August 31, 2018

Ms. Alexia Van Orden
Research and Policy Analyst
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Ms. Van Orden:

On behalf of the Montgomery College Board of Trustees, I have enclosed the College's annual progress report of its programs of cultural diversity. As required by §11- 406 of the Education Article, our Board of Trustees approved the report, which summarizes institutional progress toward implementing the College's plan for cultural diversity.
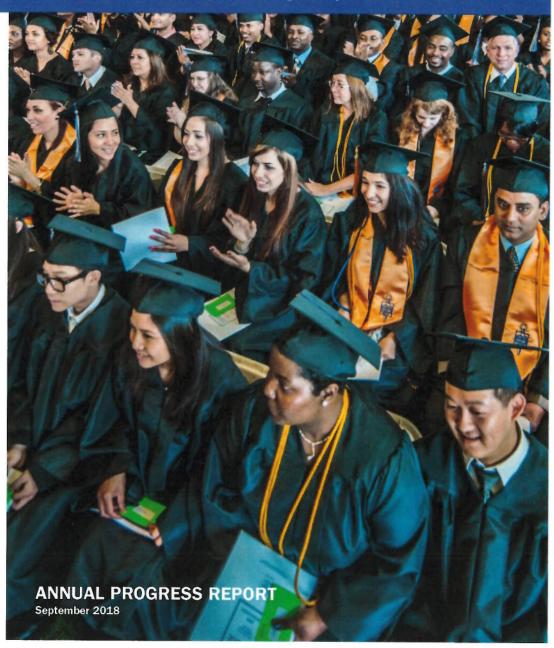
Montgomery College will continue to review, monitor, and assess its institutional cultural diversity plan. These approaches will be among those implemented as a means for sustaining institutional diversity, measuring the plan's long range effectiveness, and ensuring administrative accountability for achieving the plan's goals. If you have any questions regarding the report, please contact Sharon Bland, Chief Equity and Inclusion Officer, at (240) 567-3080 or sharon.bland@montgomerycollege.edu.

Sincerely,

Dr. Stephen D. Cain
Acting President

MONTGOMERY COLLEGE DIVERSITY PLAN

Our College Roadmap for Ensuring and Sustaining Diversity and Inclusive Excellence

ANNUAL PROGRESS REPORT

September 2018

MC MONTGOMERY COLLEGE
MAKE YOUR MOVE

Dr. Stephen D. Cain
Dr. Stephen D. Cain
Acting President

Michael J. Knapp
The Honorable Michael J. Knapp
Chair, Board of Trustees

MONTGOMERY COLLEGE

ANNUAL PROGRESS REPORT ON PROGRAMS OF THE CULTURAL DIVERSITY PLAN

June 2018

As required by §11-406 of the Education Article, this document is the Montgomery College (MC) annual progress report for its programs related to cultural diversity. Prepared by the office of equity and inclusion within the office of the president, this report summarizes institutional progress toward implementing the College's plan for cultural diversity, *Our College Roadmap for Ensuring and Sustaining Diversity and Inclusive Excellence* (Plan). The Plan is a multi-year action plan that the College is implementing over a period of seven years – fiscal years 2014 through 2020. Following Maryland Higher Education Commission (MHEC) requirements for the 2017-2018 fiscal year, the Montgomery College annual progress report focuses on the following.

1. **A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406.**

2. **A description of efforts to increase the numerical representation of traditionally underrepresented groups among (1) students, (2) administrative staff, and (3) faculty.**

3. **A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.**

4. **A description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2 and 3.**

5. **A statement regarding the campus process for the reporting of hate-based crimes consistent with federal requirements.**

Introduction

Montgomery College is committed to providing a wide array of diversity, equity, and inclusion-related activities and development programs for its students and employees. The College values continuous learning, professional growth, and high performance and has made it a priority to identify and implement best practices. These best practices have become institutional cornerstones for achieving diversity, inclusiveness, and institutional excellence.

