The Harford Community College Board of Trustees approved the 2011-2013 Harford Community College Plan for a Program of Cultural Diversity at its meeting on August 9, 2011. The summary of the plan is attached as Table 1. This progress report is submitted as required by Education Article, §11-406.

A. Harford Community College is a Welcoming Environment That Embraces Diversity

Harford Community College (HCC) promotes student learning and development through class work and student development services, programs, and activities. HCC welcomes and supports a diverse student body. The Community College Survey of Student Engagement (CCSSE), a nationally administered student survey, provides the following assessment data regarding the diversity environment at the College:

**How much does this college encourage contact among students from different economic, social, and racial or ethnic backgrounds?**

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2008</th>
<th>2010</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Students Responding ‘Quite a Bit’ and ‘Very Much’</td>
<td>37%</td>
<td>45%</td>
<td>47%</td>
<td>51%</td>
</tr>
</tbody>
</table>

Note: CCSSE will be administered again in the spring of 2014.

From 2006 through the most recent survey in spring 2012, students’ responses have steadily improved, indicating positive progress toward this outcome.

The Personal Assessment of College Environment (PACE) Survey, a nationally administered survey for college employees, also provides the following assessment data regarding the diversity environment at the College:

**To what extent are student ethnic and cultural diversity important at this institution?**

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2008</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Average of All Employee Responses on Five-Point Scale (5 being highest)</td>
<td>3.87</td>
<td>4.10</td>
<td>4.34</td>
</tr>
</tbody>
</table>

Note: PACE will be administered again during the 2013-2014 academic year.

From 2005 through the most recent survey in 2011, employees’ responses have steadily improved, indicating positive progress toward this outcome. These results indicate that employees perceive a high level of emphasis on the importance of valuing and understanding the ethnic and cultural diversity of the student body.
To what extent does this institution promote diversity in the workplace?

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2008</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Average of All Employee Responses on Five-Point Scale (5 being highest)</td>
<td>N/A</td>
<td>3.92</td>
<td>4.15</td>
</tr>
</tbody>
</table>

From 2005 through the most recent survey in 2011, employees’ responses have steadily improved, indicating positive progress toward this outcome. These results indicate that employees perceive the institution is strongly promoting diversity in the work environment on campus.

In combination, these results indicate that both employees and students perceive a high level of emphasis on the importance of a welcoming environment that embraces diversity at HCC.

Initiatives and activities to support this outcome during 2011-2012 included the following.

1. Create a campus standing committee on Cultural Diversity

   The Vice Presidents for Student Affairs and Academic Affairs have jointly established the HCC Cultural Diversity Committee, which began its work in fall semester 2012. The committee developed an updated 2013-2015 Cultural Diversity Campus Plan that was approved by the Board of Trustees on May 14, 2013.

2. Promote and sustain a “Global Campus”

   As part of the International Education Initiative at Harford Community College, international flags were added to campus in 2001. The flags represent the countries of origin of our international students, faculty, and staff, and are changed each year to reflect the growth of our diverse campus community. There are currently flags from forty-eight countries lining the walkways from the main entrance of the Library leading to the Student Center and academic buildings on the Quad. An International Student Orientation is hosted each semester providing support for new and transfer international students by facilitating their transition into American culture and the education system.

   In November 2012, HCC once again joined academic institutions in the US and over one hundred countries around the world in the twelfth annual International Education Week, a joint initiative of the US Departments of State and Education to celebrate the benefits of international education and exchange worldwide. Our activities are designed to highlight the cultural diversity on campus (students, faculty, and staff) and our diverse academic and co-curricular pursuits, as well as introduce the campus community to cultural perspectives with which they may not be familiar. Salsa dancers, a Gamelan ensemble, and South African Dance were represented at the Annual Kaleidoscope of Cultures. This evening program was open to the campus and community and offered the chance to view performances and learn about the cultures and art through interactive workshops.
3. Institutionalize the College’s commitment to cultural inclusivity and responsiveness

HCC has institutionalized its commitment to cultural inclusivity and responsiveness through including them in the HCC Mission, Vision, and Strategic Plan. The former HCC Mission Statement spoke to the College’s role in providing open access to higher education and promoting cultural enrichment:

