professional memberships. Opportunities are offered to all employees in accordance with policy 2.10 concerning Equal Employment Opportunity.

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

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

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

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

No

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

No

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

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, 2022, 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	2	0	0

As of June 30, 2022, 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

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 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

Half-Time

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

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, 2022, 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	5	0	0

As of June 30, 2022, 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?

- 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 2022

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?

No

As of June 30, 2022, 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	3	0	0

As of June 30, 2022, 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?

- 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 2022

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, 2022, 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	18	0	2

As of June 30, 2022, 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?

- 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 2022

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?

No

As of June 30, 2022, 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, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

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

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

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

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

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

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

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 2022

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, 2022, 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	3	0	0

As of June 30, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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 2022

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, 2022, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2022, 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?

- 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-dev training

FTEs able to take classes at our colleges

Tuition reimb available to many FTEs to further their education.

Prof dev funds available 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 2022

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

College of DuPage

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

Yes

As of June 30, 2022, 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 #	18	0	0	0

As of June 30, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	21
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

employees, and have committees that monitor employment or departure of employees from the institution? The College of DuPage Vice President of Human Resources receives a detailed monthly report that outlines new hires and promotions at the College. This report indicates the ethnicity of the individuals impacted by these changes.”

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

The College conducts a diversity advertising strategy that proactively reaches out to diverse populations through publications and email directed towards the specific population. Specific outreach is done through diversity emails on all full-time positions and all positions are listed on specific minority publications such as Hispanicsinhigher.com. In addition, we post every position on DiversityJobs.com which reaches multiple diversity populations.

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".)

“Employee development funds are made available for employees across the institution to develop professional skills.”

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

No

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

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

*Student Affairs collaboration of Admissions and Outreach, Office of Financial Assistance, Counseling and Advising and the Latino Outreach Center with recruitment and onboarding processes:

a. Recruitment and outreach activities in the high schools, community, and college fairs.

b. Evening, Saturday and individual appointments with prospective students and families at all of the College of DuPage campuses. Offered student and parent workshops in both English and Spanish to include financial aid and "how to pay for college"

workshops.

c. Collaborated with ISAC (Illinois Student Assistance Commission) on financial aid workshops in district high schools and at College of DuPage.

d. Conducted a "Parent Spanish Series" at district high schools.

e. Conducted Spanish FAFSA workshops in select high schools with a high percentage of Spanish-speaking students.

f. Established a COD Succeeds Scholarship award for students who are academically successful and in need of additional support.

g. Increased area partnerships in order to better assist and provide resources to students.

h. Retained bilingual staff in many student service areas to assist Spanish-speaking students and community members. Campus Central, Admissions and Outreach, Student Financial Assistance, Student Records, Student Registration, Veterans Services, and Counseling and Advising are departments where this has taken place.

i. Planned and coordinated cultural events targeting the Latino population including Latino Student Visit Day, Hispanic Heritage Month activities, parent information workshops, academic and social activities and a parent workshop during New Student Orientation.

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

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

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

Yes

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

Yes

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

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

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

Yes

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

Full-Time

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

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, 2022, 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	1	0

As of June 30, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

Yes

Provide the FY 2022 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

The budget for diversity recruitment initiatives for diverse faculty and administrators is part of our general

recruiting budget. Twenty-five to thirty percent of the recruiting budget is spent on diverse recruiting hiring initiatives.

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

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? The College utilizes applicant tracking demographic data to evaluate the diversity recruitment of applicant pools. Recruitment strategies are developed for groups that are underrepresented. Exit interviews and turnover reports are conducted to obtain information for identifying actions necessary for improvement.

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

The College's strategic plan addresses equity and diversity in hiring, retention, talent management and compensation and benefit practices. The College routinely conducts reviews of all employment processes for compliance and improvement opportunities. The College's processes is 15% minimum diversity standards for applicant pool diversity and interview diversity. Hiring committees are required to go through training which includes training on hidden biases and cultural competency.

The College has an employee and faculty success team. The mission is to be innovative and value-driven in supporting the college in our students' success through developing and encouraging employees of all backgrounds on their journey towards achieving personal, professional growth and success.

The Purpose of this team is to design and develop experiences which promote a sense of belonging and community in supporting student success and achieve the employee success definition. The team includes representation from all employee groups at the College of Lake County, to assure the work is valued and connected to institutional goals and student success.

We achieve success through an environment where we can create a personal pathway rich with culturally relevant and timely learning experiences and resources.

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

Community Linkages Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan

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

Employees with career ladder enhancement

Yes

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

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

Self-development training

Yes

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

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

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

Yes

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

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

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

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

College of Lake County (CLC) has Career Navigators embedded in the schools Marketing and Promotion Materials.

The College assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking, and comprehension skills in English and mathematics skills.

CLC is actively increasing its outreach campaigns to include more Spanish. There also are particular grants that are targeted toward this community. CLC is developing a new website, and Spanish translation tools are being evaluated.

CLC implemented Spanish language Zoom classes for those Spanish-speaking students with transportation concerns.

In partnership with the Steans Family Foundation, CLC-Personal Enrichment hosted 65 middle and high school students to experience career explorations in STEAM and STEM. Approximately 50% of campers were Hispanic.

CLC has implemented a carefully designed framework for holistic support and success regarding programming, support, outreach, resources, etc., mapped to theory and best and high-impact practices.

CLC offered 14 events throughout Latinx Heritage Month, while collaborating with 10 nearby community colleges and several local school districts, libraries, and community organizations

TRiO Educational Talent Search creates opportunities like family empowerment nights in both English and Spanish to increase awareness and understanding. TRiO also incorporates student's cultures and history within our programming-connecting the information to their sense of self.

CLC has Spanish speaking recruiters who translate marketing materials into Spanish and host parent workshops in Spanish.

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 2022

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, 2022, 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, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

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

employees, and have committees that monitor employment or departure of employees from the institution?
Yes. A diversity plan was created to address these issues.

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

Continue to recruit for a diverse pool of candidates.

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".)

We encourage all employees to continue their education through our education tuition reimbursement program and to complete professional development.

Self-development training

Yes

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

We encourage all employees to continue their education through our education tuition reimbursement program and to complete professional development.

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".)

Yes. A diversity plan was created to address these issues.

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.

ESL classes in Danville and Hoopeston, Illinois

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

No

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

Yes

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

Never

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

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, 2022, 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	0	2	0

As of June 30, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

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

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

No

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

N/A

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

None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

No

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

No

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

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

Latinx Heritage Month is celebrated each year, inclusive of a wide variety of on-campus events, campaigns, and student/employee engagement opportunities. This year, the theme was “Los Caminos de la Vida: Celebrating Our Legacy.” The events included a Latinas in Law Enforcement Scholarship fund raiser, a Latin Heritage brunch, an “Encanto” movie viewing party and discussion, an Latina author lecture and Q&A, our Latinx Conexion, and a virtual stage reading of “Alicia in Wonder Tierra,” by Sylvia Gonzalez followed by a discussion with the cast.

The Organization of Latin American Students (OLAS) has existed for over 25 years and continues serving the needs of the increasing Hispanic student population, which has the largest percentage of students at the college. The student club promotes awareness and celebration of Latin American culture through various activities, events, and community-sponsored programs. All students interested in Latin American culture are welcome to join.

Two IAI History of Latin America courses are offered regularly, “examining the political, economic, cultural, social, religious and intellectual history of the principle Latin American states and their people.” A History of Mexico class is available, as well as a History of the U.S. Latinas and Latinos course. In 2018, the college implemented a Latinx Connexion event for Hispanic students. The event is held at the beginning of each semester. It gives new students, returning students and employees an opportunity to network and reinforce that as a community we are here to support each other. Academic and student support services are highlighted at the event.

In 2019, Admissions and Transfer Services organized the college's first HSI College Fair, with the participation from four-year HSI institutions during the Annual LatinX Heritage Month. Additionally, we continue to participate in the National Hispanic College Fair.

The college joined the TRIUMPH (Transforming and Inspiring Undergraduate Men Pursuing Higher Education) Program, along with two other Hispanic and Minority-Serving area community colleges in spring 2019. These colleges have come together to collaborate and implement the TRIUMPH Expansion Initiative, a five-year grant program funded by ECMC Foundation, in order to increase the retention, transfer and/or graduation rates of minority males (men of color) at each of their respective institutions. The goal is to recruit a total of 250 - 500 men of color at each college by year five.

The goals of the TRIUMPH program include:

- addressing the significant opportunity gap for minoritized males who are the first in their family, and often first in their community, to pursue higher education;
- ensuring post-secondary persistence, completion and/or transfer through intensive mentoring and targeted workshops designed to increase social, emotional and non-cognitive barriers to success;
- helping minoritized male students realize and expand their potential; and
- creating a collegial environment to develop a sense of trust and mutual encouragement

Although the college doesn't have a dedicated Hispanic Resource Center (HRC), students who are members of OLAS have dedicated cubicle space in the Student Life Office to meet.

ECC also continues our work with the Partnership for College Completion's Illinois Equity in Attainment (ILEA) program, developing and adopting an Equity Plan in 2019 containing strategies for closing equity gaps for African American, Latinx, and Pell Grant-eligible students. Equity Plan strategies span nearly every area of the College and provide a framework for building upon student achievement and inclusivity at ECC.

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 2022

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?

No

As of June 30, 2022, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2022, 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	1

What percentage of your community college employees are union?

Less than 50%

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

Yes

Provide the FY 2022 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

The total amount allocated for recruiting diverse populations, including Hispanics, who are considered

underrepresented in the academic workforce, was \$21,937.85. Of that total amount, \$ \$3,471 was spent to specifically recruit Hispanic applicants.

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 under-represented groups to apply. Continue to maintain and expand the Diverse Faculty Fellow program to increase the number of individuals from underrepresented groups who become employees.