Section 1: Institution's Plan to Improve Cultural Diversity

This section includes goals, areas of emphasis, and strategy for implementation. Montgomery College's Diversity Plan[1] is the College's roadmap for improving cultural diversity for its students, staff, and faculty collegewide. The College continues to evaluate its progress against its Plan, with its values of excellence, integrity, innovation, diversity, stewardship, and sustainability serving as the guideposts by which the College measures its success.

By integrating the values of diversity and inclusion into the College's operational, tactical, and strategic plans, Montgomery College demonstrates its institutional commitment and can assess its progress, evaluate success, and plan for the future. Equity and inclusion is imbedded in each area of emphasis which includes: (1) educational excellence; (2) access, affordability, and student success; (3) economic development; (4) community engagement; and (5) assessment and institutional effectiveness.

Each of the areas noted above are supported by strategic goals and strategic action measures that allow the College to gauge its progress. The College provides educational and academic programs that are designed to develop cultural competence among its students and employees, including required participation by employees in at least one multicultural professional development activity each year, which is evaluated in annual performance reviews. This requirement is just one of 96 strategic action measures that support 21 strategic goals related to the College's five areas of emphasis[2]. The College is now in the sixth year of its seven-year plan. Progress is evaluated regularly throughout the year and documented in an annual report submitted each year to the College's president to document progress and to the Board of Trustees for its approval.

Continued emphasis on diversity and improvement in our work has been highlighted in 2017 with the hiring of a chief equity and inclusion officer and the opening of the Institute for Race, Justice, and Community Engagement.

Section 2: Efforts to Increase Numerical Representation of Traditionally Underrepresented Groups

This section details initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Below is information related to collegewide and program-specific initiatives.

a. Students

Montgomery College students reflect the diversity of the Montgomery County community. Student data for the fall 2017 semester, provided by the College's office of institutional research and effectiveness, indicate there were 22,875 credit students enrolled at the College. Of that number, 27.4 percent were Black, 24.6 percent were Hispanic, 22.8 percent were White, 11.5 percent were Asian, 0.5 percent were Native American or Pacific Islander, and 3.0 percent were Multi-race. In addition, there are 1,546 (6.8 percent) students with disabilities attending Montgomery College. Finally, there are 1,898 international students[3].

Student Support Services TRIO Program
Student Support Services Trio program serves non-traditional, underrepresented students who are low-income, first-generation students and students with disabilities. The purpose of the program is to increase retention, graduation, and transfer rates. The program's initiatives and efforts to increase the numerical representation include participation in college recruitment and information events, reaching out to students who meet the eligibility criteria, and seeking referrals from counseling faculty, Welcome Center staff, and faculty. The ethnicity of active students during the 2017-2018 academic year is 48 percent Black or African American; 28 percent Hispanic or Latino; 12 percent Asian; 9 percent White; and 3 percent

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[1] The College's Plan is its second multi-year diversity action plan covering fiscal years 2014 through 2020 (the first plan covered fiscal years 2009–2012).

[2] For a comprehensive review of the College's strategic plan and corresponding action measures, see www.montgomerycollege.edu/president.

[3] International students are identified using definitions provided by the Institute for International Education.

more than one race reported. The staff members are culturally diverse (two Whites, one African American, and one Asian) and speak multiple languages to serve the diverse student population.

Disability Support Services (DSS)
DSS Counselors provide a broad range of services to support students with disabilities. Each campus offers bilingual faculty and staff to communicate with deaf and hard-of-hearing students. Sign language interpreters provide support to enable students to participate in curricular and extracurricular activities. DSS also offers students the use of a range of technological supports to assist them, such as voice recognition, enlarged print and screen magnifiers, voice synthesizers, alternative keyboards, assistive listening devices, Braille conversion and printing, and Kurzweil text-to-speech software. Each year DSS offers an information session for prospective students, parents, and educators. This year over 100 people attended the session to learn about the support services, programs, and options available at Montgomery College for students with disabilities.

Counseling and Advising Department
The Seminar for International Students (STSU101) is a course taught by counseling faculty to assist international students in adjusting to college and the American educational system.

