



## **Draft Diversity Strategic Plan**

**Cultural Competence: The knowledge, skills and abilities necessary to interact effectively and appropriately with people who are different from you.**

### **Goal 1: Produce Culturally Competent Students**

#### **✓ Objective 1: The Curriculum will promote cultural competence**

- 1) Change the General Education Goal 10 to read “students will demonstrate cultural competence”
- 2) Mandate all degree programs to include at least one three credit course that is internally certified to develop cultural competence. These courses may also meet other requirements such as general education or major requirements in career programs
- 3) Develop an Archive of Best Cultural Competence Practices in current credit and Continuing Education courses
- 4) Expand opportunities for student study abroad and international experiences through the MCCIEC ( Maryland Community College International Education Consortium)
- 5) Develop a professional development program that will help faculty recognize, respect and use students’ identities and backgrounds as meaningful sources for creating optimal learning environments and experiences
- 6) Create an opportunity to achieve a Cultural Competence Letter of Recognition and a CE program certificate by participating in a menu of activities and demonstrating learning

#### **✓ Objective 2: Co-curricular and Continuing Education programs will promote cultural competence**

- 1) Incorporate diversity training as part of leadership development training for student organizations
- 2) Provide cultural competence development opportunities to students
- 3) Engage ESL and underrepresented student populations in co-curricular experiences in order to promote cultural competence of all students and enhance integration into overall student population
- 4) Expand service learning efforts and opportunities to bring student volunteers to the community – student mentors, health assistance

5) Develop instructional resource from FCC diverse student population

✓ **Objective 3: Students will be assessed on their cultural competence**

- 1) Develop a rubric for certifying cultural competence courses
- 2) Conduct a course-related outcomes assessment for cultural competence

✓ **Objective 4: The Campus Environment will reflect the cultural diversity of the College Community**

- 1) Create intercultural and cross-cultural spaces on campus
- 2) Conduct student satisfaction surveys bi-annually to measure student perceptions of campus environment

**Goal 2: Employees will be culturally competent**

✓ **Objective 1: A campus understanding of diversity terminology such as cultural competence, culture of inclusion, inclusive excellence, etc. will be achieved**

- 1) Assess campus understanding of diversity terminology at the College
- 2) Create a professional development program based on assessment that addresses gaps in understanding
- 3) Continue “Diversity Dialogues” seminars on campus

✓ **Objective 2: Cultural competence will become a necessary skill for all faculty and staff**

- 1) Insert cultural competence as necessary skill in all College job descriptions
- 2) Define and determine criteria and process for evaluation of cultural competence on performance appraisal
- 3) Create a comprehensive professional development program for diversity that promotes cultural competence

**Goal 3: The diversity of College employees will mirror the representation of historically underrepresented students at FCC**

✓ **Objective 1: The proportion of full-time faculty, administrators and professional staff of color will mirror the underrepresented populations of Frederick County**

- 1) Create teaching internships/fellows program for under-represented graduate students

- 2) Increase recruiting outreach and partnership opportunities with HBCUs, Minority-Serving institutions

✓ **Objective 2: Establish FCC as a leader in cultural diversity**

- 1) Create a diversity speaker's bureau for classroom use
- 2) Implement external diversity communication (PR) plan
- 3) Increase FCC outreach to diverse communities in Frederick
- 4) Increase the diversity membership of College boards and advisory committees

✓ **Objective 3: Organizational policies, procedures and practices will promote inclusion**

- 1) Establish procurement practices that promote diverse representation
- 2) Facilitate diversity improvement by strategic use of assessment data
- 3) Create an internal diversity committee to monitor progress of diversity strategic plan, develop diversity programming, celebrations, professional development, and develop criteria for diversity awards for faculty and staff
- 4) Administrators and support staff will provide culturally competent services and supports to students and the public

**Goal 4: Students will achieve equitable outcomes**

✓ **Objective 1: Students will have equitable access to programs and resources that significantly improve life opportunities**