*Harford Community College is a dynamic, open-access institution that provides high quality educational experiences for the community. The College promotes lifelong learning, workforce development, and social and cultural enrichment.*

HCC’s new Strategic Plan, approved by the Board of Trustees in April 2013, maintains this role:

*Harford Community College provides accessible, innovative, learner-centered educational opportunities. As an open-access institution, the College promotes graduation, transfer, individual goal attainment, and career and workforce development. The College fosters lifelong learning, global awareness, and social and cultural enrichment.*

Four of the six HCC Values address issues related to supporting and promoting cultural diversity:

We at Harford Community College are accountable to our students, the community, and each other, and hold the following values to be fundamental:

- **Lifelong Learning** – We value lifelong learning as the foundation for a better life. We prepare our students to contribute to their community and the world as knowledgeable, creative problem solvers, and critical thinkers. We believe that learning should be engaging, stimulating, and enjoyable.
- **Integrity** – We believe that honesty, sincerity, fairness, respect, and trust are the foundation of everything we do.
- **Diversity** – We respect individual points of view, embrace differences, respect intellectual freedom, and promote critical discourse. We are open and inclusive in our attitudes, enrollment policies, and hiring practices.
- **Service** – We believe in helping others, and we provide a safe and supportive environment. We are accessible and responsive to our students, our community, and each other.

We have kept these values in the new Strategic Plan.

Two of the six Strategic Themes of the HCC Strategic Plan directly focus on cultural diversity:

**Theme #3: Harford Community College embraces a diverse culture of learning.**

- Promote and sustain a welcoming environment that embraces diversity.
- Increase diversity throughout the campus population.
- Broaden the global perspective of the campus community.
Theme #5: Harford Community College develops resources and infrastructure to support its mission and vision.

- Attract, develop, and retain talented, committed, and diverse employees.

The new Strategic Plan includes three goals and accompanying strategies. The following apply to our Plan for Cultural Diversity.

**Goal 1**
*Recognizing the need for more students to achieve their goals, the College will pursue excellence in teaching, learning, and assessment.*

**Strategies**

- Eradicate attainment gaps based on income, race, gender, and ethnicity.
- Develop new programs and enhance existing programs to reduce time to degree, increase student success, and promote goal completion.
- Assess, improve, and advance educational program design, content, and delivery.
- Strengthen the College’s partnership with local schools to increase the readiness of high school graduates for college.

**Goal 2**
*Acknowledging that HCC plays an important role in the region, the College will expand programming, events, and facilities that engage and enhance the community.*

**Strategies**

- Provide educational programs and workforce development training to meet the needs and interests of the community.

**Goal 3**
*Understanding that the environment and the demands on higher education are changing rapidly, the College will develop resources and infrastructure required to meet future challenges.*

**Strategies**

- Recruit and retain highly qualified, diverse employees.

To assist in accomplishing the goals of the Strategic Plan, the Vice President for Academic Affairs established the International Education Initiative in 2007. It is led by the International Education Committee, whose membership includes faculty from five academic divisions and staff from Student Development and Continuing Education. The committee led a comprehensive self-study of the Initiative during fall 2012, and presented the President with a report of recommendations for improving the program. As a result of this self-study, effective fall 2013 HCC is establishing the Office of Global Education and Engagement. Under the guidance of an Advisory Committee, including on-campus and community representatives, a part-time Coordinator will oversee the activities of the Office which are driven by the mission statement:

*Our mission is to prepare students and the community to actively participate in and help shape the future of an interconnected global society.*
Global Education and Engagement strategic goals include:

1. Policy, Leadership, and Resources – Harford Community College is committed to providing the infrastructure and resources necessary to implement and maintain a comprehensive plan of internationalization.

2. Teaching and Learning – Harford Community College provides learners with the knowledge and skills needed to develop global competency vital for success in the competitive global workforce.

3. Student Exchanges – Harford Community College encourages and supports a global student body. International students are seamlessly integrated on campus, and American students have regular, affordable opportunities in study abroad in various disciplines.

4. Partnerships, Projects, and Professional Development – Harford Community College seeks collaborative partnerships with institutions of higher learning and other appropriate organizations in countries of the United States. These partnerships and projects provide opportunities for students, faculty, and staff to develop global competency, and support curricular objectives and faculty/staff professional development.