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

Mentorship of a new Hispanic Faculty

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

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

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

No

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

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

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

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

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

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

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

Over 30 students and their families attended PASO events this fall. In addition, PASO families receive multiple communications to the home throughout the year including a magnet with important upcoming college related dates.

Lastly, in 2021 Admissions Outreach and the Marketing Services team developed and launched a series of events for students called Destination Harper. These events ran virtually throughout the year and featured a variety of topics. One session offered in spring 2022 was developed specifically for the underrepresented student population titled: Black and LatinX students: Empowered to succeed at Harper.

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

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

Yes

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

Yes

Hispanic Employment Plan Report
Fiscal Year 2022

For institutions with an HRC and a Director or Coordinator for that HRC please provide a YES/NO response to the following questions regarding the AARC Director/Coordinator. (NOTE: THIS ITEM ONLY ACCEPTS RESPONSES IF THE PREVIOUS ITEM WAS MARKED "YES". IF THE

PREVIOUS ITEM WAS MARKED "NO", RESPONSE OPTIONS ARE VISIBLE, BUT CAN'T BE SELECTED.)

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

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

Yes

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 2022

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, 2022, 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, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

employees, and have committees that monitor employment or departure of employees from the institution? Work of the previously convened presidential task force on diversity and inclusion identified employment gaps for minority populations, including Hispanic employees. An objective to increase multicultural equity among diverse student and employee populations was identified. HR will continue to monitor data related to closing the employment gap for Hispanic employees, among other populations. A new applicant tracking system has allowed for more robust racial/ethnic data collection on employment applicants.

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

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

More specifically, we can focus on broadly posting job opportunities to reach diverse populations, including Hispanic candidates, and then reducing any bias that impacts how applicants progress throughout the review/interview/hiring stages. As appropriate, this could include advertising positions on diversity-oriented online job boards and websites serving Hispanic populations (for example, Hispanic Outlook). This also includes sharing job opportunities with those affiliated with local diversity focused groups. Applicant review team members receive training related to fair and equitable hiring practices and bias-related training to help ensure that applicants are advancing proportionally through the talent acquisition process. Strategies for retention of diverse employees can be further developed.

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

None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

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

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

No

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

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

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

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

No

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

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

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, 2022, 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, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	4
Total Hispanic faculty that experienced separation from the college	1

What percentage of your community college employees are union?

Less than 50%

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

No

Provide the FY 2022 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.)

Highland allocates budget resources for recruitment of a diverse applicant pool, but the College doesn't

allocate specific amounts for distinct underrepresented populations.

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

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? The College's Affirmative Action Officer does monitor internal reports detailing new hires and departures from the College.

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

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

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

None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

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

*Tuition waivers for Highland classes are available to full and part-time employees.

*Educational assistance for employees to take classes outside of Highland is available to full-time employees.

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

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".)

Currently, a work group is creating a leadership development program, which will be available to all employees in FY24.

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.

*Completed an agreement for remote translation services to assist non-native speakers.

* Highland applied for and received an Educational Opportunity Center (EOC) TRIO grant. We are currently recruiting for a Director, EOC and two College Access Specialist positions. These positions will provide academic advising, financial literacy, and referral services to college-ready individuals.

*Highland applied for and received a second Upward Bound program to expand service in the region. We recently hired a Coordinator, Upward Bound who will focus on high schools in Ogle and Carroll counties. Currently, we only provide services in Stephenson County. This position will recruit program participants and meet with students regarding academic progress, course selection, and personal and academic goal setting.

*Although these programs are not specific to Hispanic students, program participants include Hispanic students as part of the targeted 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?

No

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

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, 2022, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	17
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 2022 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 \$112,376 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'21 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 2022

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

Illinois Eastern Community Colleges – District Office

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

No

As of June 30, 2022, 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, 2022, 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?
guidance and review with our legal counsel

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

n/a

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

None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

No

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

No

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

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

n/a

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

No

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

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

Illinois Eastern Community Colleges – Frontier Community College

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

No

As of June 30, 2022, 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, 2022, 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?
guidance and review with our legal counsel

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

n/a

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

None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

No

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

No

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

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

n/a

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

No

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

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

Illinois Eastern Community Colleges – Lincoln Trail College

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

No

As of June 30, 2022, 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, 2022, 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?
guidance and review from our legal counsel

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

n/a

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

None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

No

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

No

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

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

n/a

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

No

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

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

Illinois Eastern Community Colleges – Olney Central College

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

No

As of June 30, 2022, 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, 2022, 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?
guidance and review with our legal counsel

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

n/a

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

None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

No

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

No

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

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

n/a

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

No

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

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

Illinois Eastern Community Colleges – Wabash Valley College

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

No

As of June 30, 2022, 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, 2022, 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?
guidance and review with our legal counsel

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

n/a

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

None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

No

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

No

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

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

n/a

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

No

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

N/A

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

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, 2022, 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, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	19
Total Hispanic faculty that experienced separation from the college	0

What percentage of your community college employees are union?

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 2022 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

N/A

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

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

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

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

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

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

None / Not applicable

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

Employees with career ladder enhancement

No

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

N/A

Self-development training

Yes

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

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

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

No

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

N/A

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

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

A link on our website for Spanish materials, billboards in Spanish to promote IVCC and encourage enrollment, utilize bilingual staff to assist. Access to public transportation through NCAT/BPART, GED/ESL orientations, and IVCC outreach events.

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

No

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

No

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

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, 2022, 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, 2022, 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?

Yes

Provide the FY 2022 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

We have a \$5,000 budget allocation for recruitment efforts that include Indeed, HigherEdJobs.com, and

DiversityJobBoard.com.

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

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution?
Yes. We work with the Diversity Committee and Institutional Research regarding recruitment efforts.

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

Along with posting vacancies on more diverse job boards, we are also participating in job fairs to increase recruitment efforts of Hispanic teaching/administrative staff.

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

Community Linkages Staff Employment Recruitment Plan

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

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

We held a campus-wide 21-Day Diversity Challenge, which was an initiative designed to engage our students, faculty, staff, and local community in culturally enriching activities the promote learning, reflection and celebration around equity and inclusion. We also held an event called Surviving and Thriving in Times of Educational Challenges. This event was organized by our diversity committee and it allowed a discussion on collaborative efforts being made to help students thrive in higher education during these challenging times. Additionally, JALC presented a Spring Diversity Challenge Day. The following sessions were included in this day: Stories of Bondage and Freedom in Egypt, a panel discussion titled Diversity Education and Inclusive Practice: A Lifelong Journey, Creating Inclusive Classrooms for Culturally Diverse and Minority Students, Disabilities Services Panel Discussion, and another Panel titled

Fostering Belonging in Challenging Times. JALC also held a World Music and Food Day with a theme of: Togetherness in Hope, Healing, Love, Nurturing, Community, and Peace.

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 2022

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, 2022, 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	129	0	0

As of June 30, 2022, 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	1

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

employees, and have committees that monitor employment or departure of employees from the institution? A Human Resources representative is present during the selection process. Exit interviews are conducted by Human Resources. Additionally, reports regarding employment and departure of employees are given to administration for review.

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

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

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

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

None / Not applicable

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

Employees with career ladder enhancement

Yes

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

Qualified associate faculty may apply for full-time faculty positions when available. Full-time faculty are on a tenure track.

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

Self-development training

Yes

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

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

Faculty and associate faculty can participate in Faculty Senate.

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

No

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

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

JWCC does not currently have increasing numbers or need of Spanish speaking students and public accessing the institution.

A plan will be developed when there is an increase.

Hispanic Employment Plan Report
Fiscal Year 2022

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 2022

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?

No

As of June 30, 2022, 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	1	1	0

As of June 30, 2022, 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	12

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 2022 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

JJC has a designated budget for recruitment. JJC supports diversity & inclusion through a number of

initiatives & efforts; using strategic and targeted recruitment sources, attending diversity job fairs, and alignment w/the College's DEI plan.

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

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

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

To ensure a fair and equitable hiring process for all candidates, HR staff, as well as administrators and other hiring personnel receive "search committee" training prior to serving in a hiring (or recommendations) capacity. In this training, the College's commitment statements towards affirmative action, EEO, diversity and inclusion are discussed.

As a hiring manager is preparing for a search, they consult with the Talent Acquisition Team who will assist in establishing the recruitment and/or advertising plan. The college has implemented very consistent evaluation tools and train the search/hiring individuals how to appropriately use the tools. If there are instances where the integrity of the search is compromised in any manner the search may be extended, candidate may be reviewed by a member of the HR team, or the search may be canceled.

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

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

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

Human Resources, the Office of DEI, and the President's Diversity & Inclusion Council are tasked with addressing any areas of underutilization of minority groups within faculty and staff classifications. 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.

For 2021/2022/2023, Develop and implement outreach campaigns and recruitment strategies targeting minority populations. Developing a marketing strategy to increase JJC employment brand awareness.

Incentive recruitment/referral program for employees

For 2021/2022/2023, 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.

Additionally, Human Resources and the Office of DEI analyze all DEI efforts regularly, measuring effectiveness of initiatives and key performance indicators. These measurements include comparative analysis of minority applications/hires between fiscal years, turnover/retention metrics, application yield from recruitment sources and any other measurement/assessment tools that provides useful information for recruitment and retention.