- 1) Identify areas for review and accumulate data. Examples are:
  - a.) Programs/Majors
  - b.) Academic and socialization programs, internships
  - c.) Financial support
- 2) Identify disparities between subpopulations
- 3) Develop, implement, and evaluate strategies to arrive at equity

✓ **Objective 2: Students will meet MHEC benchmarks for success**

- 1) Identify areas of inequity in successful persister rates and 4 year graduation and transfer rates and accumulate data
- 2) Identify disparities between subpopulations
- 3) Develop, implement, and evaluate strategies to arrive at equity

✓ **Objective 3: Students will demonstrate high achievement**

- 1) Identify and monitor indicators of excellence. Examples are:
  - a.) GPA intervals

- b.) Dean's list
- c.) Honors course participation
- 2) Identify disparities between subpopulations
- 3) Develop, implement, and evaluate strategies to arrive at equity

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## Goal 1: Produce Culturally Competent Students

*Goal 1; Objective 1: The Curriculum will promote cultural competence*

Strategy	Assigned to	Partners	Measurement	Due Date	Status	Priority
1.) Change the Gen Ed Goal #10 to read "students will demonstrate cultural competence"	Gen Ed Committee	Director of Diversity, VP for Learning	Goal changed	Oct 2008	Completed	High
2.) Mandate all degree programs to include at least one three credit course that is internally certified to develop cultural competence. These courses may also meet other requirements such as general education or major requirements in career programs.	Gen Ed Committee	VP for Learning	Appears in College Catalog and information shared with students	Spring 2009	Completed	High
3.) Develop an Archive of Best Cultural Competence Practices in current credit and Continuing Education courses	AVP of CTL	Director of Diversity, VP for Learning, Summer Institute	Document created and shared with faculty	Fall 2010		Medium
4.) Expand opportunities for student study abroad and international experiences through the Maryland Community College International Education Consortium	Coordinator of International Education and International Education Committee	AVP, Center for Teaching and Learning, Director of Diversity	# of opportunities for students/student outcomes/# of participants	November 2009	Offer Russian study abroad and London Work Study abroad programs; MCCIEC offerings shared with students, website available	High

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(MCCIEC)						
5.) Develop a professional development program that will help faculty recognize, respect and use students' identities and backgrounds as meaningful sources for creating optimal learning environments and experiences	AVP Center for Teaching and Learning	VP for Learning, Director of Diversity	Strategies and content developed	September 2010		High
6.) Create an opportunity to achieve a Cultural Competence Letter of Recognition by participating in a menu of activities and demonstrating learning	VP Learning, LLC, Gen Ed Committee	Registrar	Criteria established, approved, letter offered	September 2013		Low

*Goal 1; Objective 2: Co-curricular and Continuing Education programs will promote cultural competence*

<b>Strategy</b>	<b>Assigned to</b>	<b>Partners</b>	<b>Measurement</b>	<b>Due Date</b>	<b>Status</b>	<b>Priority</b>
1.) Incorporate diversity training as part of leadership development opportunities for student organizations	Director, Center for Student Engagement	Director of Diversity	Training planned, carried out and evaluated	January 2010		High
2.) Provide cultural competence development opportunities to students	Director, Center for Student Engagement and Director of Diversity	VP Learning Support	# of opportunities presented, evaluated	January 2010		High

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3.) Engage ESL and underrepresented student populations in co-curricular experiences in order to promote cultural competence of all students and enhance integration into overall student population	Program Manager, ESL	VP Learning Support/MCSS program	CSSCE Data	September 2010		High
4.) Expand service learning efforts and opportunities	Director, Center for Student Engagement		# of opportunities, evaluation of outcomes	September 2012		Low
5.) Develop instructional resource from FCC diverse student population	Program Manager, ESL, Director of MCSS	Director of Diversity	Resource developed, shared, evaluated	January 2012		Low