4. Promote and sustain cultural and educational programs and activities

Faculty, staff, and students enrich campus programs and activities by incorporating cultural diversity throughout numerous courses and activities. Harford students were active in more than 30 student organizations as well as College Life office activities including the Rites of Passage Mentoring Program (ROP) and Project LEaD. ROP is a mentoring program designed for first-time, full-time minority students, but is open to any student who wants to participate. College employees serve as mentors to assist students with attaining academic and career goals. The ROP program is committed to programming and sponsors free social and cultural events for students and mentors. While some of the program activities draw upon the African American experience, this program is open to all students, regardless of ethnicity. In addition, the College Life office sponsors an array of cultural programming to include the Hispanic Heritage Celebration, Chinese New Year, and National Coming Out Day Luncheon.

Through diverse and enriching activities Project LEaD aspires to inspire emerging student leaders, pioneers, and all who are interested in dynamic hands on leadership.

Each year ROP hosts an educational and cultural excursion to New York City which includes visits to sites such as the African Burial Ground, 911 Memorial Site, the African Market, Chinatown, the Schomburg Research Center (exhibits on national and international communities), historical homes, museums, and other venues. Programs included a screening and discussion of the documentary Miss Representation; “Brother to Brother” an intergenerational forum facilitating dialogue on issues relevant to African American males; Daniel Beaty, award winning actor, singer, and writer; and “Say Something Beautiful,” a civility program. The Rites of Passage program was also responsible for the Langston Hughes Theater Play, a one man theatrical production about the life of the prolific and controversial poet, playwright, autobiographer, anthologist, and fiction writer Langston Hughes. The Political Awareness
Association sponsored trips to New York, Philadelphia, and Washington, DC, introducing students to various elements of political culture and American history.

The renovation and restoration of the Hays-Heighe House at Harford Community College was completed in 2010. This newly renovated 1808 structure is a place to learn about our heritage through guided tours, exhibits, and displays. By virtue of its mission, nearly every exhibit and program held at Hays-Heighe promotes cultural diversity. It is a dynamic educational facility and public history site that showcases elements of Harford County’s diverse social and cultural history through exhibits, inclusive programming, and strategic partnerships. The Hays-Heighe House exhibit, Made by Hand, includes substantial information on the topic of slavery in Harford County, Maryland.

Educational programs in the Hays-Heighe House included Harford County and the Fugitive Slave, lecture by Jim Chrismer, with discussion by Stephen Whitman, Ph.D. and Christine Tolbert. This program was part of the Let's Talk About It: Making Sense of the American Civil War series and was sponsored by the Hays-Heighe House with funding from the National Endowment of the Humanities.

B. The Campus Community Sustains a Broad Global Perspective

The Community College Survey of Student Engagement (CCSSE), a nationally administered student survey, provides the following assessment data regarding the broad global perspective supported at the College:

In your experience during the current school year, how often have you had serious conversations with students of a different race or ethnicity other than your own?

<table>
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<th>2006</th>
<th>2008</th>
<th>2010</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>Percent of Students Responding ‘Very Often’ and ‘Often’</td>
<td>43%</td>
<td>43%</td>
<td>48%</td>
<td>44%</td>
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</table>

From 2006 through the most recent survey in 2012, students’ responses have remained rather steady, with an increase in 2010. Efforts to continue improvement on this outcome are discussed in the next section.

In your experience during the current school year, how often have you had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal views?

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<th></th>
<th>2006</th>
<th>2008</th>
<th>2010</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>Percent of Students Responding ‘Very Often’ and ‘Often’</td>
<td>41%</td>
<td>39%</td>
<td>45%</td>
<td>41%</td>
</tr>
</tbody>
</table>

From 2006 through the most recent survey in 2012, students’ responses have remained rather steady, with an increase in 2010. Efforts to continue improvement on this outcome are discussed in the next section.
How much has your experience at this college contributed to your knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds?

