

**Carroll Community College
Cultural Diversity Annual Report
Submitted to the Maryland Higher Education Commission**

Fiscal Year 2020

Carroll Community College continues to reinforce and expand its commitment to diversity, equity, and inclusion. This report outlines the progress that has been made during FY2020.

Notably, the College has made two important commitments for FY2021: hire a full-time diversity officer and conduct a comprehensive diversity audit. These efforts will support and inform progress moving forward.

Section One: Summary of the institution's plan to improve cultural diversity

Goals

Carroll Community College maintains an institutional goal to "foster campus and civic engagement and a sense of belonging, by providing a safe learning environment that models respect, acceptance, inclusion, and empathy towards diverse ways of thinking and being." To that end, efforts supporting diversity, equity, and inclusion are embedded in College goals and in planning and activities at all levels and across departments and divisions.

The College's five-year strategic plan, Compass 2025, guides resource allocation, decision making, and action, with a focus on five key institutional priorities. One of these priorities is to "prepare students for diverse work environments and a dynamic, connected global community." The initiative directs a variety of efforts across the institution.

The Diversity, Inclusion, and Equity Action Plan, adopted in 2018, further details the College's related work; the plan was updated in 2020 to reflect progress and emerging needs. Included are tasks supporting student learning and co-curricular experiences, expanding professional learning opportunities for all employees, and assessing the work and workload required to meet established diversity, equity, and inclusion (DEI) goals.

Diversity and inclusion are components of the College's General Education goals and requirements, with numerous courses incorporating learning experiences to help students "identify their roles as global citizens in a multicultural country and world." Further, a select number of these courses carry a diversity designation, indicating that a significant portion of the class incorporates themes or topics related to cultural difference, groups that have been historically marginalized, or intellectual movements that address systems of injustice. Graduates in Associate of Arts degree programs must complete two diversity-designated courses.

Areas of emphasis

The Diversity and Inclusion Committee partnered with various campus departments to expand professional learning related to topics of diversity, equity, and inclusion for all employees. Targeted professional development sessions were also offered to specific groups, including the Executive Team, faculty, search committee chairs, and administrative associates who work directly with students.

Members of the Diversity and Inclusion Steering Team worked collaboratively to complete a literature review of DEI best practices related to student learning, employee recruitment and development, and organizational change. An executive summary of findings was shared with College leadership; the research has begun to inform the efforts of various departments.

During FY2020, academic leaders continued to collect and review data on the impact of curricular reforms in General Education courses, as well as transitional English Composition and Mathematics sequences.

Strategies for implementation

Diversity-related tasks are tied to annual College strategic initiatives, embedding this work in a concrete way into both institutional practice and ongoing evaluation.

The Diversity and Inclusion Committee is a recommending body to the President and Executive Team as well as a working committee. The Associate Provost of Assessment and Institutional Research serves as the liaison to the Executive Team.

The Diversity and Inclusion Steering Team has taken on a critical role in responding to requests from College leadership. Steering Team members also have authority within their areas to implement policy and other changes, decentralizing DEI work and further embedding it into the regular work of the College.

Diversity and Inclusion Committee membership includes representation from across academic disciplines as well as from key functional units and committees on campus, such as Student Life, Human Resources, Continuing Education and Training, and Marketing, and the General Education and Instructional Quality committees. This provides an additional level at which related activities are implemented.

The faculty Coordinator of Diversity Initiatives continues to lead the implementation of the College's plan for cultural diversity among faculty and serves as co-chair of the Diversity and Inclusion Committee. Beginning in Fall 2020, additional hours will be allocated to that role as well as to another faculty member to expand efforts while the search for a full-time diversity officer is conducted.

Evaluation

The College has begun the process for engaging an external organization to assist in conducting a diversity audit during FY2021.

The College monitors the racial and ethnic diversity of its students and employees, and the academic progress of its students by racial/ethnic groups, through the following regular reports:

- Annual Performance Accountability Report to the Maryland Higher Education Commission
- Minority Achievement Progress Report to the Maryland Higher Education Commission (every 3 years)
- Credit Student Enrollment Diversity Report (internal Institutional Research report)
- Student Satisfaction Survey, including questions related to campus climate as it pertains to diversity (administered every two years)
- Employee Satisfaction Survey, including questions related to campus climate as it pertains to diversity (administered every two years)

The Office of Institutional Research regularly provides relevant data to the Diversity and Inclusion Committee as well as campus leaders and governing bodies; data are used to evaluate success and identify areas for improvement.