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 new Hispanic Faculty

Internships

Staff Employment Recruitment Plan

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

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

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

Yes

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

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

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

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

The Center for Multicultural Access and Success (CMAS) provides tailored outreach and recruitment 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/underrepresented populations. 2022 initiatives included: Hispanic Heritage Month Calendar for students and community. Presented to families with children who are enrolled in the Transitional Bilingual Education Program from pre-k to 8th grade. Assisting the Admissions with Spanish Language presentations for both Financial Aid and general college information... tailored towards prospective and undocumented students and their families. Conducted classroom presentations to inform students about the new CMAS and services. Conducted a second year of bridge presentations to students enrolled in the Integrated Education and Training Program, where ABE/ESL and/or high school equivalency students are concurrently enrolled in credit bearing and non-credit bearing coursework as they earn stackable credentials... an effort to encourage continuous enrollment into the AAS degree program. Hosted the 10th Annual Latinx Empowerment Conference (LEC) to high school students the opportunity to explore issues affecting the Latinx community and college attendance and persistence. Hosted/participated in other events such as: Frida Kahlo Exhibit, El Grito Presentation, Mexican Independence Parade, Latinx Perspective Series: "¡Sana, Sana, Colita de Rana! Cuídate Hoy Para Un Mejor Mañana". Luncheon Film Series: "Bajo la Misma Luna". Latinx Perspective Series: The political

image of Latinos in the US. The Walk of the Immigrants; Can't Stop Our Blackness: Black Latinx Narratives and Resisting Erasure by Rosa Clemente Event in collaboration with other community colleges.

Collaborated with JJC offices in meeting the needs of English Language Learners, undocumented, and underrepresented students as they transition to college.
Streamlined processes to improve undocumented students' experience at JJC by assisting DREAMers in navigating the college process as an undocumented student.
Achieved a 259% increase in undocumented student advising over the previous year.

Presented English as a Second Language classes at local high schools and on Options After High School and "Si Se Puede! DACA & Dreamers Pathway to College Presentations.

Assisted undocumented students in applying to JJC through the alternative electronic application until the Workday Application was launched allowing DACAmented students to apply without having to "out" themselves.

The college has a Spanish call hotline and is posted on various marketing ads across the community. Since the college went remote, a prompt was added to the main college phone menu that directs callers to a Spanish Speaking staff member who can appropriately direct them.

CMAS staff answer Spanish-Speaking phone inquiries alongside the Student Advising Center Staff via the Spanish Hotline.

Human Resources and Diversity, Equity, Inclusion and Compliance collaboration efforts:

☐ 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. DEI programming to create an inclusive environment that has resulted in enhanced climate surveys, belonging, recruitment and retention including Mandatory Cultural Competency Workshops; Campus Wide Diversity Book Club' Peace Circles; Employee Affinity Groups; Table Talks and the President's Diversity, Equity and Inclusion Council.

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

No

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

Yes

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

Half-Time

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

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, 2022, 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, 2022, 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 office monitors the recruitment and retention of Hispanic employees. This information is shared with the President, as well as the President's Council for Equity, Diversity, and Inclusion.

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

Advertising in Diversityjobs.com, as well sharing our job vacancies with the President's Council for Equity, Diversity, and Inclusion.

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

No

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 HR office monitors the recruitment, retention, and promotion of Hispanic employees. This information is shared with the President, as well as the President's Council for Equity, Diversity, and Inclusion.

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

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

We have a Center for EDI, which focusses on supporting Hispanic, African American, and LGBTQ+ 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

Hispanic Employment Plan Report
Fiscal Year 2022

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 2022

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, 2022, 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, 2022, 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?

No

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

While we are a rural college and do still have a need to advertise in local newspapers, the College has expanded recruiting to increase our candidate pool and be more effective with diversity hiring. As newspaper readership has declined and minority candidates utilize newspapers less than Caucasian readers, the College has utilized other resources such as using Indeed.com, posting vacancies on the College web site, on bulletin boards at the College and distributing information to community partners. Additionally the College has begun to utilize the Illinois Job Network and Higher Ed Jobs. These resources are widely used by Illinois job seekers and help to promote diversity searches.

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?

No

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

Kishwaukee College

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

No

As of June 30, 2022, 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	1	0

As of June 30, 2022, 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? Kishwaukee College utilizes PeopleAdmin, a software program for Higher Ed that encourages applicants to self-identify regarding race along with our HRIS/ERP. The data relevant to Hispanic applicants and employees is monitored, analyzed, and shared with stakeholder across campus. Recruitment strategies are developed for groups that are underrepresented. Exit interviews and turnover reports are conducted to obtain information for additional recruitment activities and to identify areas needing improvement. The College has recently added an administrative position that will lead in diversity and inclusion initiatives for students and employees in the hopes of enhancing recruitment and retainment of minority employees. The college utilizes a standard hiring process to ensure diverse candidates meeting minimum qualifications are reviewed. Exception process for applicants requires justification and approval for non-interviewing and/or selection of diverse candidates.

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

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

2 Pathways for ELL

3.5 positions in Enrollment Services that are bilingual

Offer SEL and ELL

Offer high school equivalence classes in Spanish

Co-Enrollment pathway between ESL and several CTE programs

We convert our job posting and other communications to Spanish

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 offers skill development sessions, supervisor forums, and all-campus in-service trainings. We have a Teaching & Learning Center for training and development. We have a budget for staff development initiatives and speakers.

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

Yes

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

We discuss career goals with employees during their annual evaluation to help us recognize employees seeking additional opportunities and/or promotion. We offer training sessions, tuition reimbursement and tuition waivers for employees.

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

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

The College is committed to meeting the needs of all students as reflected in its Board policies, mission, vision, and value statements. We follow all EEO guidelines. We attempt to not only recruit minority students but to retain and ultimately graduate them. Diversity and inclusion are topics for discussion in our staff development sessions. We provide training to our search committees prior to them serving on a hiring team.

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

No

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

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 2022

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, 2022, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

Provide the FY 2022 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

Included in the overall recruitment budget

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

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? A demographic questionnaire is optionally provided form to all applicants. HR reviews these responses of 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 made available to all staff for biannual staff development either internally or utilizing outside sources and conferences.

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

No

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

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

College wide diversity awareness and celebrations are provided to all staff and students. Diversity awareness 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 2022

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, 2022, 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, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

employees, and have committees that monitor employment or departure of employees from the institution? The college continues to utilize PeopleAdmin, a computer generated software program designed for Higher Education that encourages self-identification of all applicants regarding race. Additionally, the College has an HR Onboarding Specialist, whose primary focus is to seek efficiencies in the employment process, including but not limited to seeking to enhance diversity. The Specialist reviews the minority representation of applicant pools and carefully reviews the credentials of all the Hispanic applicants who meet the minimum requirements of the position for which the prospective employee applied. All such applicants are specifically defined as minority applicant for the viewing of all hiring committee members prior to the interview process. Qualified and reviewed minority applicants are all referred to hiring committee chairs by the Onboarding Specialist when appropriate.

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

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

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

The composition of the College district is represented by approximately 2.5% Hispanic American. As such, the College continues to maintain an interest in increasing representation of Hispanic-American employees throughout all divisions of our workforce in order to, at minimum, meet those comparison benchmarks within our workforce. Currently, the College's workforce consists of representative percentages that either meet or exceed at these levels.

Most of the College's job openings are posted via PeopleAdmin; this links all of our postings to Indeed, Glassdoor, Simplyhired and Zip Recruiter as well as diversifying the College brand and job openings across multiple social media platforms so that we not only casting a regional, bi-state net, but in some cases we are also casting a nationwide net for positions on campus. Our Human Resource Onboarding Specialist notifies the hiring committee chairperson of all qualified applicants and further details any applicants who self-identify as Hispanic American. These applicants' applications are carefully considered by the search committee. Inclusion is valued among campus faculty, staff and students as evidenced by the results of the recent survey on diversity and inclusion which indicates that over 94% of respondents describe the L&C campus as very inclusive. The Human Resources department is actively engaged in seeking best practices from other institutions that utilize other recruiting platforms and software programs to attract more - Hispanic American candidates.

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

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

None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

No

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

No

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

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

Not including Lewis and Clark Community College's high school partnership enrollment numbers, IPEDS enrollments by ethnicities are decreasing. African American students represent 8.9% of the total enrollment, down 1.9% over last fall. Hispanic enrollment represent 88 students of the total enrollment. This represents a decrease over the previous year.

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

Community recruitment of students by African American Enrollment staff;

Work Study employment;

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

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

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

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

No

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

No

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

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, 2022, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

Yes

Provide the FY 2022 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

LLCC has a budget for advertising position vacancies to all groups and at all position levels. For FY2022,

LLCC spent \$128,736.88. Of this amount \$10,130.00 was spent on advertising to underrepresented groups and minorities.

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

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

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

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

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

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

None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

Staff members can have regular tuition and fees associated with LLCC credit courses waived upon successful completion of course. Additionally, all staff members have access to funds of up to \$1,500 annually and there are development days.

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 LLCC's Strategic Plan does not directly address the Spanish-speaking student and district populations, Objective 3.2 is aimed at low socio-economic status (SES) and rural populations, which

encompasses a significant portion of our Hispanic population. “Examine data close to practice to understand the structures creating inequities for students of low SES . . . and implement needed changes. The institutional targets for full-time low SES student first semester completion and first-year completion are 30% and 13% respectively.

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 2022

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?

No

As of June 30, 2022, 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	3	0	1

As of June 30, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	4
Total Hispanic faculty that experienced separation from the college	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? MCC conducts internal review of applicant and employment data through its ATS and HRIS/ERP systems. Hispanic-specific data regarding applicants and employees and their departures is monitored and distributed to relevant stakeholders throughout the college community.

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

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

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

None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

MCC provides access to tuition waivers, and tuition reimbursement for completed courses. Internal and external professional development opportunities are offered and there is a compensation incentive for completed trainings and courses.

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

No

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

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

In 2021, MCC created a Diversity, Equity, Belonging, and Inclusion (DEBI) Task Force. An external consultant was then hired to provide DEBI recommendations for MCC, which was shared in January 2022. A new position was created to lead college-wide DEBI efforts and the Associate Vice President of Diversity, Equity, Belonging, and Inclusion begins in January 2023. As part of the DEBI recommendations, we will be evaluating enrollment policies and protocols through an equity lens with the goal to increase enrollment for Hispanic students.