<table>
<thead>
<tr>
<th>Percent of Students Responding ‘Very Much’ and ‘Quite a Bit’</th>
<th>2006</th>
<th>2008</th>
<th>2010</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29%</td>
<td>34%</td>
<td>39%</td>
<td>46%</td>
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</table>

From 2006 through the most recent survey in 2012, students’ responses have increased substantially indicating strong progress in improving students’ understanding of people from other racial and ethnic backgrounds different from their own.

Initiatives and activities to support improvements on these outcomes during 2012-2013 included the following.

1. **Complete the review of the College’s Cultural Diversity Graduation Requirement**

To be eligible for an Associate Degree, students must complete one 3-credit course with designated “Diversity” status. The College Catalog includes the following definition:

   *The diversity course requirement enables students to explore, in depth, cultural differences based on age, ethnicity, gender, race, religion, sexual orientation or social class.*

In order to be accorded diversity status, a course must (a) explore in depth cultural differences based on age, ethnicity, gender, race, religion, sexual orientation or social class; (b) include relevant references to the current time period; (c) emphasize the analysis of a group rather than an individual. The application for diversity status must include an explanation of how students use writing, discussions, and research to ensure the development of knowledge and understanding of cultural diversity.

The HCC faculty also developed a General Education goal focused on diversity which states:

   *Apply knowledge and skills necessary to be an informed global citizen in a diverse and changing intercultural world.*

This goal is designed to help faculty integrate diverse perspectives in all of their courses where applicable. Faculty recognized the need to reassess the existing Cultural Diversity Graduation Requirement. An ad hoc faculty committee compared HCC’s diversity requirement with those in other Maryland community colleges and developed a report of recommended changes. This report was reviewed at a general faculty meeting and a decision was made to continue this work for 2013-2014.
2. Invest in professional development about issues of culture, cultural competence, diversity, and equity

The Human Resources and Employee Development Office continued its Supervisory Training Program which provides specialized training for the day-to-day leadership and management of the College. *Diversity in the Workplace* is one of the topics included in the training program. This topic is designed to provide training that supports the College’s commitment to diversity of thought and individual differences. The program is mandatory for all supervisors at HCC.

Professional development opportunities are presented to faculty on ways to incorporate the use of the Hays-Heighe House to support instruction, particularly instruction that asks critical questions about the social and cultural history of Harford County, of Maryland, and/or of the United States. A professional development experience for faculty called *Preparing our Students for Success in the Intercultural Workforce* is also offered. Additionally, a wide array of classes about diversity in the workplace is offered by the College’s noncredit Business and Industry training department.

The College has purchased webinars for faculty and staff development related to diversity and equity concerns.

Members of the College attended the Title IX Coordinator and Administrator Training presented by Brett A. Sokolow, J.D. of the Association of Title Administrators (ATIXA). This training included the Office for Civil Rights standards as well as compliance requirements, effective reporting and response protocol, grievance procedures, fair and equitable investigations, preventive training, prevention and remediation of gender discrimination, oversight of grievance, and review of the legal landscape.

Additionally, members of the College attended an event sponsored by the Maryland Department of Health and Mental Hygiene, Office of Minority Health and Health Disparities (MHHD), and the Association of American Medical Colleges (AAMC) to discuss promising practices to increase diversity in the medical education pipeline.

3. Integrate cultural knowledge into the College’s daily operations, instruction, and community programs

As a part of its mission to provide life-long learning and cultural enrichment, the College is eager to share cultural opportunities with students, staff, and the community. Through the Cultural Events and Performing Arts unit and Aberdeen Proving Ground Federal Credit Union (APGFCU), the College provides year-round programming and brings nationally and internationally known artists and local artists to the campus. The Harlem Globetrotters was the opening sold-out event for the APGFCU. The noncredit Community Education department also offers many avocational courses which have a strong cultural component; students are expected to learn about, understand, and respect various cultures through study and field trips. The Travel and Tour courses offered by CET are well attended and have shown a 152% increase in enrollments from 2010 to 2013. Travel and study abroad for students is another way of
integrating cultural knowledge into the College’s daily operations and instruction. A Mass Communications professor and two students traveled to the Netherlands and the United Kingdom to interview and document the experiences of historic radio pirates. As a result of this work a documentary video was produced. Travel to Ireland was planned for summer 2013 but the trip was cancelled due to low enrollment.