Section Two: Efforts to increase numerical representation of traditionally underrepresented groups

Carroll Community College remains committed to the enrollment and success of traditionally underrepresented student populations. The College utilizes recruitment and hiring practices with the potential to increase the diversity of candidate pools.

Located in a county with a population with a 90.9% White population, the standard benchmark has been to ensure that both student and employee demographics mirror that of the community in terms of racial and ethnic diversity. Outreach to - and support of - students from other groups that are traditionally underrepresented in higher education are also priorities. This includes low-income, first-generation, and non-traditional aged students (including veterans).

Efforts to increase employees' skills and knowledge related to specific barriers faced by people from underrepresented groups were a significant focus in FY2020.

Students

As reported on the 2020 Performance Accountability Report (line 10c), in July 2018, 10% of the population in the service area was comprised of people of color. During Fall 2019, students of color made up 17.4% of credit enrollment (line 10a); this was an increase of 20% over Fall 2018.

Non-credit courses also saw a similar increase, with 19.4% of enrollment comprised of students of color (line 10b); this was an increase of over 28% in that same one-year period.

Key efforts to increase numerical representation of traditionally underrepresented groups have focused on removing or mitigating the effects of barriers resulting from both systemic oppression as well as those that may emerge during a student's time at the College and deter student progress and success.

Recruitment efforts have focused on expansion of on-site dual enrollment at local high schools, changes to placement requirements, and promoting available financial aid and scholarships.

Retention efforts include curricular reforms that reduce the amount of time spent completing developmental coursework, ongoing financial support (including availability of a food pantry), and the campus-wide use of a comprehensive student support system used to identify at-risk students and provide support through targeted interventions. The role of the Director of Student Care and Integrity has been expanded to help students in crisis. Additionally, a "First in My Family" initiative was launched in Fall 2019 to support first-generation students. This effort will expand in FY2021, offering additional programming and scholarships. While these modifications support the success of all students, research shows an outsized benefit for students from historically underrepresented groups.

Continuing Education and Training continues to expand financial support for non-credit students: connecting them with the local American Job Center for job training assistance, administering funds through Maryland the Workforce Sequence Scholarships, and providing need-based scholarships for summer youth camps. The Adult Education program supports program completers in their transition to further education and training. The non-credit personal enrichment area has increased diversity-related programming, including new courses on civic engagement, history, and world view classes.

As COVID-19 impacted our local area, campus resources were marshaled to respond specifically to student needs caused by the pandemic and both pre-existing and resulting disparities. As campus operations and instruction were abruptly transitioned to a remote format, the College recognized the unique challenges for students who rely on campus computer labs and internet access. To ensure students' success, the College loaned laptops and hotspots to 88 students who lacked one or both. Science lab kits were procured and provided to all summer and fall students free of charge. All student services, including mental health referrals, help for those struggling academically or emotionally, and for those students who needed Disability Support Services, were transitioned to an online format.

The College quickly established a protocol for distributing CARES Act money. Five hundred and twenty-three students whose finances were negatively affected by the pandemic received \$700 payments. An Emergency Fund was established through the College Foundation Office for students struggling to pay for classes as a result of the pandemic. The College food pantry

continued to operate during the campus closure, distributing nearly 5,000 pounds of food between April and July.

In addition, Continuing Education and Training increased language support for Adult Education English learners to facilitate their transition to remote learning. Temporary full-fund scholarships for small business trainings were offered to support new businesses; many recipients have been women-owned entities.

Administrative Staff and Faculty

Employment numbers are relatively low and, as a result, a single hire or departure has a significant impact on the percentage reported on the Performance Accountability Report.

As of June 2020, the full-time faculty numbered 83. As reported on the 2020 Performance Accountability Report (line 11), the percentage of full-time faculty of color increased from 2018 to 2019, from 9.2% to 14.9%.