MCC has made many efforts to provide web and print materials available in Spanish. Critical information has been translated into Spanish and the MCC website can be translated into any language. Furthermore, in recent years, positions have been created that require verbal and written fluency in Spanish to best assist students and community members. Three newer positions include the Bilingual Academic Support Coach,

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

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

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

No

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

Yes

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

Half-Time

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

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?

No

As of June 30, 2022, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2022, 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 2022 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

MVCC allocates budget for the recruitment of Hispanic employees in all categories. Recruitment, career

fairs, advertisement for FY22 remained flat at \$5,000. Moraine Valley has advertised in general diversity focused resources w/a budget of over \$20K

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

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

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

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

Diversity, Equity and Inclusion are institutional priorities. Moraine Valley should continue and increase recruitment and outreach efforts within Hispanic/Latino/Latinx communities to enhance a diverse talent pool.

MVCC continues to recruit and employ diverse staff with diversity, equity and inclusion in mind, as well as student population needs. The college utilizes targeted online and print advertising sources (such as Latinos in Higher Ed/HACU), diverse recruitment platforms, and events. Best practices currently include interviewing candidates with a diversified committee. Future training on fostering a DEI mindset and reducing bias for Hiring Chairs and Search committees is being formed with newly hired DEI leadership to identify areas of opportunity. Strategies for retention can be further developed.

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

Community Linkages Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan Benefits

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

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

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

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

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

In addition to providing student services through bilingual specialists and staff, Moraine Valley offers English as a Second language and Intensive English language programs and courses for the community. To meet the needs of and attract Spanish speaking students, the college facilitates Hispanic Heritage Month activities and holds "Voces" Empowerment Focus groups to address student and community needs, along with one on one appointments for services to Spanish speaking students and parents. To better address prospective and current student needs, the college held student and parent Enrollment Services workshops in Spanish for Admissions and Financial Aid. Furthermore, the college produced marketing/informational admissions materials in Spanish. Scholarships and Mentorship programing are also available to support Spanish speaking and Hispanic/Latinx student needs.

Moraine Valley strengthened its partnership with the Illinois Equity in Attainment Initiative (ILEA) focused on addressing and supporting the shared goal of closing equity and completion gaps of our minority students, specifically Latinx/Hispanic, African American, and low income students through the establishment of the ILEA Equity Plan, Equity Academy and other initiatives to meet the needs of our diverse students and communities.

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

No

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

Yes

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

Quarter-Time

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

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, 2022, 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	1	0

As of June 30, 2022, 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 2022 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.)

Budgeted allocations for recruitment initiatives (sourcing, platform, postings, etc.) = \$20K.

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

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

Morton college uses the PeopleAdmin recruitment platform to track hires, how they heard about open positions.

Morton college uses multiple diversity sites to post positions to attract diversity. Morton college attends diversity job fairs. Advertisements share that Morton is an equal opportunity employer and encourages minorities to apply.

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

To increase the need for more Hispanic faculty, Morton can consider developing adjuncts and hiring them into

Full-time Faculty positions. The Internal hiring process has to be better defined. More training and observations need to be conducted with adjuncts so that the college empowers them to move into these full-time roles.

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".)

Employees are given performance evaluations. Employees receive feedback of strengths, and areas where improvement is needed. If areas of opportunities are communicated with the employee; resources are provided to enhance skills.

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 provided with tuition reimbursement dollars and waivers to increase knowledge applicable to their goals. Employees are encouraged to pursue trainings, webinars, certifications and higher degrees. Self-Development is encouraged.

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".)

Highlight employees that have longevity and have received multiple promotions through the years. Use verbiage in position postings to encourage minorities to apply. Share position postings to various websites geared toward minority recruitment.

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.

Hiring bi-lingual staff and faculty to help Spanish speaking students continues to be a priority at Morton College. Position postings reflect the verbiage.

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 2022

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

Oakton Community College

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

No

As of June 30, 2022, 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	1	0

As of June 30, 2022, 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	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?

Yes

Provide the FY 2022 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

\$15,500 in FY22 on advertisement including: Latinos in Higher Ed , Diverse Jobs, IMDiversity, Chicago

Diversity, Minority Nursing, Inside Higher Ed, The Chronicle of Higher Education and Higher Ed Jobs Inc

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

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? Yes, the College conducts national and regional searches to fill all administrative, staff and full-time faculty openings. Human Resources has developed cultural competency workshops used to train all search committee members bias in the hiring process, diversity sensitivity and effective interviewing techniques. Attendees are certified as able to serve on search committees. Designated HR staff meets with all search committees prior to applicant review to ensure compliance with all Equal Employment Opportunity laws and address Affirmative Action issues. We maintain a deliberate and continuous effort in complying with the College's Equal Opportunity/Affirmative Action Program. Additionally, we engage in exit interviews when possible to gather and collect data on an employee's time at Oakton.

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

- We conduct broad, wide, and deep searches for Hispanic American applicants.
- We clearly explain the intent of the Affirmative Action Plan and reiterate the commitment to equal employment opportunity and affirmative action with all college administrators.
- We clearly communicate commitments to affirmative action and employment goals to each search committee.
- We monitor the activities and progress of search committees and supervising administrators.
- We maintain a welcoming environment so that individuals from demographic groups other than Caucasian desire employment with the College.

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

None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

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

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

No

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

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

!ANDALE! An Association for Nurturing the Development and Advancement of Latinos in Education. We have recently dedicated financial resources to move our part time Andele coordinator position to full time. The College is engaged in a high impact practice project – Persistence Project. Faculty members participating commit to meeting with students for 15 minutes within the first several weeks of class in order to engage students in meaningful dialogue to support their persistence in their respective programs.

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

No

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

Yes

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

Half-Time

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

Parkland College

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

No

As of June 30, 2022, 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	1	0	0

As of June 30, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	9
Total Hispanic faculty that experienced separation from the college	1

What percentage of your community college employees are union?

More than 50%

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

No

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

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

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

No

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

Targeted recruitment with professional associations and college alumni.

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

None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

Tuition waivers for professional development through the college's community education department.
Tuition waivers for the college's credit courses. Free access to online professional development courses through LinkedIn Learning.

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

No

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

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

A committee called the Advisory Committee for Accessibility, Inclusion, and Diversity was formed to discuss challenges and issues and to begin to develop strategies.

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

No

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

No

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

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, 2022, 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, 2022, 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?

Yes

Provide the FY 2022 budget allocation(s) for each of these recruitment initiatives for Hispanic faculty, administrators, or any level job category. (NOTE: THIS ITEM ONLY REQUIRES A RESPONSE IF THE PREVIOUS QUESTION RECEIVED A "YES" RESPONSE.)

The college allocates recruitment dollars to attract diverse talent to the institution. Total budget is

approximately \$1,500. During fiscal year 2022, an estimated \$500 was spent specifically for Hispanic recruitment initiatives.

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

Does your institution conduct internal studies, have surveys for monitoring the recruitment of Hispanic employees, and have committees that monitor employment or departure of employees from the institution? The institution conducts exit interviews that are monitored by HR for departure reasons for employees, especially of diverse or minority represented populations. The college also uses search committees for the interview process which are provided direction and instruction for effective recruitment practices inclusive of diversity hiring practices.

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

Continued posting and promotion of job openings on diverse employment sites that attract talent from the Hispanic population. Diversity targeted position email blasts. External partnerships with Hispanic groups to support workforce development opportunities and other needs within the institution.

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

Mentorship of a new Hispanic Faculty

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

Employees with career ladder enhancement

No

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

N/A

Self-development training

No

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

N/A

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

Yes

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

Prairie State College provides tuition reimbursement for educational advancement and professional development opportunities both internal and external.

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

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

A resources center is forthcoming to the campus to better serve the increasing Spanish speaking students and the public. It is expected to be fully operational Fall 2023.

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 2022

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, 2022, 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, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

employees, and have committees that monitor employment or departure of employees from the institution? Rend Lake College does not conduct internal studies or have survey to monitor the recruitment of Hispanic employees. We do not have a Hispanic population that would make the surveys meaningful. We make job postings as broadly as possible to reach as many qualified applicants as possible. Unfortunately, we do not have many applications from people self-identifying as Hispanic despite our efforts. Human Resources monitors all departures equally.

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

The lack of Hispanic population in our area makes it difficult to recruit additional qualified applicants. The college continues to advertise in socially diverse venues to reach as many minorities as possible. We offer a competitive benefit package.

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

Staff Employment Recruitment Plan

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

All employees are encouraged to apply for open positions that would allow for promotions for them. Professional development is supported and encouraged and often paid for 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".)

All employees are encouraged to apply for open positions that would allow for promotions for them. Professional development is supported and encouraged and often paid for by the college.

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 English as a second language classes and offers free tuition for dual credit classes in an attempt to introduce post-secondary options to more Hispanic students while in high school. We also offer TRIO programs and other programs to help with financial restraints.

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 2022

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, 2022, provide the number of faculty up for tenure at your institution:

	Total that received tenure	Total that did not receive tenure	Total Hispanic faculty that received tenure	Total Hispanic faculty that did not receive tenure
Total #	100	130	5	4

As of June 30, 2022, 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?

Yes

Provide the FY 2022 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.)

Budget allocations are for diverse postings which includes utilizing resources to attract all diverse

populations.

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?

Employee surveys are sent out each year. We have a newly established DEIB committee and are focusing our efforts on more diverse recruiting resources.

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

The institution has established a DEIB committee and will be working on efforts to attract more diverse candidates. We are also working as an institution to be more inclusive by focusing our efforts on belonging activities for all employees.

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

None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

Every employee is able to take part of professional development. Employees work with their supervisors to identify a plan.

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 DEIB committee has several subcommittees that focuses on recruitment of students. The college would like for our student population to mirror the communities that we serve. We serve our diverse students within several student clubs and student programming.

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 2022

Public Act 96-1286 requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at state colleges and universities. This report is required as part of the larger State Hispanic Employment Plan to improve the delivery of state services to Hispanics by increasing the number of Hispanic state employees serving in supervisory, technical, professional, and managerial positions.