*Goal 1; Objective 3: Students will be assessed on their cultural competence*

<b>Strategy</b>	<b>Assigned to</b>	<b>Partners</b>	<b>Measurement</b>	<b>Due Date</b>	<b>Status</b>	<b>Priority</b>
1.) Develop a rubric for certifying cultural competence courses	Gen Ed Committee	Curriculum Committee	Rubric developed	September 08	Completed	High
2.) Conduct a course-related outcomes assessment for cultural competence	Executive Director Assessment and Research	VP Learning, AVP of Institutional Effectiveness	Will develop several assessment tools	Assessment tools will be ready by October 2009. The first pilots will be conducted in spring 2010.		High

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*Goal 1; Objective 4: The Campus Environment will reflect the cultural diversity of the College community*

<b>Strategy</b>	<b>Assigned to</b>	<b>Partners</b>	<b>Measurement</b>	<b>Due Date</b>	<b>Status</b>	<b>Priority</b>
1.) Create intercultural and cross-cultural spaces on campus	Facilities Manager and Asst. Mgr	VP Learning Support/ Center for Student Engagement	New Student Center/Classroom building opens	January 2010		High
2.) Conduct student satisfaction surveys bi-annually to measure student perceptions of campus environment	Executive Director Assessment and Research	Director of Diversity	CCSSE Data	September 2010		High

### **Goal 2: Employees will be culturally competent**

*Goal 2; Objective 1: A campus understanding of diversity terminology such as cultural competence, culture of inclusion, inclusive excellence, etc. will be achieved*

<b>Strategy</b>	<b>Assigned to</b>	<b>Partners</b>	<b>Measurement</b>	<b>Due Date</b>	<b>Status</b>	<b>Priority</b>
1.) Assess campus understanding of diversity terminology at the College	Director of Diversity	Executive Director, Assessment and Research	Results of Diversity Survey	September 2008	Completed	High
2.) Continue "Diversity Dialogues" seminars on campus	Director of Diversity	VP Learning	Seminar assessment/survey	December 2009	Ongoing	High

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*Goal 2; Objective 2: Cultural competence will become a necessary skill for all faculty and staff*

<b>Strategy</b>	<b>Assigned to</b>	<b>Partners</b>	<b>Measurement</b>	<b>Due Date</b>	<b>Status</b>	<b>Priority</b>
1.) Insert cultural competence as necessary skill in all College job descriptions	AVP Human Resources	Director of Diversity	Cultural competence included on job descriptions, process for inclusion established	September 2010		High
2.) Define and determine criteria and process for evaluation of cultural competence on performance appraisal	AVP Human Resources	Director of Diversity	Criteria and process complete, implementation of process	January 2011		Medium
3.) Create a comprehensive professional development program for diversity that promotes cultural competence	Director of Diversity	AVP Human Resources	Curriculum developed, professional development offered, evaluated	May 2011		Medium

### **Goal 3: The diversity of College employees will mirror the representation of historically underrepresented students at FCC**

*Goal 3; Objective 1: The proportion of full-time faculty, administrators and professional staff of color will mirror the underrepresented populations of Frederick County*

<b>Strategy</b>	<b>Assigned to</b>	<b>Partners</b>	<b>Measurement</b>	<b>Due Date</b>	<b>Status</b>	<b>Priority</b>
1.) Create teaching internships/fellows program for underrepresented graduate students	VP Learning	Director of Diversity	MOU Signed with Howard University	Sept 09	Completed, Intern to begin in January 2010	High

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2.) Increase recruiting outreach and partnership opportunities with HBCUs and Minority Serving institutions	HR Recruiter	Director of Diversity	Contacts made, practices established, MOUs signed		Jan 2010	High
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*Goal 3; Objective 2: Establish FCC as a leader in cultural diversity*

<b>Strategy</b>	<b>Assigned to</b>	<b>Partners</b>	<b>Measurement</b>	<b>Due Date</b>	<b>Status</b>	<b>Priority</b>
1.) Create a diversity speaker's bureau for classroom use	Director of Diversity, Director of MCSS, Program Mgr, ESL		Resource created	Sept 2012		Low
2.) Implement external diversity communication (PR) plan	Director of Diversity	Exec. Director, Marketing and Public Relations	Plan created, # of press releases, placement of articles in local media outlets	Jan 2013		Low
3.) Increase FCC outreach to diverse communities in Frederick	VP for Learning and VP for Learning Support	Director of Diversity	Student recruitment outreach, board and advisory committee representation	Ongoing		High
4.) Increase the diversity membership of College boards and advisory committees	AVP Workforce Development; Exec. Dir., Foundation	Director of Diversity, ESL Program Mgr, Director MSS	Assessment of current status, establish goals, recruit diverse members, and report on status	September 2010		Medium