Departments at each campus are comprised of racially diverse faculty and staff including bilingual Spanish speaking members. Department members are also culturally diverse representing Native American, Latin American, and African cultures. Diversity is a key factor used in assessing new hires to best serve the diverse student population.

Community Engagement
The MC website has resource webpages available in Spanish, Amharic, French, Korean, Vietnamese, and Chinese. The webpages address frequently asked questions about the opportunities at MC and how to enroll. The pages have information about DACA and resources that are specific for each language. They also include contact information if an individual would like to call the Response Center and request an interpreter. Since the Spanish page launched in January 2018, it has had almost 2,000 page views. The other language pages launched in March 2018 and have up to 200 page views each. A new section of the website was launched for international and ESOL students. The pages include information about resources at MC and general information about living in Maryland.

MC welcomes students of all backgrounds and the website ensures that prospective and current students can easily find the resources they need. This includes information specifically for military/veterans and student services to match a variety of needs such as Disability Support Services. MC promotes numerous events on all social media platforms. Students, faculty, staff, and the general public are welcome to participate in a variety of educational and cultural events. Annual events that take place at MC include World of Montgomery (a Montgomery County event hosted at the College), the Single Parent conference, Male Student of Color state summit, and the Every Girl Can conference. MC uses Facebook Live to have question and answer sessions with speakers of other languages. The sessions reach thousands of individuals.

b. Staff/Faculty

The College's office of human resources and strategic talent management conducted its annual internal assessment and proactively implemented an Affirmative Action Plan (AAP) to ensure accessibility related to the College's employment opportunities. The 2018 AAP[4] report indicates that minorities are employed at a rate of 52 percent and are represented in 78 percent of 208 departments. Women are employed at a rate of 58 percent and are represented in 85 percent of all departments. Between October 1, 2017 and June 30, 2018, the College hired 56 people. Of the 56 hired, 48 percent were minorities and 63 percent were women.

The fall 2017 demographic data for employees is as follows: there were 3,154 employees, of whom 41 percent were employed on a part-time basis. Of the total number of employees, 50.7 percent were White, 23.5 percent were Black, 8.3 percent were Asian, 4.4 percent were Hispanic, and 13.1 percent were

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[4] The 2018 Affirmative Action Plan data covers the period from October 1, 2017 through June 30, 2018.

categorized as "foreign, unknown, or multi-race" for federal government reporting purposes.

Ensuring objectivity and fairness throughout the College's recruitment process is essential to attracting and retaining qualified talent. The College has robust policies and procedures governing the hiring process which reinforce the College's commitment to increasing the numerical representation of underrepresented groups. Hiring managers are trained in all facets of interviewing and selection, as well as being educated regarding employment laws and best practices for attracting and retaining diverse talent. Additionally, the College ensures that search and interview committees are diverse, consisting of individuals with different backgrounds, perspectives, and experiences. The College routinely uses the latest technology to support its efforts, including various forms of social media designed to target specific audiences.

The College continues its targeted recruitment efforts by updating marketing and advertising materials with organizations and/or publications that may prove helpful in attracting diverse groups. For example, promotional materials were created for targeted distribution at association meetings, conferences, networking events, job fairs, and other similar gatherings. In April 2018, a flyer was used at a job fair for women in information technology. It highlighted open IT opportunities, compensation and benefits, mission and values, and an employee testimonial. The use of this flyer yielded seven female applicants to an IT applicant pool typically comprised of only males.

In addition, human resources staff continue to review a variety of recruitment sources that target women and minorities, including publications such as *Latinos in Higher Education* and *Diverse Issues in Higher Education*. In the coming months, outreach and recruitment outreach to underrepresented communities will be enhanced by participating in events such as the Maryland Hispanic Business Conference in September 2018.

Section 3: Efforts to Create Positive Interactions and Cultural Awareness

Student Support Services TRIO Program
To attract students, college staff provide recruitment events such as Raptor Rising, MC Information Sessions, Parent Nights, a Scholarship Breakfast, Health Fair, and other events. To retain students, numerous efforts are employed, from "intrusive" academic advising to tutoring in key topics such as mathematics, English, reading, social sciences, humanities, and introductory science courses. Student progress is monitored and communicated with students frequently.