Percent change for full-time administrative and professional staff of color is also somewhat volatile due to low numbers; total employment in that category was 103 as of June 2020. As reported on the Performance Accountability Report (line 12), this decreased from 8.0% in Fall 2018 to 6.4% in Fall 2019.

Key efforts to increase numerical representation of traditionally underrepresented groups have focused on posting openings to higher education job boards outside of the local area as well as those targeted at diverse candidates. While numbers have increased, there is no evidence tying this increase to those efforts.

The College is in the midst of redesigning onboarding for all new employees. This has included reviewing hiring processes and all associated forms. Best practices are being established to guide search committees and hiring supervisors; this includes requiring implicit bias training for all search committee chairs. New hires complete mandatory Diversity Awareness Training as part of their orientation; this will be expanded as the revised onboarding process is finalized.

Best practice research has also revealed an opportunity to support retention of employees from traditionally underrepresented groups by creating employee resource groups. This will be a priority in FY2021.

Section Three: Efforts to create positive interactions and cultural awareness among students, faculty and staff

The Diversity and Inclusion Committee coordinates and leads many of the related activities for students, faculty, and staff. Topics and activities are selected based on student interest, curriculum requirements, and current and historically significant events. This year, efforts were made to increase offerings that more deeply examined systems of oppression and injustice.

As events and activities are planned, various stakeholders are engaged to foster the program's success. As an example, activities and displays about the Black Lives Matter movement were planned for Black History Month. The planning involved faculty, staff, administration, and campus police and established broad support for the activities while helping those involved to develop more nuanced understanding of the movement from multiple perspectives. This model of deliberate planning can be applied to other events, embedding learning and relationship-building opportunities into the creation as well as the execution of the activity.

The potential for additional learning has been tied to changes to College practice or structure: as chosen names and pronouns were systematized, workshops about LGBTQ+ issues and questions were developed and resources provided. As restroom facilities on campus have been updated to provide gender-neutral spaces, further conversations about transgender and gender non-conforming people have emerged. The participation of faculty, staff, and administration has been important to both increasing collective understanding and also to demonstrating the need for ongoing learning.

Faculty/staff training

Significant investment was made in increasing substantive employee learning opportunities this year. College leadership, including the Board of Trustees, has taken an active role in attending these sessions.

Required training sessions took a variety of formats, with topics tailored to various groups as appropriate. Implicit bias training has been required of all search committee chairs; sessions were conducted throughout the year. Further sessions on belongingness and bandwidth were presented to faculty, Student Affairs staff, and Continuing Education and Training staff; over 50 faculty and staff completed Safe Zone training. All employees were required to participate in the presentation of *Factuality*, a "90 minute crash course on structural inequality in America."

Feedback on presentations frequently provides ideas for topics for future sessions, as was the case for several open professional learning sessions, including film screenings and a presentation on redlining. Allowing programming to be somewhat organic has created opportunities for it to also be responsive to the interests and questions of the campus audience. When feasible, activities are open to both students and employees, allowing our small institution to maximize offerings.

The Intercultural Teaching and Learning Fellows program has developed as a community of practice; Cohort III was named in June 2020. Not only do participants commit to their own learning, they have also provided key support for professional learning on campus, presenting workshops for employees and students and engaging their expanded network to serve as a resource for the College. Fellows have also served an important role in providing resources to the campus community in response to ensuring equitable access and outcomes during remote

learning, as well as to the social unrest resulting from police brutality, developing and disseminating resources to various constituencies.

Curricular initiatives

The General Education Committee developed descriptive sub-categories for diversity-designated courses in order to make transparent to students their focus and significance; definitions will be finalized and approved in Fall 2020. The group has also begun to refine the process by which new diversity-designated courses are approved and determine a process for reviewing data and effectiveness of approved courses. New courses in social justice and exploring rap music were approved, further expanding options for students.

Changes to developmental courses have yielded promising results. Initial review of data related to the accelerated transitional English sequence (ALP) shows that success rates in credit-bearing English 101 (ENGL-101) are better for students who take the co-requisite ALP course than those who enrolled in the transitional English course(s) prior to taking ENGL-101, particularly for new freshmen who take English composition in the Fall semester.