Rock Valley College

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

No

As of June 30, 2022, 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 #	169	188	2	1

As of June 30, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

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.

Staff will be in contact with the following agencies who focus and work with diverse individuals regarding announcement of positions:

- Diverse Jobs
- HigherEd Jobs
- Indeed
- Carpenter's Place
- Winnebago County Diversity Council
- Womanspace
- Monster
- Glassdoor
- Chronicle Careers
- La Voz Latina
- Linked In

HR Generalists are looking to attend job fairs to focus on making an awareness with the diverse population. Job announcements distributed to local organizations including non-profits who focus and work with diverse individuals.

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

Mentorship of a new Hispanic Faculty

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

Professional development opportunities are offered to employees, in addition to interdepartmental training opportunities. The College offers tuition reimbursement and free tuition for employees who take classes outside and within our institution.

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

No

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

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

Hispanic Employment Plan Report
Fiscal Year 2022

Inform the students of many opportunities RVC has to offer. Message these students and parents in numerous ways both on and off campus. Inspire them to believe in a college education making dreams a reality. Enroll them because RVC is a great place!

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 2022

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, 2022, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

employees, and have committees that monitor employment or departure of employees from the institution? The College provides statistics and educates administrators, hiring supervisors, and committees on the recruitment and retention of under-represented groups which include Hispanic candidates and employees.

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

The College will target advertising to reach under-represented groups in an attempt to increase the number of Hispanic teaching and administrative staff and any Spanish language speaking bilinguals at our institution.

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

Internships Mentorship of a new Hispanic Faculty Tuition Reimbursement

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

Tuition Reimbursement
SVCC Tuition Waivers
On the Job Training
Internships
Career Counseling

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

No

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

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

The College provides services to assist individuals in preparing for promotion, earning citizenship, job preparedness, or assistance for family members.

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

No

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

Yes

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

Quarter-Time

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

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, 2022, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

No

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

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

employees, and have committees that monitor employment or departure of employees from the institution?
The Executive Director of HR monitors the recruitment aspects of all employees and has a Diversity, Equity and Inclusion Council to bring issues or potential initiatives to ensure proper policies and procedures are initiated.

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

The college administrators should continue to work closely with district councils to identify qualified instructors in the community.

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".)

Any employee looking to advance their education has a potential to increase their base salary when a degree is advanced.

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 encouraged and allowed to attend on campus. If an expense is needed then during the budgeting process those are identified

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.

SCC offers adult basic education, GED, citizenship class and credit recovery courses that are of interest to these students. A volunteer literacy tutor program is also in place to reach out and help minorities who need it.

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 2022

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?

No

As of June 30, 2022, 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, 2022, 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? South Suburban College is an equal opportunity employer with a diverse workforce. SSC strictly enforces its EEO Policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories. In 2021, SSC created a Diversity, Equity and Inclusion (DEI) Taskforce to develop a strategic plan to address institutional concerns. With the development of this new task force, the annual analysis of the current workforce and utilization data by EEOC category was submitted to the DEI task force for review. Lastly, an exit interview is conducted on all Board-Approved employees. The results of the exit interviews are then shared with the College President.

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

As certain key positions become available, it is discussed if there is a bilingual need. If so, bilingual skills are added to the job description and posting. Since SSC is an emerging Hispanic Serving Institution (HSI), more descriptions will be revised along with posting job openings in journals such as Hispanic Outlook.

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

Community Linkages Mentorship of a new Hispanic Faculty

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

A variety of professional development opportunities are available to employees through Staff/Faculty committees. Each committee offers workshops, seminars, and all-day events. SSC also offers tuition waivers and tuition reimbursement.

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

No

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

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

South Suburban College is continuously striving to better serve our increasing Hispanic/Latino community. In 2017, a Latino Center was implemented at the College. The Center's primary objective is to provide information, services and support. The Latino Center is committed to help build an informed vibrant Latino community at SSC where Latinos feel valued and supported. The Center's Liaisons provides translation services, and escorts students and their parents from office to office to ensure they understand the processes, services and various programs offered at South Suburban College. The members also regularly collaborate with the Admissions staff on campus to assist in the recruitment and retention

initiatives for our Hispanic/Latino community. Lastly, South Suburban College continues to offer ESL classes, including GED for ESL. These classes have been scheduled at various locations and times to meet the needs of our Spanish speaking students. With these new initiatives, South Suburban College is proud to report our enrollment of Latino students has increased.

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

Yes

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

Yes

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

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

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

Yes

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

Full-Time

Hispanic Employment Plan Survey (SB 387/P.A. 96-1286)
Fiscal Year 2022

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, 2022, 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	2	0	0

As of June 30, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

Less than 50%

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

Yes

Provide the FY 2022 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.)

\$20,000 was budgeted for all hiring recruitment activities. A portion of the recruitment budget was

allocated to recruiting in Outlook/Hispanic.

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

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

Yes, our human resources department as well as our diversity committee monitors recruitment, employment, and departure of employees at Southeastern Illinois College.

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

To continue the recruitment process that Southeastern Illinois College has implemented: recruitment in Outlook/Hispanic publications; recruitment efforts within our largest southern Illinois city with a higher percentage of Hispanic population as well as having a major university with career centers, and continue to provide university career centers within the tri-state area information regarding vacant positions.

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

Community Linkages Mentorship of a new Hispanic Faculty

Staff Employment Recruitment Plan

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

Employees with career ladder enhancement

Yes

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

All employees are eligible to advance when a higher position becomes available.

Self-development training

Yes

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

Professional Development Workshops are held throughout the academic year as well as development opportunities that are provided for faculty and staff who wish to participate.

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

No

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

Hispanic Employment Plan Report
Fiscal Year 2022

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 2022

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, 2022, 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 #	101	688	2	9

As of June 30, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

	Total #
Total faculty that experienced separation from the college	31
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? 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 2022

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, 2022, 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	4	0	0

As of June 30, 2022, provide the number of faculty that separated or left the community college (retired or resigned):

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

What percentage of your community college employees are union?

More than 50%

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

No

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

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

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

No

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

Continue to attend career fairs, social media efforts, and work with the Greater Peoria Area.

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

None / Not applicable

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

Employees with career ladder enhancement

No

Self-development training

No

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

No

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

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

The TRIO program has been added to both campuses. The ACE Committee is working to identify trends that may impact different groups and find ways to help.

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 2022

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, 2022, provide the number of faculty up for tenure at your institution:

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

As of June 30, 2022, 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? The college monitors daily the applicant pool of all job postings to ensure hiring managers have a diverse pool of applicants for review. In addition, the executive team is provided a monthly report with all full-time openings with the diversity of the applicant pool for each opening.

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

The college will continue its efforts to promote our job openings on job boards and websites that are dedicated to the recruitment of Hispanics. All hiring managers and employees that serve on search committees will be trained on implicit bias. In addition, the College will increase professional development and training opportunities for staff that will support our DEI initiatives.

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".)

- Workshops offered through the Professional Development Center
- Professional development dollars to attend conferences

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 for courses offered through Triton College
- Tuition Reimbursement for courses offered through institutions of higher 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.

- Triton College is dedicated to building a workforce that accurately reflects the communities that we serve.
- Triton College's strategic plan has a focus on diversity, equity, and inclusion (DEI) which includes the development and implementation of a supervisor training program that develops DEI skills and leadership.

- Triton College's shared values include diversity and equity.
- Triton College is implementing Guided Pathways.

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 2022

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, 2022, 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, 2022, 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?

Waubonsee fosters a climate where diversity is valued and makes every effort to cast as wide a net as possible to recruit all job types and to hire the best qualified person for every open position. The college conducts an annual Affirmative Action Plan and uses it as an informational tool to increase representation of underrepresented staff at the college.

Support Staff, FT Faculty and Administrators are all invited to participate in the Exit Interview Questionnaire. Data is collected and compiled along with the Employee Engagement data received via our annual engagement survey offered to all employees. Insights are gathered by the Employee Engagement Team (Committee) to identify, consider, prioritize and implement opportunities accordingly with our overall strategic plan.

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

The College provides opportunities for engagement, learning, growth, and transformation to foster a diverse, equitable, and inclusive institution. The college is working on developing a Diverse Hiring Plan. The goal of the plan will be to make diversity recruitment deliberate by hiring employees who might not otherwise consider Waubonsee Community College and who can enrich and broaden our community.

Ensure campus commitment to diversity and inclusion is transparent and clear throughout the college.

Increase outreach and networking efforts both internally and externally to promote diversity initiatives.

Review and reconstruct job descriptions and job advertisements to ensure they are free from bias and attract diverse candidates.

Review and analyze EEO and affirmative action data to determine which employee groups are underrepresented, where placement goals exist and increase faculty diversity.

Review and engage new sites and methods for advertising and sourcing diverse candidates.

Create and update, inclusive interview process to ensure candidates are evaluated fairly.

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

Community Linkages Mentorship of a new Hispanic Faculty

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

Employees with career ladder enhancement

No

Self-development training

Yes

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

Tuition Reimbursement

Certificate and Skills based training

Professional development budgets allowed by department

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

No

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

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

Waubonsee maintains a robust website and social media to reflect our inclusive culture and mission. We have a Council for Access and Inclusion that focuses on celebrating diversity with students and the community. Waubonsee hosts community events that focus on college recruitment including registration rally events.

Waubonsee offers tutoring, college visits, workshops and cultural field trips to first-generation college students, low-income students and/or students with disabilities.

The college has programs in place that pair eligible students with a personal academic coach for motivation and academic support.

TRIUMPH (Transforming and Inspiring Undergraduate Men Pursuing Higher Education) program is a minority male retention program, designed to increase the number of minority males graduating from college by providing increased student services, academic support, service learning projects, community service projects and mentoring.

