Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Humanities Initiatives at Community Colleges application guidelines at

https://www.neh.gov/grants/education/humanities-initiatives-community-colleges

for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title:	Active Learning and Student Engagement in the Humanities: Understanding the Civil Rights Movement in Harford County, Maryland
Institution:	Harford Community College
Project Director:	James Karmel
Grant Program:	Humanities Initiatives at Community Colleges

Harford Community College
NEH Humanities Initiatives at Community Colleges Proposal for
Active Learning and Student Engagement in the Humanities:
Understanding the Civil Rights Movement in Harford County, Maryland

Table of Contents

2. Summary

Harford Community College proposes *Active Learning and Student Engagement in the Humanities: Understanding the Civil Rights Movement in Harford County, Maryland* a three-year project to engage students at Harford Community College (HCC) in the humanities through primary source research, oral history interviews, analysis of existing oral histories, and the development of a digital exhibition and mobile application on civil rights activities in Harford County, Maryland. The project will deepen students' understanding of literary works and local and national history and will broaden community awareness of the role that Harford County played in the Civil Rights Movement.

The project will take place in three phases over a three-year period. Phase one will focus on faculty and staff training and development. During phase two, participating faculty will integrate readings, assignments, and activities into seven existing humanities courses and extracurricular student activities, serving at least 450 students. In phase three, faculty and students will develop a digital exhibition and mobile application featuring primary sources, oral histories, and other materials that will share student work and further community understanding of the Civil Rights Movement in Harford County.

The project will be implemented by an interdisciplinary team led by historian James Karmel and including HCC professional staff from the Student Affairs Division and professors of English, history, and computer information systems. Two historians from University of Baltimore and Notre Dame of Maryland University will support the project. The project will engage the following community partners: Harford County Public Library, Havre de Grace Colored School Foundation, Historical Society of Harford County, Hosanna School Museum, Lillie Carroll Jackson Civil Rights Museum at Morgan State University, and Visit Harford.

HCC team members will share project results with colleagues both on and off campus. Team members will continue to use and share with colleagues what they learned from the project to incorporate innovative teaching methodologies into other humanities courses. HCC will debut the digital tools at a public event open to all HCC faculty, staff, and students and the entire Harford County community. Visit Harford will help promote the digital tools to residents and visitors. Team members will present their findings at regional and national conferences.

Formative and summative evaluations will be used to measure the project's success. HCC will closely track the following quantitative measures: number of students enrolled in each of the seven revised courses during years two and three; student grades in the seven revised courses, compared to grades for the same courses offered during the 2017-2018 academic year; number of declared English and history majors; number of students who transfer to four-year institutions for continuing humanities study; number of unique visitors to the digital exhibition; and number of users of the mobile application. Long-term success will be measured by increases in enrollment in humanities courses, the number of humanities majors, and continued utilization of innovative public and oral history curricular practices.

3. Narrative

    <u>**Intellectual rationale**</u>: *Active Learning and Student Engagement in the Humanities: Understanding the Civil Rights Movement in Harford County, Maryland* will engage students at Harford Community College (HCC) in the humanities through primary source research, oral history interviews, analysis of existing oral histories, and the development of a digital exhibition and mobile application that explore Harford County, Maryland's history and role in the national civil rights movement. The project will deepen students' understanding of literary works, local and national history, and the role that Harford County played in the civil rights movement.

    Topic: Harford County, Maryland's location—25 miles northeast of Baltimore and immediately south of the Mason-Dixon Line—has ensured that it has served as a crossroads for important movements and events throughout American history. During the civil rights movement of the 1950s and 1960s, the county grappled with issues of national importance, including discrimination in public spaces and housing, school segregation, and more.

    For instance, from 1954 to 1965, Harford County experienced a drawn-out period of school desegregation despite the Supreme Court's key 1954 and 1955 rulings that school segregation was unconstitutional and unequal. The county's desegregation advocates had substantial support from dedicated parents, local NAACP officials, and even Baltimore-based NAACP attorney Thurgood Marshall during an important 1958 case involving the county's Aberdeen High School.

    In 1961, activists commonly known as the "Freedom Riders" targeted U.S. Route 40 between the Delaware Memorial Bridge in Delaware and Baltimore, which runs through the center of Harford County, for a campaign aimed at highlighting the still-segregated businesses, such as motels and restaurants, along the road. This campaign ultimately led the state of

Maryland to become the first state south of the Mason-Dixon Line to enact a civil rights bill. The Public Accommodations Act of 1963 barred racial discrimination in hotels and restaurants and was enacted approximately a year ahead of the federal Civil Rights Act.