In the credit instructional area, several initiatives to integrate cultural knowledge into instruction are in place. The Humanities Division offers a three-credit English 102 course with a Lesbian Gay Bisexual Transsexual and Queer (LGBTQ) focus. The course focuses on the critical analysis of literary genres, emphasizing short fiction, poetry, and drama. Students explore literary works from lesbian, gay, bisexual, and transgender authors from various cultures through discussions and critical writing activities. The course is offered during the fall and spring semesters.

In the Nursing program, cultural sensitivity, cultural competency, and the ability to communicate with all types of patients are main attributes that a certified nurse and medical assistant bring to an ambulatory care setting. The program incorporates instruction in both theoretical and practical training regarding the aforementioned cultural competencies.

C. The HCC Student Population is Racially and Ethnically Diverse

The MHEC Performance Accountability Report provides the following assessment measures regarding the diversity of the student population at HCC:

<table>
<thead>
<tr>
<th>Percent Non-Caucasian Student Enrollment</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20%</td>
<td>22%</td>
<td>24%</td>
<td>26%</td>
</tr>
</tbody>
</table>

Comparatively, the percent of non-Caucasian residents in Harford County 18 or older was 18% during this time period. These data indicate HCC is doing well in maintaining a racially and ethnically diverse student population as compared to the College’s service area of Harford County.

Initiatives and activities to support this outcome during 2011-2012 included the following.

1. Recruit a culturally diverse student body

Outreach and recruitment efforts into the community include, but are not limited to, participation in community fairs, focused presentations, and targeted outreach events. The primary region of focus has been Aberdeen, Edgewood, and Bel Air. Community partners have included the Boys and Girls Club, WAGE Connection, Greater Excellence in Education Foundation (GEEF), Open Doors, Edgewood Community Center, Upper Bay Support Services, and Harford County Alliance of Black School Educators.
The Admissions office also provides presentations delivered directly to high school students in every county high school. Freshman presentations focus on the value of a post-secondary education. Two senior presentations are offered each year; the fall presentation focuses on college choices, and the spring presentation focuses on enrollment at Harford Community College. Frequently, targeted groups of disadvantaged youth visit the HCC campus for presentations on the value of a college education. Examples this past year included Halls Cross Roads Elementary School (the focus was a mock schedule), the Teens Need Technology event (the focus was STEM-related careers), and the STEM Girls Discovery Day which was co-sponsored with Edgewood Chemical Biological Center (ECBC) and aimed to excite local seventh-grade girls about science, technology, engineering, and mathematics.

Additionally, the Admissions Office, with the help of the Disability Support Services Office, hosted a series of Transition Services Tours. The campus visits (tours) were open to select high school students with an IEP. The students were given a tour of the campus and campus services, as well as an overview of the disability support services available at HCC.

2. Maintain low cost of attendance

HCC maintains tuition and fees at 40% or lower of the cost of Maryland public four-year institutions. In FY 2011, the cost to attend HCC was 36.6% of the average cost to attend a Maryland public four-year institution. This low cost ensures accessibility for all low and medium income students and families.

HCC provides federal, state, and private financial aid through grants, scholarships, and loans to eligible students. Financial Aid staff offer workshops on applying for financial aid, free of charge, at each of the Harford County high schools throughout the fall. Workshops are open to all students and parents, regardless of where the student attends college. The Financial Aid Office also provides federal work study students in the county elementary schools as part of the America Reads Program. Additionally, the HCC Foundation funded annual scholarships totaling over $346,000 over the past year.

The Palmas McGowan Memorial Scholarship was established in 2013. Students who participate in the Rites of Passage program are eligible to apply for the scholarship. Two $500 scholarships may be awarded yearly.

D. The Gaps in Academic Achievement Between Underrepresented College Students as Compared with the General Student Body is Decreasing

Assessment measures for this outcome are available through the MHEC Performance Accountability Report. The “Degree Progress Four Years After Initial Enrollment” tracks student success, persistence, graduation, and transfer rates for all students and for African American students over four years of enrollment. Improvements in success rates of African American students outpace the improvements of all students in both of the following measures, indicating progress in closing the achievement gap.
Successful-Persistor Rate After Four Years of Enrollment for ALL students:
78% of all students continued to succeed and persist after four years from their initial enrollment.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005 Cohort</th>
<th>Fall 2006 Cohort</th>
<th>Fall 2007 Cohort</th>
<th>Fall 2008 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of ALL Students Who Graduated, Transferred, or Persisted</td>
<td>75%</td>
<td>76%</td>
<td>78%</td>
<td>78%</td>
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</table>

Successful-Persistor Rate After Four Years of Enrollment for African American Students:
63% of African American students continued to succeed and persist after four years from their initial enrollment.