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

Yes

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

Yes

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

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

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

Yes

Hispanic Employment Plan Report
Fiscal Year 2022

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 Report
Fiscal Year 2022

BILINGUAL NEEDS AND BILINGUAL PAY SURVEY RESULTS

Black Hawk College.....	159
Carl Sandburg College.....	161
City Colleges of Chicago.....	164
College of DuPage.....	178
College of Lake County.....	179
Danville Area Community College.....	182
Elgin Community College.....	184
Harper College.....	186
Heartland Community College.....	189
Highland Community College.....	191
Illinois Central College.....	193
Illinois Eastern Community Colleges.....	195
Illinois Valley Community College.....	205
John A. Logan College.....	207
John Wood Community College.....	209
Joliet Junior College.....	211
Kankakee Community College.....	214
Kaskaskia College.....	216
Kishwaukee College.....	218
Lake Land College.....	220
Lewis and Clark Community College.....	222
Lincoln Land Community College.....	224
McHenry County College.....	226
Moraine Valley Community College.....	228
Morton College.....	230
Oakton Community College.....	232
Parkland College.....	234
Prairie State College.....	236
Rend Lake College.....	238
Richland Community College.....	240
Rock Valley College.....	242
Sauk Valley Community College.....	244
Shawnee Community College.....	246
South Suburban College.....	248
Southeastern Illinois College.....	250
Southwestern Illinois College.....	252
Spoon River College.....	254
Triton College.....	256
Waubonsee Community College.....	258

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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 2022 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 2022? (choose one)

N/A

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

0

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

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report
Fiscal Year 2022

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 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 when needed (monthly at most). Bilingual staff then double check the forms/documents for accuracy.

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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

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

Carl Sandburg College

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

Yes

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

Part of Unit Budget(s)

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

	%
every day?	
at least once a week?	
at least once a month?	
at least once a year?	100

Total %

100

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022 to facilitate the accessibility of institution services or information to non-English-speaking clients.

2

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

	%
15 minutes or less?	
16 minutes to 60 minutes?	100
61 minutes to half of a work day?	
more than half of a work day?	

Total %

100

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

0

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

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2022? (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

Hispanic Employment Plan Report
Fiscal Year 2022

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 2022

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 2022 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 2022 to facilitate the accessibility of institution services or information to non-English-speaking clients.

55

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

	%
15 minutes or less?	100
16 minutes to 60 minutes?	
61 minutes to half of a work day?	
more than half of a work day?	

Total %

100

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

0

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

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2022? (choose one)

Weekly

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

0

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

No

How many institution employees receive a bilingual pay supplement?

0

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

0

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

0

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

- 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 2022

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 2022 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 2022 to facilitate the accessibility of institution services or information to non-English-speaking clients.

55

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

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

Total %

100

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

0

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

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2022? (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?

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 2022

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 2022 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 2022 to facilitate the accessibility of institution services or information to non-English-speaking clients.

7

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

	%
15 minutes or less?	100
16 minutes to 60 minutes?	
61 minutes to half of a work day?	
more than half of a work day?	

Total %

100

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

0

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

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2022? (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 2022

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 2022 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 2022 to facilitate the accessibility of institution services or information to non-English-speaking clients.

55

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

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

Total %

100

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

0

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

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2022? (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 2022

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 2022 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 2022 to facilitate the accessibility of institution services or information to non-English-speaking clients.

8

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

	%
15 minutes or less?	100
16 minutes to 60 minutes?	
61 minutes to half of a work day?	
more than half of a work day?	

Total %

100

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

0

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

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2022? (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 2022

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 2022 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 2022 to facilitate the accessibility of institution services or information to non-English-speaking clients.

55

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

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

Total %

100

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

0

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

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2022? (choose one)

Daily

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

0

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

Yes

How many institution employees receive a bilingual pay supplement?

0

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

0

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

0

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

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

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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 2022 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 2022 to facilitate the accessibility of institution services or information to non-English-speaking clients.

105

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

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

Total %

100

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

0

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

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2022? (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 2022

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 2022 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 2022? (choose one)

Daily

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

Yes

How many institution employees receive a bilingual pay supplement?

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?

“Service population - Approx. 60% Spanish Speaking. Data collected at intake and reported through state adult education data system. 50% of front line staff are bilingual English/Spanish.”

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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

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

College of Lake County

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

Yes

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

Part of Unit Budget(s)

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

	%
every day?	100
at least once a week?	
at least once a month?	
at least once a year?	

Total %

100

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022 to facilitate the accessibility of institution services or information to non-English-speaking clients.

3700

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

	%
15 minutes or less?	75
16 minutes to 60 minutes?	25
61 minutes to half of a work day?	
more than half of a work day?	

Total %

100

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

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 2022? (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?

22

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

Yes

How many institution employees receive a bilingual pay supplement?

0

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

0

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

10

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

Departments ensure that at least one employee in the department is available to assist students that are Spanish speaking. Division evaluates the percentage of time a position spends assisting Spanish speaking clients. Positions are posted with bilingual required or desired.

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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

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

Danville Area Community College

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

No

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022? (choose one)

N/A

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

1

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

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report
Fiscal Year 2022

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 have spanish speaking employees available if needed.

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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

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

Elgin Community College

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

Yes

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

Part of Unit Budget(s)

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022? (choose one)

Daily

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

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report
Fiscal Year 2022

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 2022

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

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

Harper College

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

Yes

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

Part of Unit Budget(s)

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

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

Total %

100

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022 to facilitate the accessibility of institution services or information to non-English-speaking clients.

40

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

	%
15 minutes or less?	49
16 minutes to 60 minutes?	49
61 minutes to half of a work day?	1.5
more than half of a work day?	.5

Total %

100

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

40

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

Yes

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2022? (choose one)

Weekly

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

2

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

Yes

How many institution employees receive a bilingual pay supplement?

0

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

0

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

1

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

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 2022

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 2022 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 2022 to facilitate the accessibility of institution services or information to non-English-speaking clients.

362

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?	97
16 minutes to 60 minutes?	2
61 minutes to half of a work day?	1
more than half of a work day?	0

Total %

100

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

0

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

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2022? (choose one)

Daily

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

3

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

Yes

How many institution employees receive a bilingual pay supplement?

1

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

0

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

3

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

General consideration is given with regard for supervisory recommendations.

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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?

No

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022 to facilitate the accessibility of institution services or information to non-English-speaking clients.

120

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?	97
16 minutes to 60 minutes?	3
61 minutes to half of a work day?	
more than half of a work day?	

Total %

100

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

0

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

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2022? (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?

1

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

Yes

How many institution employees receive a bilingual pay supplement?

0

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

1

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

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. In addition, the information collected for the purpose of this report is also utilized to determine if there is a significant need for translation services. 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.

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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

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

Illinois Central College

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

No

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022? (choose one)

N/A

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

0

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

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report
Fiscal Year 2022

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 2022

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

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

Illinois Eastern Community Colleges – District Office

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

No

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022? (choose one)

N/A

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

0

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

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report
Fiscal Year 2022

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 2022

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

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

Illinois Eastern Community Colleges – Frontier Community College

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

No

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022? (choose one)

N/A

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

0

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

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report
Fiscal Year 2022

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 2022

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

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

Illinois Eastern Community Colleges – Lincoln Trail College

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

No

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022? (choose one)

N/A

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

0

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

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report
Fiscal Year 2022

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 2022

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 – Olney Central College

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

No

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022? (choose one)

N/A

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

0

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

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report
Fiscal Year 2022

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 2022

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

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

Illinois Eastern Community Colleges – Wabash Valley College

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

No

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022? (choose one)

N/A

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

0

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

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report
Fiscal Year 2022

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 2022

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 2022 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 2022 to facilitate the accessibility of institution services or information to non-English-speaking clients.

114

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

	%
15 minutes or less?	75
16 minutes to 60 minutes?	25
61 minutes to half of a work day?	
more than half of a work day?	

Total %

100

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

100

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

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2022? (choose one)

Weekly

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

0

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

No

How many institution employees receive a bilingual pay supplement?

0

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

0

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

0

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

None

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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 2022 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 2022? (choose one)

N/A

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

1

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

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report
Fiscal Year 2022

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 2022

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

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

John Wood Community College

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

No

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022? (choose one)

N/A

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

0

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

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report
Fiscal Year 2022

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 2022

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

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

Joliet Junior College

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

Yes

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

Part of Unit Budget(s)

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

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

Total %

100

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022 to facilitate the accessibility of institution services or information to non-English-speaking clients.

1070

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

	%
15 minutes or less?	75
16 minutes to 60 minutes?	25
61 minutes to half of a work day?	
more than half of a work day?	

Total %

100

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

10

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

Yes

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2022? (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?

26

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?

* Depends on recruitment plan. The services are provided proactively throughout the year as needed, as well as ad hoc for individual needs.

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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

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

Kankakee Community College

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

No

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022? (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?

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?

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?

We try to have Spanish speaking employees in all of the front counter positions so they can effectively serve Spanish speaking clients

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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

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

Kaskaskia College

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

No

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022? (choose one)

N/A

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

0

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

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report
Fiscal Year 2022

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 if any Spanish speaking applicants.

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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

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

Kishwaukee College

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

No

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022 to facilitate the accessibility of institution services or information to non-English-speaking clients.

75

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

	%
15 minutes or less?	75
16 minutes to 60 minutes?	25
61 minutes to half of a work day?	
more than half of a work day?	

Total %

100

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

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 2022? (choose one)

Weekly

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

2

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

Yes

How many institution employees receive a bilingual pay supplement?

1

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

1

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

3.5

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

The College reviews the needs for services by actively tracking the utilization rates for requests for these services.

