



**HAGERSTOWN COMMUNITY COLLEGE
CULTURAL DIVERSITY REPORT**

JUNE 2023

Section I:

A summary of the institution's plan to improve cultural diversity. Include all major goals, areas of emphasis, and strategy for implementation. Provide an explanation of how progress is being evaluated. Indicate where progress has been achieved, and areas where continued improvement is needed. If there is no formal plan approved by the governing board, describe how the institution intends to come into compliance.

Overview of Cultural Diversity at HCC:

For the purpose of this document, “diversity” is defined as the recognition, appreciation and understanding of individual, group, and cultural similarities and differences that include, but are not limited to age, abilities and disabilities, ethnicity, language, gender, race, nationality, religion, socio-economic status, veteran status, and sexual orientation.

Issues of diversity permeate many aspects of a campus environment and each is connected with the others. Unless incorporated into core structures of the College through strategic planning efforts, little will change substantively. HCC's strategic goals and action plans help guide achievement and changes in policies and procedures, with the overarching values of equal access and treatment as the foundations. Simply recruiting a more diverse student body without attending to other aspects of campus life, such as intergroup relations, curricular change, faculty and staff professional development, and diversifying faculty and staff, can result in difficulties for traditionally underrepresented students. Comprehensive institutional change and integrated efforts are critical to provide positive educational outcomes within a climate of acceptance and respect for cultural diversity and equal opportunities for education, training and employment.

Hagerstown Community College's strategic plans have always incorporated goals and action plans for a diverse student body and workforce. HCC provides updates annually through its unit planning process, revising and adding objectives and action plans as institutional priorities change or are added. In doing so, HCC continues to improve its planning/evaluation model and bring about positive change related to improving cultural diversity among students, faculty, and staff.

Consistent with previous plans, initiatives to improve cultural diversity are incorporated in the strategic commitments in HCC's 2026 Strategic Plan approved by the Board of Trustees on December 21, 2021. When HCC engaged in a new strategic planning process in 2021, diversity, equity, and inclusion discussions served as a foundation for the steering committee's work. The process involved gathering substantial input from faculty, staff, administrators, and students. An important step in developing the strategic plan was a review and complete revision of the mission, vision, and values of the College. The newly adopted mission and values incorporate the importance of equity and diversity, and inclusion.

The College believes in and teaches the ideals and values of culture and diversity. HCC also seeks to cultivate in its students critical and independent thought, openness to new ideas, a sense of self-direction, moral sensitivity, strength through diversity, and the value of continuing education and life-long learning.

The College's Mission, Vision, Values, and Institutional Learning Outcomes

Cultural diversity, equality in education and equal employment opportunities are viewed as integral parts of the mission and purpose of HCC. The mission, vision, values, and institutional learning outcomes encourage and support diversity in the personal, professional, and scholastic development and enrichment of all in the College community.

Mission

HCC ensures equitable access to affordable, high-quality educational programs, while fostering workforce development and cultural vitality in the region.

Vision

HCC will be the college of choice through demonstration of inclusive educational excellence, transformative growth, and community enrichment.

Values

- Excellence
- Integrity
- Diversity and Inclusion
- Stewardship
- Civic Engagement
- Student Centered

Institutional Learning Outcomes

The following attributes are goals of the full HCC experience, designed to impart students with knowledge, skills, and attitudes that go beyond the classroom and equip them with tools for lifelong success.

- Personal and Social Responsibility
- Globalization and Diversity
- Critical Thinking and Communication
- Scientific and Quantitative Reasoning
- Information Literacy and Technology
- Professionalism

Strategic Commitments

- Enrollment
- Assessment
- Retention
- Integration
- Partnerships
- Community

The Office of Planning and Institutional Effectiveness regularly reports data that supports the strategic commitments. A portion of this information is provided to campus leadership in the annual Fact Book. Review of this data by campus leaders informs discussions around success in achieving institutional goals and identifying potential barriers, particularly for students of color. In order to address the State Plan for Postsecondary Education, performance indicators from the Performance Accountability Report (PAR) are used to measure progress on retention and completion metrics.