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<th></th>
<th>Fall 2005 Cohort</th>
<th>Fall 2006 Cohort</th>
<th>Fall 2007 Cohort</th>
<th>Fall 2008 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of African American Students Who Graduated, Transferred, or Persisted</td>
<td>63%</td>
<td>63%</td>
<td>65%</td>
<td>63%</td>
</tr>
</tbody>
</table>

Graduation-Transfer Rate After Four Years of Enrollment for ALL students:
55% of all students graduated and/or transferred after four years from their initial enrollment.

<table>
<thead>
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<th></th>
<th>Fall 2005 Cohort</th>
<th>Fall 2006 Cohort</th>
<th>Fall 2007 Cohort</th>
<th>Fall 2008 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of ALL Students Who Graduated and/or Transferred</td>
<td>57%</td>
<td>60%</td>
<td>60%</td>
<td>55%</td>
</tr>
</tbody>
</table>

Graduation-Transfer Rate After Four Years of Enrollment for African American Students:
44% of African American students graduated and/or transferred after four years from their initial enrollment.

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<thead>
<tr>
<th></th>
<th>Fall 2005 Cohort</th>
<th>Fall 2006 Cohort</th>
<th>Fall 2007 Cohort</th>
<th>Fall 2008 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of African American Students Who Graduated and/or Transferred</td>
<td>49%</td>
<td>52%</td>
<td>52%</td>
<td>44%</td>
</tr>
</tbody>
</table>

These data indicate there continue to be opportunities to strengthen instruction, services, programs, and other support designed to improve student success, persistence, graduation, and transfer of minority student populations.
Some of the improved initiatives in 2011-2012 included the following.

1. **Offer college preparatory programs and coursework**

The AVID (Advancement Via Individual Determination) college preparation and awareness tour is a program that strives to close the achievement gap by preparing all students for college readiness and success in a global society. AVID is a college readiness system for elementary through postsecondary that is designed to increase school-wide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research-based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change. Havre de Grace Middle School and Aberdeen Middle School, which are AVID member institutions, partnered with HCC in order to fulfill the school-wide initiative of creating college-going campuses where all students graduate college-ready. Approximately 75 students were given a campus tour that introduced students to the concept of the college search process, learning in a college environment, and how to access college services. Educational facilitators and students found the program to be worthwhile and wish to repeat.

HCC offers a full range of developmental courses to assist students with developing skills in reading, writing, and mathematics. To assist students in completing a developmental course sequence more quickly, HCC has developed four-credit (equivalent) courses that combine reading and writing skill development into one course. In addition, HCC developed a four-credit
(equivalent) course that combines fundamental mathematics skills with introductory algebra. Also, another four-credit (equivalent) course combines introductory and intermediate algebra skills into one course. These four-credit (equivalent) courses allow students to take one developmental course rather than two in preparation for college-level mathematics.

For students in need of extensive remedial coursework for entrance into credit and noncredit programs, the Adult Basic Education (ABE) courses are offered. Continuing Education and Training (CET) offers a full range of Adult Basic Education offerings including English as a Second Language (ESL), ABE, and GED courses, as well as a literacy tutoring program for beginning readers. Students may also enroll in the MD i-Pathways, an online GED course, or in a GED practice test session. The HCC Foundation provides scholarships for GED classes as well as to assist GED and ESL students with transitioning to CET workforce development programs.

2. Deliver centralized and coordinated resources and retention services and programs

The Rites of Passage Program once again hosted Brother to Brother: Each One Reach One. To accommodate the larger community, the program expanded to include an evening session. The program offered an inter-generational dialogue on issues related to education, health, criminal justice, parenting, and more. The session was attended by Harford students and faculty, along with members of the faith, fraternal, business, and law enforcement community.