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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

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

Lake Land College

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

No

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022? (choose one)

N/A

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

0

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

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report
Fiscal Year 2022

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

0

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

0

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

We utilize the current Spanish instructor as an interpreter as needed

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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

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

Lewis and Clark Community College

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

No

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022? (choose one)

N/A

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

0

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

Yes

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report
Fiscal Year 2022

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

0

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

0

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

We do not currently

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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

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

Lincoln Land Community College

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

No

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022? (choose one)

N/A

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

0

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

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report
Fiscal Year 2022

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 2022

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

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

McHenry County College

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

No

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022 to facilitate the accessibility of institution services or information to non-English-speaking clients.

200

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

	%
15 minutes or less?	20
16 minutes to 60 minutes?	70
61 minutes to half of a work day?	10
more than half of a work day?	0

Total %

100

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

10

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

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2022? (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?

7

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

61

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

MCC analyzes LatinX student enrollment in courses, support programs, and dual credit high school programs; monitors demographic growth projections of county and district data to allocate resources. Conducts student surveys, program reviews, student focus groups; collects student feedback from Adult Education and its community contacts, statistics and insights from faculty, and recommendations from the senior leadership budgetary process to inform staffing of bilingual positions.

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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

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

Moraine Valley Community College

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

No

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022? (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?

Moraine Valley Community College is an open access institution with open enrollment for all serving 26 communities. It is unknown how many times interpretation or translation of English into a source language was necessary in FY22 to facilitate the accessibility of institutional services or provide information to non-English-speaking individuals. In an effort to support parents, students, and the public in Spanish, bilingual staffing is preferred, not required, in various positions. Recruitment of these positions where bilingual is preferred, uses standard terminology encouraging individuals with bilingual skills to apply as discussed with the Hiring Manager. Moraine Valley does employ individuals who are bilingual in Spanish and maintains a contact list or language bank of volunteer employees with bilingual skills of various languages who can be contacted if bilingual skills are required. As a service of value add, periodic orientations for Enrollment Services are held in Spanish for students and parents as determined by the area.

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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

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

Morton College

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

No

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022? (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?

30

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

Yes

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report
Fiscal Year 2022

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?

Morton's student census dictates the number of hires to serve the institution and meet the needs of students and their families.

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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

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

Oakton 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 2022 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 2022 to facilitate the accessibility of institution services or information to non-English-speaking clients.

585

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

	%
15 minutes or less?	60
16 minutes to 60 minutes?	35
61 minutes to half of a work day?	5
more than half of a work day?	

Total %

100

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

40

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

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2022? (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. There is insufficient demand for services requiring ESL bilingual skills in any one position to require that an individual filling the position be bilingual. However, we have bilingual staff in the major student support departments (Financial Aid, Enrollment Services, Student Outreach and Advising). Consequently, there are no positions with bilingual pay supplements.

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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 2022 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 2022? (choose one)

N/A

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

0

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

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report
Fiscal Year 2022

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 2022

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 2022 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 2022? (choose one)

Weekly

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

3

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

No

How many institution employees receive a bilingual pay supplement?

3

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

3

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

3

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

Prairie State College consults with current employees providing language services regarding any additional support needed. Leadership evaluates and determines feasibility. Data is also evaluated and tracked from the departments to make informed decisions of any additional bilingual position needs.

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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 2022 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 2022? (choose one)

N/A

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

1

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

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report
Fiscal Year 2022

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

0

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

1

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

Rend Lake College has an employee that could serve as a translator; however, it is not something that we have needed to date.

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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 2022 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 2022? (choose one)

N/A

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

0

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

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report
Fiscal Year 2022

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?

While we have not made bilingual positions a requirement with our institution, some of our staff/faculty, when necessary, will translate for the parents/visitors of the college.

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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 2022 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 2022 to facilitate the accessibility of institution services or information to non-English-speaking clients.

371

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?	61
16 minutes to 60 minutes?	30
61 minutes to half of a work day?	8
more than half of a work day?	1

Total %

100

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

58

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 2022? (choose one)

Weekly

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

14

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

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?

12

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

The College assesses the needs of the population.

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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 2022 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 2022 to facilitate the accessibility of institution services or information to non-English-speaking clients.

30

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

	%
15 minutes or less?	65
16 minutes to 60 minutes?	25
61 minutes to half of a work day?	5
more than half of a work day?	5

Total %

100

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

5

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 2022? (choose one)

Quarterly

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

1

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

Yes

How many institution employees receive a bilingual pay supplement?

0

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

1

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

1

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

The College determines the number of bilingual positions with Spanish language options based on enrollment and demographics of our College area.

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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 2022 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 2022? (choose one)

N/A

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

0

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

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report
Fiscal Year 2022

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

0

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

0

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

Speaking with student services regarding the needs of students or families that have come through and needed a service

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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 2022 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 2022 to facilitate the accessibility of institution services or information to non-English-speaking clients.

500

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

	%
15 minutes or less?	72
16 minutes to 60 minutes?	25
61 minutes to half of a work day?	3
more than half of a work day?	

Total %

100

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

40

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

No

Was it necessary to access institutional services or have information given to Spanish speaking students, parents, or public; if so, how many times was it used in FY 2022? (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?

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?

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 2022

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?

Yes

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

Part of Unit Budget(s)

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

	%
every day?	
at least once a week?	
at least once a month?	
at least once a year?	100

Total %

100

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022? (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 2022

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

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

Southwestern Illinois College

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

No

Was interpretation or translation of English into a source language necessary in FY 2022 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 2022? (choose one)

N/A

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

0

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

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report
Fiscal Year 2022

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 2022

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 2022 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 2022? (choose one)

N/A

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

0

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

No

How many institution employees receive a bilingual pay supplement?

0

Hispanic Employment Plan Report
Fiscal Year 2022

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 2022

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 2022 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 2022? (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?

6

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

Yes

How many institution employees receive a bilingual pay supplement?

0

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

0

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

0

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

The college reviews the job description of each new vacancy to ensure to includes all the skills required to successfully perform the essential function.

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

Bilingual Needs and Bilingual Pay Survey.
Fiscal Year 2022

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.

Waubensee 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 2022 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 2022 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?	0
more than half of a work day?	0

Total %

100

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

2

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 2022? (choose one)

Daily

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

10

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

Yes

How many institution employees receive a bilingual pay supplement?

0

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

0

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

0

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

The college evaluates positions based on location and services offered.



Illinois Community College Board

Table 6

UTILIZATION RATE FOR HISPANIC FACULTY AND STAFF
EMPLOYED IN ILLINOIS PUBLIC COMMUNITY COLLEGES IN FISCAL YEAR 2022
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	-5.3%	-4.2%	-0.6%	-1.4%	-2.8%	-3.3%
518	Carl Sandburg	-3.1%	-0.9%	-0.9%	-4.9%	-4.9%	-1.5%
508	City Colleges of Chicago	(-13.1%)	(-17.5%)	(-4.3%)	(4.1%)	(-11.7%)	(-10.3%)
	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	-8.9%	-10.1%	-7.9%	-5.6%	9.7%	-8.1%
532	College of Lake County	-13.6%	-13.8%	-0.4%	4.2%	7.6%	-8.0%
507	Danville Area	-1.1%	-4.6%	-0.2%	-1.9%	-4.6%	-1.7%
509	Elgin	-15.8%	-15.6%	-9.8%	0.5%	37.9%	-9.4%
512	Harper	-11.9%	-10.3%	-2.5%	-3.1%	16.6%	-6.7%
540	Heartland	-3.5%	-2.8%	1.6%	1.0%	3.6%	-1.4%
519	Highland*	-0.2%	-2.7%	1.7%	1.8%	2.6%	-0.4%
514	Illinois Central	-1.3%	-1.8%	0.3%	0.8%	0.8%	-0.7%
529	Illinois Eastern	(-2.2%)	(-2.2%)	(-1.8%)	(-2.2%)	(-2.2%)	(-2.1%)
	Frontier	NA	NA	NA	NA	NA	NA
	Lincoln Trail	NA	NA	NA	NA	NA	NA
	Olney Central	NA	NA	NA	NA	NA	NA
	Wabash Valley	NA	NA	NA	NA	NA	NA
	District Office	NA	NA	NA	NA	NA	NA
513	Illinois Valley	-9.1%	-6.2%	-5.0%	-4.1%	-3.2%	-6.1%
530	John A. Logan	-2.2%	-3.2%	-2.1%	-3.2%	-1.0%	-2.5%
539	John Wood	-2.0%	-2.0%	-2.0%	-2.0%	-2.0%	-2.0%
525	Joliet Junior	-11.4%	-11.0%	-1.8%	0.3%	-4.7%	-7.7%
520	Kankakee	-7.6%	-9.5%	0.2%	-4.0%	19.1%	-4.4%
501	Kaskaskia	-2.6%	-0.1%	-1.2%	0.1%	-2.6%	-0.9%
523	Kishwaukee	-11.1%	-3.6%	-4.7%	-1.4%	-8.3%	-5.4%
517	Lake Land	-1.8%	0.5%	1.2%	-0.4%	-1.8%	0.2%
536	Lewis and Clark	-1.2%	1.1%	1.5%	-0.7%	-1.8%	0.2%
526	Lincoln Land	0.1%	-0.6%	0.7%	-2.7%	-1.0%	-0.4%
528	McHenry County	-8.2%	-7.9%	-2.7%	1.8%	-13.1%	-6.0%
524	Moraine Valley	-14.0%	-13.0%	-7.0%	2.1%	-7.0%	-9.7%
527	Morton	-63.3%	-68.6%	-38.7%	-15.0%	-22.8%	-53.6%
535	Oakton	-3.4%	-5.9%	2.3%	1.7%	9.1%	-2.6%
505	Parkland	-1.3%	-2.1%	2.2%	-5.3%	0.0%	-0.3%
515	Prairie State	-9.4%	-5.2%	10.0%	-1.0%	11.2%	-1.2%
521	Rend Lake	-2.6%	-1.7%	-2.6%	-2.6%	-2.6%	-2.3%
537	Richland	2.8%	0.9%	-0.8%	1.8%	-2.2%	1.1%
511	Rock Valley	-10.8%	-10.0%	0.0%	-2.0%	-6.5%	-6.4%
506	Sauk Valley	-3.7%	-2.5%	0.7%	1.4%	6.1%	-1.0%
531	Shawnee	-3.4%	-2.3%	-3.4%	-0.4%	-3.4%	-2.5%
510	South Suburban	-13.1%	-10.4%	0.5%	-10.4%	3.4%	-8.1%
533	Southeastern Illinois	0.6%	-0.8%	0.0%	-1.8%	-1.8%	-0.4%
522	Southwestern Illinois	-1.9%	-2.5%	-1.5%	-3.8%	-2.7%	-2.2%
534	Spoon River	-3.2%	-1.9%	-3.2%	-3.2%	-3.2%	-2.7%
504	Triton	-18.4%	-21.1%	-2.8%	5.4%	33.2%	-10.6%
516	Waubonsee	<u>-24.0%</u>	<u>-19.5%</u>	<u>-8.4%</u>	<u>-0.7%</u>	<u>-6.4%</u>	<u>-13.5%</u>
	TOTALS	-11.2%	-11.5%	-4.5%	-1.8%	-0.2%	-8.0%