Combat2College Program
As part of the ongoing retention initiative for student veterans, Combat2College staff has taken an intrusive approach to student retention, with the following strategies:

- Starfish Referrals for Veterans – Combat2College collaborated with the counseling and advising department to utilize the Starfish Advising Network. Combat2College staff can generate direct referrals for student veterans who require additional assistance with navigating the College or those who are experiencing academic difficulties and are in need of an intervention.

- Midterm Check – Combat2College staff reviews midterm grades of VA education beneficiaries and provides appropriate referrals to students in need of academic interventions or referrals to resources that can assist with personal hardships.

- Student Retention Check-ins – In the months leading up to the start of the fall and spring semesters (August and January, respectively), Combat2College staff reviews files of VA beneficiaries and contacts students who have not competed their VA certification paperwork or registered for the upcoming semester. Appropriate assistance is provided as needed.

Counseling and Advising Department
The counseling and advising department developed an online academic orientation program, e-International Montgomery Advising Program (eIMAP) for non-native English speaking students. The new online academic program mirrors the program developed for native speakers, allowing students the same

convenience to complete the program remotely at any time. This program brings parity between American english speaking students and international/non-native english speakers, streamlines the onboarding process, and increases access to enrollment at Montgomery College.

Boys to Men (BTM) is a mentoring program specifically aimed at the retention of African American/Black male students at Montgomery College. It seeks to foster a greater degree of academic success, student activism, and personal responsibility. BTM provides academic and personal mentoring for the above targeted student population. Participating students also benefit from having their academic progress monitored each semester. The program has an off-campus gathering/activity as well as a book reading and discussion series.

Data Related to 2017 Boys to Men Program				
	Boys to Men	Students Retained	All Black Males	Students Retained
Enrolled in fall 2016	37		3372	
Returned fall 2017	35	94.6%	1680	49.8%
Enrolled spring 2017	39		3089	
Returned fall 2017	35	89.7%	1830	59.2%
Enrolled fall 2017	35		3136	
Returned spring 2018	25	71.4%	2156	68.8%
Cum GPA	2.95		2.57	
Roster Grads (2017) Roster Transfers as of fall 2017	7 8			

Source: Office of Institutional Research and Institutional Effectiveness [AWB Source: MSFSTDN, ZORRACE]

The office of advancement and community engagement has increased FY18 marketing budgets by more than 50 percent to boost outreach to targeted groups, including low income residents and others in underserved communities, non-english speaking communities, and military/veterans. In addition, the College expanded marketing efforts to support additional promotion of workforce development and continuing education programs.

The College launched six new MC web resource pages in Amharic, Chinese, French, Korean, Spanish, and Vietnamese. The web team worked closely with a language advisory group of MC faculty and staff to lay out common content elements for all of the resource pages: information and links about financial aid, admissions and registration, English as a second language, transfer credit information, and more. These additional languages were identified as the most common among the MC student population.

Section 4: Other Initiatives Designed to Create Positive Interactions and Cultural Awareness

This section contains a description of efforts to create positive interactions and cultural awareness among students, faculty, and staff on campus.

a. <u>Faculty and Staff cultural training programs</u>

- "Safe Zone" training offered by counseling and advising – The purpose is to provide faculty, staff, and administrators the opportunity to (1) gain new understanding of gender, gender identity, gender

expression, and the diverse range of sexual and affectional orientations; and (2) acquire resources and referral information and practice communication skills for classroom or office discussion or unexpected disclosure. Faculty, staff, and administrators learn to foster a welcoming environment for students who are lesbian, gay, bisexual, transgender, queer or questioning, intersex, or asexual identity (LGBTQIA+). LGBTQIA+ students often feel unsafe at school, resulting in reduced attendance to avoid risk, bullying, or bias.

- Global Nexus program – Multicultural events to promote cross-cultural understanding. Events are proposed by a committee and take place on all campuses. Global Nexus is a diverse group of Montgomery College's community, with a mission of enriching minds, engaging hearts, and transforming communities in building awareness of global diversity and inclusion to strengthen understanding and connection to all diverse communities through education, partnerships, advocacy, and service.