*Goal 3; Objective 3: Organizational policies, procedures and practices will promote inclusion*

<b>Strategy</b>	<b>Assigned to</b>	<b>Partners</b>	<b>Measurement</b>	<b>Due Date</b>	<b>Status</b>	<b>Priority</b>
1.) Establish procurement practices that promote diverse representation	Purchasing Officer	VP Administration	Practices set up, opportunities offered	May 2011		Medium

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2.) Facilitate diversity improvement by strategic use of assessment data	Director of Diversity	Exec, Dir. Research and Assessment	Determine data to collect, collect, analyze, distribute	Sept 2010		High
3.) Create an internal diversity committee to monitor progress of diversity strategic plan, develop diversity programming, celebrations, professional development, and develop criteria for diversity awards for faculty and staff	Director of Diversity	President's Administrative Staff	Committee members determined	Sept 2010		High
4.) Administrators and support staff will provide culturally competent services and supports to students and the public	Supervisors		Performance Evaluations	Ongoing		High

### Goal 4: Students will achieve equitable outcomes

*Goal 4; Objective 1: Students will have equitable access to programs and resources that significantly improve life opportunities*

Strategy	Assigned to	Partners	Measurement	Due Date	Status	Priority
1.) Identify areas for review and accumulate data in such areas as Programs/Majors, Academic and socialization	Executive Director Assessment and Research	Director of Diversity	EIS and PS	Fall 2009 and each semester thereafter		High

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programs, internships, Financial support						
2.) Identify disparities between subpopulations	Executive Director Assessment and Research	Director of Diversity	EIS and PS	Fall 2009 and each semester thereafter		High
3.) Develop, implement, and evaluate strategies to arrive at equity	VP Learning Support VP Learning AVP Institutional Effectiveness	Director of Diversity & Executive Director Assessment and Research	Strategies developed, implemented, evaluated	Fall 2009 and each semester thereafter		High

*Goal 4; Objective 2: Students will meet MHEC benchmarks for success*

<b>Strategy</b>	<b>Assigned to</b>	<b>Partners</b>	<b>Measurement</b>	<b>Due Date</b>	<b>Status</b>	<b>Priority</b>
1.) Identify areas of inequity in successful persister rates and 4 year graduation and transfer rates and accumulate data	Executive Director Assessment and Research		MHEC Accountability Indicators 17 and 18	July 2009	Completed	High
2.) Identify disparities between subpopulations	Executive Director Assessment and Research		MHEC Accountability Indicators 17 and 18	July 2009	Completed	High
3.) Develop, implement, and evaluate strategies to arrive at equity	VP Learning Support VP Learning AVP Institutional Effectiveness	Director of Diversity & Executive Director Assessment and Research	Strategies developed, implemented, evaluated	September 2009		High

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*Goal 4; Objective 3: Students will demonstrate high achievement*

<b>Strategy</b>	<b>Assigned to</b>	<b>Partners</b>	<b>Measurement</b>	<b>Due Date</b>	<b>Status</b>	<b>Priority</b>
1.) Identify and monitor indicators of excellence such as GPA intervals, Dean's List, Honors course participation	Executive Director Assessment and Research		PS	October 2009		High
2.) Identify disparities between subpopulations	Executive Director Assessment and Research		Data disaggregated, disparities identified	October 2009		High
3.) Develop, implement, and evaluate strategies to arrive at equity	VP Learning Support VP Learning AVP Institutional Effectiveness	Director of Diversity & Executive Director Assessment and Research	Strategies developed, implemented, evaluated	November 2009		High