HCC's credit minority enrollment consistently exceeds that of the county's underrepresented population. Though Washington County became more racially and ethnically diverse over the last decade, it is still predominantly white and non-Hispanic. Black or African American residents comprise the largest minority group. Hispanic residents comprise the fastest-growing ethnic group in Washington County. HCC continues to monitor the retention and persistence of diverse students.

Data collection and analysis of general education diversity courses and the ILOs tied to globalization and diversity is an important aspect of assessing HCC's student learning outcomes. The results are used to improve student learning and the quality of the courses offered at HCC. Assessment data is regularly reviewed and discussed by faculty and administrators as part of the assessment process at HCC.

In the fall 2021 semester, HCC participated in the PACE survey, a campus climate instrument designed to help community college leaders understand the institutional culture and how employees perceive and experience their work. Several questions were embedded in the survey to examine DEI data. This DEI climate data provided a measure of the real or perceived quality of interactions on campus as well as the level of respect for others. The results of the PACE survey are used to design programs and initiatives for the campus community intended to nurture a positive, healthy campus climate for all. A climate survey is planned to collect similar data on the experiences of HCC students.

Section II:

A description of efforts to increase the numerical representation of traditionally underrepresented groups among 1) students 2) administrative staff and 3) faculty. This section of the report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Reports should include information on both campus-wide and program specific initiatives.

Efforts to increase representation of traditionally underrepresented students

A position in the Admissions office is dedicated to outreach and recruitment of underrepresented populations. This recruiter visits all local high schools, including English Language Learner (ELL) classes, and hosts information sessions targeting prospective underrepresented students at local venues.

The Financial Aid department offers workshops for low income, at-risk students to encourage participation in higher education by covering information regarding federal and state financial aid programs, borrowing, and important deadlines. Additionally, HCC has sources of aid for those who do not qualify for Pell grants or who require financial assistance beyond what is already provided.

The TRiO Student Support Services (SSS) program works closely with at-risk students to help them persist, complete their courses and graduate. The program serves high-risk populations, of which over 30 percent fall into a underrepresented group.

Efforts to increase representation of traditionally underrepresented staff and faculty

The recruiting specialist in the Human Resources department is committed to practices that encourage the hiring of traditionally underrepresented faculty, staff, and administrators. Each year, this person utilizes a number of recruiting resources and initiatives with a goal of attracting a diverse applicant pool.

This includes attending the job fairs such as:

- National Virtual Career Fair for Veterans with RecruitMilitary
- Frederick News Post fall job fair
- Horizon Goodwill's Cut/Cloth/Work job fair

A new recruiting resource was utilized this year to attempt to broaden the candidate pool.

- StudentAffairs.com

Recruiting sources that previously have helped in recruiting new applicants for positions include:

- HigherEdJobs along with diversity and inclusion emails packages
- Chronicle of Higher Education and InsideHigherEd
- Indeed, Ziprecruiter, and LinkedIn
- Maryland Workforce Exchange
- Pennsylvania Job Gateway
- Handshake – platform used to post positions to multiple colleges and universities
- Betterteams
- Posting on specialty/professional organization sites
- Posts on HCC's Facebook page

In addition to tactics used to recruit new faculty and staff, the Office of Human Resources also offers a number of programs designed to retain current employees:

- Employee appreciation day
- Summer employee/Family picnic and Welcome back luncheon
- Employee recognition programs
- HCC Spirit week
- Holiday celebration activities
- National Wear Red Day with group employee picture
- Earth day celebration
- Free Health Screenings, Flu Clinic and Seated Chair Massages

Section III:

A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section of the report should detail 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, and 3) co-curricular programming for students.