Because the civil rights movement continues to resonate today, especially in relation to contemporary events and controversies nationally and in the Baltimore area, it is important for students and citizens to understand this history. Yet faculty members at HCC have observed that most HCC students and many residents of Harford County have minimal knowledge or understanding of the region's rich history, especially as it relates to the civil rights era. The proposed project will help fill this knowledge gap by incorporating narratives of local civil rights history into existing English and history courses; engaging students in hands-on, humanities-based learning activities; and promoting broader public engagement in the humanities through a digital exhibition and mobile application.

Intended audience: The proposed project will reach an audience of 450 to 500 HCC students taking general education core courses in English and history, including English Composition (English 101), English Composition and Literature (English 102), English Composition: Research Writing (English 109), Multicultural Literature (English 215), African-American Literature (English 233), United States History II (History 104), and African-American History (History 207). The project will also engage approximately 50 students who participate in HCC's existing programs serving at-risk and nontraditional students: the My College Success Network (MCSN) and Soar2Success (S2S) programs. Approximately 32 students enrolled in Introduction to Web Development (Computer Information Systems 217) will participate in project activities and engage with the project's humanities content.

The audience will also include five faculty members in the humanities and three MCSN

and S2S staff members. Finally, the project's digital products will serve individuals from the general public who are interested in the civil rights movement and/or Harford County history.

Improving the quality of the humanities at HCC: The project will connect humanities subject matter to student projects that are relevant for (1) understanding the history and culture of the community and (2) building 21st century digital skills. Through the project, HCC will expand the number of opportunities students have to engage in substantive humanities-based research and literary analysis and create resources with considerable value to the community.

<u>**Content and activities**</u>: The project will take place in three phases over a three-year period: (1) faculty and staff training and development; (2) integration of readings, assignments, and activities into seven existing humanities courses and extracurricular student activities; and (3) development and promotion of the digital products to the community, including dissemination of project results to professional and general audiences.

Phase one: During spring and summer 2019, the HCC project team will work closely with community partners and the external consultants to identify the humanities texts and resources with which the project will engage. These will include archival materials in partners' collections and existing oral histories related to the civil rights movement available digitally and physically at community partner sites. The project will focus more specifically on resources related to (1) the movement against segregated businesses along Route 40, (2) school desegregation, and (3) equality in housing availability and job opportunities. English faculty members will identify and refine the list of literary works to be adopted in English classes. (Please see the attached preliminary reading list for examples of the types of works that will be included.) As part of this process, the HCC faculty and staff team will visit a community partner site on a monthly basis to tour the facility, meet with reference librarians and curators, and gain

an understanding of the materials available for curricular and student use and how to access them. The team will develop a list of existing oral history recordings and transcripts that are currently available and identify individuals who would be good candidates for new oral history interviews to be completed by students during phase two. During phase one, Project Director James Karmel and external consultant Elizabeth M. Nix will lead a daylong workshop for the HCC faculty and staff team on conducting oral history and other public history activities with students. External consultant Jennifer Erdman will meet with participating faculty and give a lecture on the history of the civil rights movement in Harford County. Phase one will result in a comprehensive bibliography of available local resources on the civil rights movement and related literary works. The bibliography will ultimately be published as part of the digital exhibition during phase three.

Phase two: Throughout the 2019–2020 academic year, faculty from the HCC team will infuse the existing seven English and history courses with (1) sources and readings identified during phase one and (2) activities and assignments that provide hands-on opportunities for further exploring the civil rights movement in Harford County. Each course will be offered at least once during the year; some faculty scholars may teach more than one section. Faculty will ensure that all curricular activities correlate to HCC's course and program learning goals. Course activities may include analysis of existing oral history recordings and transcripts, examination of primary source materials identified during phase one, literary reviews, recording of new oral history interviews conducted by HCC students, and/or field trips to community partner organizations for on-site research workshops. For example, Project Director James Karmel plans to have students in his African-American History course conduct oral history interviews with community members about their experiences during the civil rights era, including possibly

individuals who transitioned from segregated to desegregated schools and activists who participated in local protests. Students in identified classes will create humanities content to be included in the digital exhibition and mobile application.

The at-risk and nontraditional students in the MCSN and S2S programs receive personalized academic coaching and participate in biweekly meetings, community events, and other social and cultural activities that promote academic success and personal growth. MCSN and Soar2Success staff members will serve on the project team to coordinate participation among students involved in these programs. Students may participate in field trips to partner organizations, oral history interviews, research, on-campus events related to the project, and/or the development of the project's digital products. Topics for several of the groups' biweekly meetings during the 2019–2020 school year will revolve around the project encouraging students to engage in reflection about their understanding of the regional civil rights movement.