- Community events – The office of community engagement has attended over 40 community events, reaching diverse communities throughout the county. Their staff currently speak multiple languages including Spanish, Amharic, French, and Arabic. The office of community engagement has also collaborated with the office of communications to continue to produce videos in multiple languages and to continually update and print brochures in multiple languages.

- Business Communication for Diverse Student Populations workshop – Sometimes sensitive information concerning a student's family, finances, gender, and immigration status is necessary. Cultural communication barriers that hinder productive discussion and delay positive outcomes for our students may be encountered. This workshop helps employees become more aware of the sensitivity required for these situations and to minimize stress and anxiety for both students and staff.

- Third Annual E-Learning, Innovation, and Teaching Excellence/Montgomery College Innovation Works (ELITE/MCIW) Fall Professional Day Conference – This half-day professional development conference, intended for full and part-time faculty and instructional staff, featured a keynote speaker and 23 breakout sessions focusing on student success. The keynote speaker was Dr. Sara Goldrick-Rab, professor of higher education policy and sociology at Temple University. She is best known for her innovative research on food and housing insecurity in higher education.

- Moving Beyond Labels in a Diverse Society – Recognizing Unconscious Bias and Fostering Understanding for a More Resilient Community: Ramadan Iftar Dinner (breaking fast at sunset) followed the discussion. This event was sponsored by Global Nexus.

- Creating an Inclusive Classroom workshop – An Event for Students, Faculty, and Staff. The talks focused on three specific groups of students – those with disabilities, those who are African-American/Black men, and those who are transgender.

- Open Education Week – This event is a celebration of the global Open Education Movement. MC highlighted how open education can help people meet their goals in education, whether it is to develop skills and knowledge for work, supporting formal studies, learning something new for personal interest, or looking for additional teaching resources.

- Combat2College – This program continued to provide events that promote cultural awareness regarding military and veteran culture. The 2017-2018 academic year annual event was a film and panel discussion surrounding the BBC documentary "What makes a hero?" Learning outcomes included (1) gain an understanding of the diversity of military service experiences and feelings associated with these experiences; (2) gain an understanding of why some veterans may avoid conversations regarding their military service; (3) gain an understanding of the cultural complexity associated with "Thank you for your service" when speaking to military veterans; and (4) gain an understanding of the varied meaning of "what makes a hero."

b. Curricular initiative promoting cultural diversity in the classroom

Examples of curricular initiatives are:

- The Montgomery College Nursing Program Philosophy expresses commitment to cultural, social, and ethnic diversity. It states:
  - "All individuals are viewed holistically as having physical, emotional, intellectual, socio-cultural and spiritual needs." (Nursing Student Handbook, p. 7)
  - "Nursing Education is designed to prepare a diverse student body to provide safe and competent care to a variety of populations in a multi-cultural community with an increasingly global perspective." (Nursing Student Handbook, p. 7)

- The curriculum contains competencies relating to diversity, which are reflected in the Clinical Evaluation Tool completed weekly by students in the clinical setting, as well as the final clinical evaluation tool. These competencies are (1) apply knowledge of cultural factors that affect nursing care and (2) respect the healthcare beliefs and practices of a diverse patient population. Each course contains at least one course outcome with associated topic outcomes relating to the development of competence in caring for a culturally, ethnically, and socially diverse patient population.

- "Come Together" Event for Peace, Unity and Equity – Sponsored by the Peace & Justice community, panels of speakers, poets, musicians, and students spoke about topics such as recent events in Charlottesville, race, white supremacy, Antifa, anti-Semitism, and Black Lives Matter.

- Clothesline Project Display – In this display, scheduled during Domestic Violence Awareness month, students from a WS101 class designed shirts to increase the awareness of domestic violence and the impact of violence against women.

- Author series – The Humanities Department and the Paul Peck Humanities Institute invited Seth Michelson, editor of *Dreaming America: Voices of Undocumented Youth in Maximum Security Detention* to speak and share his experiences of working with undocumented youth who use poetry to have their voices heard.