Faculty and staff events related to cultural diversity

- Guest speaker: Looking at Teaching With an Equity Lens, Part II
- Conference at Howard CC: Defining Diversity: How to Build an Inclusive Environment in Higher Education
- Campus police training and activities related to individuals with disabilities
- Integrating DEI in Your Online Course webinar
- Culturally Responsive Teaching Using Choice Boards
- Culturally Responsive Teaching: What It Is, Why It Matters, and How You Can Do It
- Engaged but Not Invested: Practical Approaches Toward Educational Equity
- Addressing and Preventing Bias in Educational Technology
- Five Strategies for Teaching and Reaching African American and Latinx Students
- Boosting Recruitment and Increasing Retention of Women and BIPOC Students in STEM
- Helping Students Navigate the 'Hidden Curriculum'
- When Students Have Ninety-Nine Problems and Your Syllabus Is One: Five Equity-Minded Practices That Remove Barriers for Success
- Faculty-led book clubs focusing on diversity and student success: Courage to Teach fall 2022, Small Teaching spring 2023.
- A newsletter featuring heritage-related LibGuide features and inclusive listings of holidays and observances is emailed to faculty, staff & students at the beginning of each month
- Added to the library's permanent collection as both décor & reference material Tribal Nations of the Western Hemisphere Map

- In Our Back Yard: Examining together, the diversity of Washington County -- a year-long series of events including Exploring Jonathan Street: History, Art, Imagination
- Bridging the Antietam Institute: Stories from our Community
- Inclusive Environments in the Classroom - Autism

Curricular initiatives that promote cultural diversity in the classroom

HCC offers diversity in the curriculum through its Diversity General Education category, thereby requiring that all degree-seeking students take at least one three-credit course pertaining to multiculturalism and diversity.

Examples of relevant course titles include:

- Cultural Anthropology
- Latin American History
- World Regional Geography
- World Religions
- Understanding Diversity in the Helping Profession
- Diversity in Sports and Athletics
- Diversity in a Tech Society
- Race and Ethnic Relations

Diversity in academic offerings is found outside of the general education requirement as well. Enrollments in both credit and non-credit courses designed for English Language Learners, have increased over time. The Workforce Solutions and Continuing Education division of the College offers a number of courses that appeal to this population.

Co-curricular programming for students

The Office of Student Activities offers an array of programs for the student body that relate to cultural diversity. Below are some of the recent highlights.

- Monthly informational displays were created in the Student Center main dining room, highlighting cultural awareness for Hispanic Heritage Month, Native American Heritage Month, Black History Month, Women’s History Month, and Irish American Heritage Month
- A Kpop Club was started this year and was very popular with students. The club explored Korean culture through music, trivia, crafts and discussions. Black Student Union was also very active on campus.
- Hispanic Heritage Month was recognized in October with music, food, and trivia celebrating the Latino culture.

- Trip to the Cultural Trail in downtown Hagerstown to learn about the history and culture of Washington County
- A One World Festival was sponsored by Phi Theta Kappa in November and featured CBES food incubators and HCC students and employees showcasing their home cultures.
- Students participated in a bus trip to the National Museum of the American Indian in Washington, DC for Native American Heritage Month in November.
- The annual Martin Luther King Celebration was held in January
- HCC's Black Student Union held the second annual "Conversations for the Soul" event in February where local African-American entrepreneurs talked to students about the obstacles they overcame to become business owners.
- Brish Library hosted Douglass Day in February, an annual national event that focused on papers of Mary Ann Shadd Cary. The event included a walk in downtown Hagerstown to discuss the impact Frederick Douglass had on the city.
- Irish American Heritage Month was recognized in March with a celebration of history, music and food
- A panel discussion and luncheon was held with campus leaders for Women's History Month in March
- Women's History Month guest speaker Hagerstown Mayor Tekesha Martinez spoke about being a Black woman in politics in March

Section IV:

A description of emerging populations that are currently underrepresented in higher education.

HCC recognizes the unique needs and challenges of emerging populations of students that are currently underrepresented in higher education. Examples of populations served by HCC include students that are English Language Learners and students diagnosed with autism spectrum disorder (ASD). As mentioned, a number of credit and non-credit courses offered at HCC are designed for students looking to improve their English communication skills and prepare this population of students for the workforce. The Office of Disability Support Services coordinates reasonable accommodations for students that are determined to have a need. Beyond the accommodation process, the staff also assist students in the application, advising, and financial aid process.