The Rites of Passage Mentoring Program collaborated with numerous community groups to host a screening and discussion featuring the documentary “Miss Representation” which highlights the image of women in American culture. Discussed are the collective messages our young men and women overwhelmingly receive about how "women's value and power lie in her youth, beauty and sexuality and not in her capacity as a leader." The discussion was moderated by Meshelle Shields, founder of the Baltimore based youth project “Goal Diggers” and the “Indy Mom of Comedy.” A broad cross section of women on the discussion panel provided rich intergenerational dialogue. Over one hundred people attended and noted the documentary to be "informative." Ninety-nine percent of the survey respondents said they would like to see "more forums of this type."

Additionally, HCC peer leaders and students facilitated a video screening and discussion at the Aberdeen public library. The documentary “Bring Your A Game” showcased the voices of nationally known figures regarding making choices and the value of getting an education. The program was attended by community members and students from Aberdeen Middle School. Twenty five male students from Aberdeen Middle School and five members from the community attended. A satisfaction survey was done with the HCC students who assisted with facilitating the discussion with the middle school students. All indicated they would participate again.

Thirty percent of the 200 new students attending The PowerUp! Orientation program self-identified as Non-Caucasian. The full-day program informed participants how to be successful financially, academically, and socially here at Harford and beyond. Student Orientation Leaders led icebreaker activities to help these new students meet new HCC friends and feel connected to campus. Faculty and staff led sessions on the aforementioned topics.
3. Provide accessible transfer opportunities

Harford Community College has participated with Morgan State University (MSU) in the CONNECT Program since the fall of 2005. The CONNECT Program is designed for students who do not initially meet the qualifications for admission to Morgan State University to begin their studies at Harford Community College. With the purchase of the Bear Necessity Card (MSU ID Card), HCC students enrolled in the CONNECT Program have access to the library, bookstore and student activities at Morgan State University while completing their academic studies at HCC. CONNECT Program students have access to a CONNECT Program Liaison/Advisor at Harford Community College who assists them in course selection, knowledge of transfer requirements to MSU (minimum cumulative GPA of 2.0 and successful completion of 24 college-level credits or the associates degree), and the transfer process to MSU (including a letter of recommendation) for completion of the baccalaureate degree.

HCC students have opportunities to visit several four-year colleges including Towson University and Morgan State University. In addition, HCC hosts Instant Admit Days on the HCC Campus for Towson University, UMUC, Stevenson University, the College of Notre Dame, and University of Baltimore. Representatives from these colleges visit HCC and waive the application fee for students who apply in person. Students who meet the qualifications are admitted “on the spot.”

E. HCC Attracts, Develops, and Retains Diverse Employees

The MHEC Performance Accountability Report (PAR) contains two indicators that track the percent of minorities of full-time faculty and full-time administrative and professional staff:

**Percent of Minorities of the Full-Time Faculty**

In 2012, 8.7% of the full-time faculty were members of minority populations.

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Minorities of the Full-Time Faculty</td>
<td>7.0%</td>
<td>7.8%</td>
<td>7.3%</td>
<td>7.1%</td>
<td>8.7%</td>
</tr>
</tbody>
</table>

**Percent of Minorities of the Full-Time Administrative and Professional Staff**

In 2012, 16.4% of the full-time administrative and professional staff were members of minority populations.

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<th>2008</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Minorities of the Full-Time Administrative and Professional Staff</td>
<td>11.9%</td>
<td>12.1%</td>
<td>16.3%</td>
<td>17.4%</td>
<td>16.4%</td>
</tr>
</tbody>
</table>

These data indicate there are opportunities to improve the recruitment, development, and retention of diverse employees. Improvements have been made in the diversity of full-time faculty.
Some of the improved initiatives in place include the following.