- Humanities Week – This effort offered students and employees a variety of experiences across a diverse array of cultures on all three campuses and featured provocative guest lecturers, movie screenings, brown bag lunches, poetry readings, and other activities.

- *Edie & Thea: A Very Long Engagement* screening – Sponsored by the Women and Gender Studies program and Free2B, this touching documentary tells the story behind the court case that overturned The Defense of Marriage Act (DOMA), paving the way for the legalization of same sex marriage throughout the United States.

- National Day of Silence – The student group Free2B honored the Day of Silence, Friday, April 27, 2018. This is a national day of action providing a forum to spread awareness about the effects of bullying and harassment of LGBTQIA+ students. It was honored with silence and flying the Rainbow flag. The students collected donations to support the Baltimore behavioral health LGBTQIA+ community organization Hearts & Ears Inc.

- For the Brothers – A week of seminars geared toward the mental health of men of color, organized and sponsored by the Germantown Student Senate.

- Food Culture in Nicaragua – Documentary short and discussion with Fulbright Scholar and part-time nutrition faculty member Dan Fenyvesi.

- Presidential Dialogue Series – Defining America was a series dedicated to exploring identity and ideals

in our nation. Challenges to traditional notions of who belongs in America have emerged in diverse and sometimes painful ways recently, revealing deep fissures in communities' beliefs about what America represents. A series of guests joined President DeRionne Pollard to explore the question of how we define 'Americans' and how dissent from majority opinion impacts national identity.

- Women of Color STEM Conference -- 30 STEM students attended the Women of Color STEM Conference in Detroit, Michigan.

Noncredit programs provide easily accessible student engagement opportunities that serve our diverse communities for their immediate learning and career aspirations, as well as providing a connection to degree programs for continued studies. Many noncredit students continue their studies in degree programs after achieving their early success in noncredit programs. A recent study by the office of institutional research shows that over a given two year period there were approximately 3,900 instances of a Montgomery College student taking a noncredit course prior to taking a credit course. Noncredit experiences significantly contribute to the rich diversity of our student body. Program examples include:

- Adult ESL and GED -- These programs meet students where they are with limited English proficiency or adult basic education needs. Students from around the world take advantage of the grant-funded programs offered in the noncredit areas.

- The Maryland Integrated Basic Education and Skills Training (MIBEST) – This program is very successful in accelerating career skill mastery even for students with limited English proficiency or basic education. A contextualized program of study combines technical skills development with language or basic education skill development through a unique team teaching format.

- The Refugee Training Center – This center served newly arriving immigrants through language skill development, acculturation of community norms, career development, and independent living skills.

- The Graduate Transitions Program – This program served post high school individuals with learning disabilities. Students worked on strengthening communications and workplace skills through a unique two-year program of study. Many students continue to work experiences with the Montgomery County Project Search initiative.

- The Hispanic Business Training Institute – Instruction is provided in Spanish for several technical and business career fields. Students are able to advance in their career fields while strengthening their english language skills.

- GED preparation at the Montgomery County Correctional Facility – This program offered at the Montgomery County Correctional Facility and the Pre-Release Center provided basic educational skills development for individuals while they are incarcerated. Upon graduation with the GED diploma, these students receive scholarships to attend Montgomery College to use upon their release.

- Lifelong Learning Institute – Courses in this program provide lifelong educational enrichment opportunities for our community members 50 years of age and beyond. More than 10 percent of the college credit and noncredit students are in this age group.

- Youth programs – These courses provide educational enrichment activities and allow for early college campus visits and awareness building of the opportunities awaiting them beyond high school.

c. Co-curricular programming for students

These initiatives provide support to students outside of the curriculum.

- TRIO Program cultural events for students – Students were encouraged in the 2017–2018 academic year to attend cultural events on and off campus, including the National Museum of African American History and Culture, the Harriet Tubman Museum, the National Museum of Civil War Medicine, and the National Museum of the American Indian.