Phase three: During fall 2020, James Karmel will compile materials gathered during 2019–2020. During calendar year 2021, James Karmel and Mark Dencler from HCC's program in computer information systems will lead the HCC team and students in Dencler's Introduction to Web Development course to develop the digital exhibition and mobile application featuring primary resources, oral histories, and other materials identified and created during phases one and two. HCC will use the Curatescape platform to create the digital exhibition and mobile application. The digital products will include audio and video oral history recordings, primary sources, student work, a map of important Harford County civil rights sites, the comprehensive bibliography developed during phase one, and more. HCC and the project team will debut the digital exhibition at a community event held in fall 2021.

Project personnel: **Dr. James Karmel, Professor of History, HCC**. As project director,

Dr. Karmel will lead all project activities, including, but not limited to, supervision of personnel; budget oversight; collaboration with consultants and external organizations; design and development of digital products; and assessment and evaluation, including submission of reports to the NEH. Dr. Karmel, who holds a Ph.D. in history from the University of Buffalo, has been actively engaged as an educator and professional historian specializing in oral history and economic history since joining the HCC faculty in 1997. Among other accomplishments, Dr. Karmel led efforts to establish HCC's program in public history, completed two oral history projects commissioned by the Atlantic City Free Public Library, and guided students through an oral history project on the 1960s, which included discussions of the civil rights movement.

Dr. Elizabeth M. Nix, Associate Professor, Division of Legal, Ethical and Historical Studies, University of Baltimore. As an external consultant on the project, Dr. Nix will provide support to project faculty and staff on understanding the sources used for the project, the broader context of the civil rights movement in the greater Baltimore region, and the development of the digital exhibition. Dr. Nix was a member of the collaborative leadership team for University of Baltimore's award-winning Baltimore '68 project, which included conducting oral histories, developing a driving tour, hosting a community conference, and publishing an anthology.

Dr. Jennifer Erdman, Assistant Professor of History at the Notre Dame of Maryland University. Dr. Erdman will meet with and provide a lecture to project faculty and staff during phase one and will meet with participating faculty and students during phase two. Dr. Erdman holds an M.A. in history from Morgan State University and a Ph.D. in history from Howard University. Her M.A. thesis focused specifically on discrimination against African diplomats along Maryland Route 40.

HCC faculty members and professional staff: The project director will be joined on the

project team by Professor Michael Dixon from HCC's history program and the following faculty members from HCC's English program: Mark Brock-Cancillieri, Susan Muaddi-Durraj, and Colleen Webster. Faculty scholars will also include Professor Mark Dencler, from HCC's computer information science program. These faculty scholars will work with the project director, external consultants, and community partners to identify humanities resources, adapt them into course curricula, and mentor students working with sources. Three student support specialists from MCSN and Soar2Success will work with nontraditional and at-risk students to support these students' involvement in the project.

Community partners: The following community organizations will contribute to the proposed project by identifying and sharing resources, hosting visits from participating faculty and students, and helping to disseminate and publicize the project's digital resources: Harford County Public Library, Havre de Grace Colored School Foundation, Historical Society of Harford County, Hosanna School Museum, Lillie Carroll Jackson Civil Rights Museum at Morgan State University, and Visit Harford.

<u>**Institutional context**</u>: HCC is a 61-year old college that has historically served the civilian and military communities of Harford County, Maryland. In FY 2017, HCC had 8,992 credit students. Of that group, 29.5% identified as belonging to a minority group, far exceeding the approximately 16% reported for the county as a whole in the 2010 census. HCC maintains small class sizes, usually 30 or less and 20 or less in some writing-intensive courses, such as English classes.

The Humanities Division at HCC offers classes in communication studies, English, foreign languages, literature, religion, philosophy, and history; promotes critical listening, thinking, and reading skills; and fosters awareness of the human condition, morality, spirituality,

intellectualism, and empathy. The division employs approximately 15 full-time faculty members, most of whom teach required humanities courses. The humanities faculty includes novelists, playwrights, historians, poets, and developmental specialists with strong publication histories. During the 2016–2017 year, there were 143 declared majors in HCC's degree programs in communication studies, English, philosophy, and history, and total enrollment for the Humanities Division was 6,354. The majority of students taking humanities courses at HCC do so to satisfy general education and general studies requirements. The library is a well-utilized resource for humanities students offering literature, films, and an extensive array of databases.

HCC and Project Director James Karmel have been involved in multiple previous activities related to the project topic. HCC has offered public history presentations on the civil rights movement and related topics. Upon the 50th anniversary of school desegregation (2015), Harford County Public Schools invited Dr. Karmel to produce a video based on oral history recordings that he and others had recently conducted. In 2012, for his course "The Stormy Sixties at Harford Community College," Dr. Karmel engaged students in an oral history project that was presented in an online exhibition called *Harford Voices*. He also presented on the local civil rights movement and school desegregation at HCC in 2016.