Initial data related to the accelerated transitional mathematic sequence for students in a non-Calculus pathway, launched at Carroll in Fall 2018, shows success rates for the new MAT-095 course are equivalent to those for the previous transitional courses in terms of grades, persistence, and GPA, and students who continue to a 100-level math course do just as well as those who completed the course sequence previously required. Students benefit from less time spent in developmental coursework and are well-prepared for credit-bearing geometry, statistics, and college mathematics courses.

Members of the Diversity and Inclusion Committee and the Intercultural Teaching and Learning Fellows program continue to curate and share resources both campus-wide and within their specific departments. This peer-to-peer sharing of targeted pedagogy and content-specific information has provided additional learning about culturally relevant pedagogy for many faculty members; this has been generally well-received.

Co-curricular programming

Offerings throughout the year include a blend of facilitated film screenings, speakers, and campus panelists, as well as more passive programming via bulletin boards and other displays.

Overwhelmingly, programming that is tied to classes and supports students' curricular learning has been the most successful in terms of participation. This connection also allows for follow-up conversations and activities, as students process and apply their learning. Much like employee development topics, programming for students is also driven by feedback and questions that emerge during sessions.

Student clubs and organizations also serve as a way for students with similar backgrounds and identities to gather and support one another while developing leadership skills. The Pride Alliance Club and Latinx Club were active throughout the year. A chapter of Active Minds also works on campus to provide programming and support to reduce the stigma of mental illness.

Continuing Education and Training continues to explore intersections between their classes and credit-focused co-curricular programming, promoting events to lifelong learning students when appropriate.

Section Four: Highlighting a strategy proven successful in increasing diversity of faculty and staff

Several improvements to the hiring process have been undertaken in recent years; in concert, these seem to have had a positive impact on diversifying both the pool of candidates as well as who is hired.

Leveraging technology has been key: online postings and applications are more widely accessible and interviewing via video conference software is more frequently utilized to reduce the need for travel for candidates who are not local. Newly-implemented software can allow the redaction of candidate names from key parts of the application; full implementation of this is being explored.

Training efforts have also focused on improving the skills and awareness of those involved in the hiring process. Mandatory implicit bias training for all search chairs was implemented this year; Human Resources is evaluating how to implement standardized interview questions to assess diversity and cultural competence.

As noted above, efforts to advertise job openings more broadly - and also in a more targeted way - have become standard. Data collection to determine which efforts have had significant impact will be reviewed.

The College will continue to explore related best practices and looks forward to the learning from peer colleges about the strategies they have employed.

Conclusion

The pace of change and understanding related to DEI topics continues to accelerate globally, nationally, and locally - particularly among incoming students. In response, Carroll Community College has increased efforts to develop and enhance both human and physical resources to support all students' success in this evolving environment.

Appendix I

Statement on the campus process for reporting of hate-based crimes

Visitors and guests of Carroll Community College, including students, employees and others who enter the campus, are encouraged to contact Campus Police at 410-386-8123, or internally at 8123. Carroll's Campus Police will respond to any report of a crime, including hate-bias incidents, and will fully investigate and report on the allegations and investigation. If a crime is associated with a hate-bias incident, such as a destruction of property, the crime will also be reported in the College's Annual Security Report (Clery Report). Campus Police take every opportunity to instruct students and employees how and when to use 8123, and ensure that the number is posted in every classroom, lab and office.

Campus security authorities (CSAs) must disclose statistics for offenses that occur on campus, in or on non-campus buildings or property owned or controlled by our college, and public property within or immediately adjacent to our campus and related to the following three categories:

1. Murder/non-negligent manslaughter, negligent manslaughter, sex offenses (rape, fondling, incest, statutory rape), robbery, aggravated assault, burglary, motor vehicle theft, arson, domestic violence, dating violence, and stalking.
2. Any bias-related (hate) crimes related to the above listed crimes but also including larceny-theft, simple assault, intimidation, or destruction of property/vandalism. *Hate Crime is defined as a crime that manifests evidence that the perpetrator intentionally selected the victim because of the victim's actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability.
3. Any arrests or referrals for weapons violations, drug violations or alcohol violations.