NA = Data Not Available

*Includes revised college figures

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 2022
BY EMPLOYEE GROUP AND COLLEGE

Dist. No.	District/College	Tenured Faculty/ Officials & Managers	Non-Tenured Faculty	Professional Staff/ Protective Service Workers	Office & Clerical/ Paraprofessionals	Service Maintenance	Total
503	Black Hawk	6	14	12	6	3	41
518	Carl Sandburg	1	5	6	0	0	12
508	City Colleges of Chicago	(121)	(147)	(336)	(124)	(108)	(836)
	Harold Washington	22	14	43	11	3	93
	Harry S Truman	15	24	53	18	11	121
	Kennedy-King	6	6	12	14	6	44
	Malcolm X	12	23	43	14	25	117
	Olive-Harvey	6	7	20	13	7	53
	Richard J. Daley	14	34	54	22	31	155
	Wilbur Wright	22	39	64	27	24	176
	District Office	24	0	47	5	1	77
502	College of DuPage	15	58	32	30	27	162
532	College of Lake County	20	63	81	38	30	232
507	Danville Area	3	0	7	1	0	11
509	Elgin	24	46	32	33	41	176
512	Harper	13	46	60	24	32	175
540	Heartland	2	7	16	2	1	28
519	Highland	2	1	3	2	2	10
514	Illinois Central	5	7	14	4	4	34
529	Illinois Eastern	(0)	(0)	(1)	(0)	(0)	(1)
	Frontier	0	0	1	0	0	1
	Lincoln Trail	0	0	0	0	0	0
	Olney Central	0	0	0	0	0	0
	Wabash Valley	0	0	0	0	0	0
	District Office	0	0	0	0	0	0
513	Illinois Valley	0	5	4	3	1	13
530	John A. Logan	1	0	1	0	1	3
539	John Wood	0	0	0	0	0	0
525	Joliet Junior	10	43	51	22	12	138
520	Kankakee	2	0	10	3	6	21
501	Kaskaskia	0	6	1	1	0	8
523	Kishwaukee	1	13	10	3	1	28
517	Lake Land	0	4	9	1	0	14
536	Lewis and Clark	1	10	2	2	0	15
526	Lincoln Land	5	8	7	0	1	21
528	McHenry County	7	19	10	15	0	51
524	Moraine Valley	6	23	17	33	7	86
527	Morton	16	26	46	20	20	128
535	Oakton	11	27	26	17	11	92
505	Parkland	7	11	31	0	3	52
515	Prairie State	3	19	32	12	7	73
521	Rend Lake	0	1	0	0	0	1
537	Richland	5	4	1	1	0	11
511	Rock Valley	4	6	20	11	2	43
506	Sauk Valley	3	7	5	4	3	22
531	Shawnee	0	1	0	1	0	2
510	South Suburban	1	9	17	2	4	33
533	Southeastern Illinois	1	1	1	0	0	3
522	Southwestern Illinois	2	9	8	0	1	20
534	Spoon River	0	1	0	0	0	1
504	Triton	14	44	63	71	43	235
516	Waubonsee	<u>7</u>	<u>35</u>	<u>62</u>	<u>44</u>	<u>19</u>	<u>167</u>
	TOTALS	319	726	1,034	530	390	2,999

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 2022
 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	143	268	135	74	45	665
518	Carl Sandburg	56	125	150	11	15	357
508	City Colleges of Chicago	(888)	(1,587)	(1,500)	(402)	(716)	(5,093)
	Harold Washington	131	323	171	55	49	729
	Harry S Truman	97	216	304	72	83	772
	Kennedy-King	90	104	141	64	139	538
	Malcolm X	153	289	227	51	111	831
	Olive-Harvey	75	115	128	42	134	494
	Richard J. Daley	77	248	135	44	116	620
	Wilbur Wright	116	292	166	60	79	713
	District Office	149	0	228	14	5	396
502	College of DuPage	281	1,393	507	346	113	2,640
532	College of Lake County	260	847	388	149	104	1,748
507	Danville Area	86	80	162	37	21	386
509	Elgin	232	439	196	124	64	1,055
512	Harper	339	853	452	190	99	1,933
540	Heartland	169	373	254	35	12	843
519	Highland*	63	133	59	38	33	326
514	Illinois Central	236	429	384	96	95	1,240
529	Illinois Eastern	(172)	(293)	(229)	(54)	(47)	(795)
	Frontier	24	98	31	11	6	170
	Lincoln Trail	22	49	56	12	14	153
	Olney Central	48	75	41	10	11	185
	Wabash Valley	37	71	62	13	13	196
	District Office	41	0	39	8	3	91
513	Illinois Valley	81	171	98	60	17	427
530	John A. Logan	94	144	88	56	44	426
539	John Wood	57	129	71	34	15	306
525	Joliet Junior	207	814	354	133	104	1,612
520	Kankakee	105	126	103	55	21	410
501	Kaskaskia	94	244	73	37	35	483
523	Kishwaukee	72	146	128	27	24	397
517	Lake Land	128	178	304	73	34	717
536	Lewis and Clark	154	339	60	173	20	746
526	Lincoln Land	180	372	206	93	59	910
528	McHenry County	143	369	96	101	8	717
524	Moraine Valley	200	577	171	173	70	1,191
527	Morton	87	199	107	30	34	457
535	Oakton	170	678	214	147	58	1,267
505	Parkland	172	346	411	48	56	1,033
515	Prairie State	110	275	145	108	30	668
521	Rend Lake	89	117	120	26	64	416
537	Richland	100	130	75	25	12	342
511	Rock Valley	169	188	152	98	30	637
506	Sauk Valley	58	110	52	39	20	279
531	Shawnee	47	89	49	34	4	223
510	South Suburban	108	250	117	55	23	553
533	Southeastern Illinois	42	104	58	8	4	216
522	Southwestern Illinois	101	688	345	27	91	1,252
534	Spoon River	51	77	60	29	4	221
504	Triton	157	701	257	217	71	1,403
516	Waubonsee	<u>173</u>	<u>411</u>	<u>317</u>	<u>161</u>	<u>88</u>	<u>1,150</u>
	TOTALS	6,074	14,792	8,647	3,623	2,404	35,540

*Includes revised college figures

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

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

BIBLIOGRAPHY

- Ault, David. (2022). Index of Need Table 1 and Table 2. Edwardsville, IL: Southern Illinois University Edwardsville Department of Business/Economics.
http://www2.iccb.org/iccb/wp-content/pdfs/reports/IndexOfNeedTables_2022.pdf
- Illinois Community College Board. (2023). *Underrepresented Groups Report*. Studies & Reports. Springfield, IL: Illinois Community College Board. <http://www2.iccb.org/data/studies-reports/access-diversity/>
- Illinois General Assembly. (2010). Public Act 96-1286. Springfield, IL: 96th Illinois General Assembly.
<http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1286&GA=96>
- Illinois General Assembly. (2010). Public Act 96-1341. Springfield, IL: 96th Illinois General Assembly.
<http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1341&GA=96>
- Illinois General Assembly. (2012). Public Act 97-0856. Springfield, IL: 97th Illinois General Assembly.
<http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=097-0856&GA=97>
- Illinois General Assembly. (2012). Board of Higher Education Act (110 ILCS 205/). Springfield, IL: Illinois General Assembly.
<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1080&ChapterID=18>
- Illinois General Assembly. (2019). Public Act 101-0534. Springfield, IL: 97th Illinois General Assembly. <https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=101-0534>
- State of Illinois. (2022). *Hispanic Employment Plan*. Springfield, IL: Illinois Department of Central Management Services. <https://cms.illinois.gov/personnel/dep/hep.html>
- U.S. Census Bureau. (2002). Illinois: 2000. Census 2000 Profile. Author. Washington D.C.: U.S. Department of Commerce.
<https://data.census.gov/cedsci/table?q=2000&g=0400000US17&tid=DECENNIALDPCD110H2000.DP1>
- U.S. Census Bureau. (2011). Census 2010. Demographic Profile Highlights for Illinois. Author. Washington D.C.: U.S. Department of Commerce.
https://www2.census.gov/geo/pdfs/reference/guidestloc/17_Illinois.pdf
- U.S. Census Bureau. (2022). Census 2020. Race Table. Author. Washington D.C.: U.S. Department of Commerce.
<https://data.census.gov/table?q=race+ethnicity+2020+census&g=0400000US17&tid=DECENNIALPL2020.P1>

Hispanic Employment Plan Report
Fiscal Year 2022

U.S. Census Bureau. (2022). Census 2020. Hispanic or Latino, and not Hispanic or Latino by Race Table. Author. Washington D.C.: U.S. Department of Commerce. <https://data.census.gov/table?q=race+ethnicity+2020+census&g=0400000US17&tid=DECENNIALPL2020.P2>