1. **Intentionally recruit, hire, promote, and retain diverse employees at all levels.**

The Human Resources office targeted advertising using varied media to ensure strong, diverse applicant pools. HR continually evaluates its advertising sources to more effectively expand its advertising connection with minority audiences. HR continued its utilization of varied advertising sources targeted at reaching diverse audiences, such as diversity.com. The Assistant Director for Human Resources works with search committees to ensure a diverse pool of candidates and finalists for employment consideration and provides review and oversight for all hiring and promotion decisions to ensure fairness, equity, and commitment to the College’s principles of diversity. In FY ‘11, 9% of the College’s internal promotions were filled by minority candidates. In FY ‘12, the percentage of promotions filled by minorities dropped to 6%. In FY ‘13, the percentage of promotions filled by minorities increased, with 17% of promotions being awarded to minority candidates. Ninety-four percent of the total FY ‘12 promotions were awarded to women candidates, which decreased to 69% for FY ‘13.

The HR office developed formalized diversity training for all supervisors as part of an overall supervisory training program. In FY ‘12, the first rounds of trainees successfully completed the supervisory training. The College complies with requirements to complete an annual Affirmative Action Plan. In the most recent reporting, the College met its goal of increasing minority representation for its first and midlevel officials and managers.

Specifically regarding hiring and retention of diverse faculty, the College’s academic deans use strategies to encourage minority recruitment and hiring which include the use of personal contacts, professional associations and advisory board affiliations, direct advertising at institutions with large minority student enrollments, as well as the use of publications that target minorities. Some academic deans have mentored, advised, and supported minority faculty in their work and hired minority faculty to work with incoming students over the summer to be strong role models.

A diverse group of students are hired on campus as Rites of Passage Peer Leaders and Orientation Leaders. These student employees are visible to a large number of students and the positions provide opportunities for personal growth and development.
# Table 1
**HARFORD COMMUNITY COLLEGE**  
**PLAN FOR A PROGRAM OF CULTURAL DIVERSITY**  
**2011-2013**  
(Approved by HCC Board of Trustees August 9, 2011)

## Implementation Strategy and Time Line

<table>
<thead>
<tr>
<th><strong>Outcome</strong></th>
<th><strong>Initiatives</strong></th>
<th><strong>Time Line</strong></th>
<th><strong>Evaluation Processes</strong></th>
</tr>
</thead>
</table>
| **A. Harford Community College is a welcoming environment that embraces diversity** | 1. Create a campus standing committee charged with promoting campus cultural diversity; updating campus diversity plan; tracking progress; completing reporting  
2. Promote and sustain a “Global Campus”  
3. Institutionalize the College’s commitment to cultural inclusivity and responsiveness  
4. Promote and sustain cultural and educational programs and activities | 2011-2013 | • Data from the PACE Employee Campus Climate Survey and CCSSE Student Survey  
• Review of HCC Mission and appropriate policies  
• Evaluations of programs and activities offered |
| **B. The campus community sustains a broad global perspective** | 1. Complete review of the College’s Cultural Diversity graduation requirement  
2. Invest in professional development about issues of culture, cultural competence, diversity, and equity  
3. Integrate cultural knowledge into the institution’s daily operations | 2011-2013 | • Data from the CCSSE Student Survey  
• Evaluations of professional development programs  
• Review of Diversity Course Requirement, Culture & Society Academic Outcome, and Travel/Study Opportunities |
| **C. The HCC student population is racially and ethnically diverse** | 1. Recruit a culturally diverse student body  
2. Maintain low cost of attendance  
3. Investigate potential need for resources to effectively recruit and retain a culturally diverse student body | 2011-2013 | • MHEC PAR – Minority student enrollment compared to service area population  
• MHEC PAR – Tuition and fees as a % of tuition and fees at MD public 4-year institutions |
<table>
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</table>
| **D.** The gaps in academic achievement between underrepresented college students as compared with the general student body is decreasing | 1. Offer college preparatory programs and coursework  
2. Deliver centralized and coordinated resources and retention services and programs  
3. Provide accessible transfer opportunities                                                                                         | 2011-2013   | • MHEC-PAR – Successful persistor rates - Minority students compared to All students  
• MHEC-PAR – Graduation-Transfer rates - Minority students compared to All students                                                                 |
| **E.** HCC attracts, develops, and retains diverse employees            | 1. Recruit, hire, promote, and retain diverse employees at all levels                                                                                                                                       | 2011-2013   | • MHEC-PAR – Percent minorities of full-time faculty  
• MHEC-PAR – Percent minorities of full-time administrative and professional staff                                                                                                                                 |