Employees in these current functions are notified by the Campus Police that they are federally mandated to report crimes and are provided with Report Forms with instructions for documentation. CSAs are also instructed as to why a student may be more inclined to report crime to them and the specific crimes they are required to report.

During FY2020, there were no reported hate-based crimes at Carroll Community College.

Carroll Community College - Diversity, Equity and Inclusion Action Plan FY2021

Carroll Community College maintains a mission goal to "foster campus and civic engagement and a sense of belonging, by providing a safe learning environment that models respect, acceptance, inclusion, and empathy towards diverse ways of thinking and being." To that end, efforts supporting diversity, equity and inclusion are embedded in College goals and planning and activities at all levels and across departments and divisions.

The plan presented here aligns with Compass 2025, the College's strategic planning document which guides resource allocation and decision making. While Compass 2025 includes one initiative specifically related to diversity and global citizenship, diversity, equity and inclusion (DEI) tasks are nested under four of the five priorities.

DEI work at Carroll Community College is led by a seven-member Diversity and Inclusion Steering Team. Members of the steering team represent key areas of responsibility and expertise on the campus.

Recent efforts have involved looking outside the institution to identify best practices related to DEI that might be adapted and implemented at Carroll, while also looking inside the institution for available data and existing resources to set and accomplish goals. Further, a significant focus in the past years has been on expanding professional learning opportunities for faculty and staff; this effort continues and expands in the plan for FY 2021.

CCC Strategic Priority I: Student Success - Provide an empowering educational experience to support students from initial contact through completion of their educational goals.

Task	Intended Outcome	Responsible
I-A. Increase student retention, especially those who are underrepresented.	Close the retention gap for marginalized groups.	Dr. April Herring
II-B. Examine all aspects of CCC student experience to ensure inclusivity.	Identify areas of strength and areas for improvement related to DEI.	Dr. Kristie Crumley and Jen Milam

CCC Strategic Priority III: Diversity and Global Citizenship - Prepare students for diverse work environments and a dynamic, connected global community.

Task	Intended Outcome	Responsible
III-A. Offer dedicated training to faculty who design and teach diversity-designated General Education courses.	Increase expertise of faculty teaching diversity-designated courses.	Dr. Michelle Kloss and Becki Maurio
III-B. Provide co-curricular opportunities for students, incorporating programming that complements coursework, as well as stand-alone programs.	Develop and implement programming in collaboration with various departments each semester.	Becki Maurio and Jen Milam
III-C. Identify and implement ways to engage non-credit students in DEI programming.	CET students participate in programming.	Kathy Mayan

CCC Strategic Priority IV: Institutional Excellence - Assess institutional effectiveness and act on the results to ensure academic rigor, program impact, continuous improvement, and institutional advancement.

Task	Intended Outcome	Responsible
IV-A. Explore options for a campus diversity audit to identify areas of improvement.	Identify areas of strength and areas for improvement related to DEI. Present recommendations to Executive Team.	Diversity and Inclusion Steering Team
IV-B. Revise Diversity and Inclusion Committee structure and leadership.	Create a position description, expectations and term limit membership criteria for committee members. Determine appropriate leadership structure for the committee.	Diversity and Inclusion Steering Team

CCC Strategic Priority V: Resource Management - Garner and shepherd resources to accomplish the College’s mission and vision, attract and retain a diverse, highly skilled faculty and staff, and ensure student, faculty, staff, and visitor safety.

Task	Intended Outcome	Responsible
V-A. Evaluate staffing and workload related to DEI activities.	Determine feasibility of expanding staffing dedicated to DEI.	Diversity and Inclusion Steering Team, College Executive Team

V-B. Provide face-to-face, on-campus training opportunities for employees at all levels throughout the year.	All employees participate in one DEI-related professional development session during the year	Diversity and Inclusion Steering Team
V-C. Implement implicit bias training for all search committee chairs and new academic division chairs and directors.	All key personnel with hiring responsibility are trained in implicit bias.	Lisa Kuhn
V-D. Continue to support Intercultural Teaching and Learning Fellows Program.	The Fellows share and apply what they learn to create a more equitable environment by integrating principles and practices into their work, training colleagues and/or interacting with students.	Becki Maurio