- Wellness fair and therapy dogs – This event provides students and individuals the opportunity to connect with a variety of college and community resources that are helpful with managing stress, anxiety, and a variety of behavioral health issues without fear of judgement.

- Bystander intervention – Special training outreach in bystander intervention strategies was provided to students and the College community.

Section 4: Other Initiatives (not captured in Sections 2 and 3)

- Combat2College program staff provided weekly wellness and stress management opportunities for student veterans and service members to create a welcoming and safe environment to a vulnerable population, military veterans. These included exclusive veteran-only times in college fitness centers and trauma sensitive yoga.

- The President's Advisory Committee on Equity and Inclusion (PACEI) was established in November 2017 to help create an inclusive, civil, and respectful community that achieves equity for all Montgomery College students, employees, and business partners. The committee, which meets monthly, consists of a diverse, multi-generational, and multicultural group of faculty, staff, and administrators who represent all facets of the college community. PACEI members serve on one of the following eight sub-committees: (1) Student Experience and Campus Culture, (2) Business Practices and Procurement, (3) Faculty, Teaching, and Curriculum, (4) Human Resources/Recruiting, Hiring, Retention, Succession Planning, (5) Nationwide Peer Institution Best Practices/Assessment and Evaluation/Resources, (6) Reports and Communication, (7) Training, Dialogue, Events, and Celebrations, and (8) Workforce Development and Community Engagement. The PACEI leadership team, which consists of the chief equity and inclusion officer, the PACEI chair, and the chairs and co-chairs of the eight sub-committees, will develop an Equity and Inclusion Master Plan by December 2019 that will replace the current College cultural diversity plan, which was designed for implementation through 2020.

Section 5: Reporting Hate-Based Crimes

This section contains information concerning the process for reporting hate-based crimes, consistent with federal requirements as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with 20 USC §1092(f) known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("the Act").

"All students and employees are encouraged to report if they are the victim of a crime, observe a crime in progress, or believe a crime may be in progress. If a life-threatening emergency is taking place, call **9-1-1** first, then call the Office of Public Safety at the appropriate campus.

Officers are required to record any crime information reported to them and do not have authority to maintain complete confidentiality. However, special consideration is given to complainants and victims who prefer to remain anonymous. Personal identifying information will not be published and only shared with College officials on a need to know basis."[5]

The College's commitment to compliance with these federal requirements is reinforced by several College policies, including College Policy 31002–Hate/Violence Activity and its corresponding College

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[5] Montgomery College Annual Security Report, January 1–December 31, 2016 Prepared by The Office of Public Safety and Emergency Management

Procedure, 31002CP–Hate/Violence Activity. Adoption of policies and implementation of corresponding procedures is a collaborative effort, involving input from the college offices of general counsel; planning and policy; public safety; compliance, risk, and ethics; human resources and strategic talent management; under the leadership of the office of the president. Policies are reviewed and adopted by the board of trustees and implemented through corresponding procedures, which are adopted by the president.

Montgomery College has taken several actions to ensure compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, as amended by the Higher Education Opportunity Act (HEOA), and all implementing regulations issued by the US Department of Education (34 CFR Part 668.46). The College's annual security report is prepared and distributed by the Office of Public Safety based on crimes reported to its staff, as well as crimes reported to campus officials designated as Campus Security Authorities under the act, as well as crimes reported to local law enforcement authorities. By October 1 of each year, the College's report is posted online with a link at the College's homepage and is made available to each member of the College community via email communication. The office of compliance, risk, and ethics routinely monitors the College's efforts to fulfill the requirements of the law.

In addition, articles, trends, and safety tips are regularly publicized through college media, public service announcements, student newspapers, and targeted messages on radio and television. Crime prevention programs, including reporting procedures and related materials, are made available to students, staff, and faculty by the College's office of public safety. For example, such information is delivered at both new student and new hire orientations, as well as being made available through student resource and compliance fairs. In summary, the College's strategy for information dissemination concerning processes and procedures for hate-based crime reporting is multifaceted and designed to provide critical information to various audiences using several methods and employing available technology.