HCC is widely recognized as a vital member of the Harford County community. The college has a strong history of collaborating with public, private, and nonprofit organizations throughout the county, including several of the community partners for the proposed project. For instance, HCC has partnered in recent years with the Hosanna School Museum on a project involving the development of public exhibitions with anthropology students. Additionally, HCC Public History students have regularly served as interns at the Historical Society of Harford County since 2013.

Follow-up and dissemination: The project will have a long-term impact on the HCC curriculum by providing professional development for humanities faculty on innovative practices for engaging students in the humanities. The project team expects that after the grant period the primary sources and oral history and other activities will continue to be used in the seven identified English and history courses; faculty members will continue to use what they learned from the project to incorporate innovative teaching methodologies into other humanities courses; and student surveys will demonstrate increased engagement and interest in the humanities. Beyond the grant period, the HCC Humanities Division expects to realize increases in enrollment in the selected courses and, ultimately, the number of majors in English and history.

HCC has agreed to assume the costs and responsibility for ongoing curation and maintenance of the project's digital exhibition and mobile application so that these valuable resources for understanding the civil rights movement in Harford County will be sustained into the future. Visit Harford, the county's destination marketing and tourism organization, has agreed to help publicize the website and mobile application to residents and visitors to the county. The project's community partners will also play an important role in publicizing the digital projects to their constituents and the broader public.

At the end of year three, the project director and faculty scholars will hold an event on the HCC campus open to all HCC faculty, staff, and students and to the broader Harford County community. Project team members and participating students will present project results, and the project's digital resources will be unveiled. Project team members will also make presentations at venues across the county in collaboration with the project's community partners. These may include a series of talks at the Harford County Public Library and/or Historical Society of Harford County or outreach presentations to students at local K–12 schools. Additionally, project

faculty will share curricular innovations and publicize the project's findings to peers through presentations at professional conferences, possibly to include those sponsored by the Community College Humanities Association, League of Innovation, American Association of Community Colleges, and/or Online Learning Consortium.

Evaluation: The project director will work closely with HCC's Institutional Research Office to conduct both formative and summative evaluations of the project. Pre- and post-surveys administered to participating faculty and students in the seven targeted courses will be used to measure the effectiveness of faculty development efforts, student engagement with the humanities, and understanding of the civil rights movement. HCC will track the following quantitative measures: (1) number of students enrolled in the seven revised courses; (2) student grades in the seven revised courses compared to grades for the same courses offered during the 2017–2018 academic year; (3) number of declared English and history majors; (4) number of students who transfer to four-year institutions for continuing humanities study; and (5) number of visitors to the digital exhibition; and number of users of the mobile application.

Formative evaluation will take place at the end of years one and two, with the HCC project team meeting at the end of each year to discuss project activities, survey results, and any necessary adjustments to project plans. At the conclusion of grant activities, the project director will work with the Institutional Research Office to compile and compare all data collected throughout all three years to prepare the summative evaluation.

Following conclusion of the grant period, HCC will continue to track the project's lasting impact, with longer-term success to be measured by increases in enrollment in humanities courses and the number of humanities majors and continued utilization of innovative public and oral history curricular practices.

Active Learning and Student Engagement in the Humanities: Understanding the Civil Rights Movement in Harford County, Maryland

Harford Community College

Plan of Work / Schedule of Activities

Phase one: January–July 2019
- The project team conducts monthly visits to community partner sites to tour facilities, meet with reference librarians and curators, and identify local history resources for the project.
- English faculty members identify literature resources for the project bibliography.
- In April or May 2019, Project Director James Karmel and external consultant Elizabeth M. Nix lead a daylong workshop for the HCC faculty and staff team on conducting oral history and other public history activities with students.
- External scholar Dr. Jennifer Erdman meets with participating faculty scholars to discuss the history of the civil rights movement in Harford County.
- Project director compiles comprehensive bibliography of available local resources on the civil rights movement and related literary works.
- MCSN and Soar2Success staff participate in project activities.

Phase two: 2019–2020 academic year
- Participating faculty revise the sections of the following seven selected English and history courses that they teach. They infuse the following courses with sources and readings identified during phase one and activities and assignments that provide hands-on opportunities for further exploring the civil rights movement in Harford County:
    - Mark Brock-Cancillieri: English Composition (English 101)
    - Mark Brock-Cancillieri: English Composition and Literature (English 102),
    - Mark Brock-Cancillieri: English Composition: Research Writing (English 109),
    - Colleen Webster: Multicultural Literature (English 215),
    - Susan Muaddi-Durraj: African-American Literature (English 233),
    - Michael Dixon: United States History II (History 104),
    - James Karmel: United States History II (History 104), and
    - James Karmel: African-American History (History 207).
- Each of the courses selected for this project is offered every year, and some are offered in both fall and spring semesters. Scheduling at HCC is done on a semester-by-semester basis. Scheduling for fall 2019 begins in late 2018. HCC is fully committed to offering all of the revised courses at least once during 2019–2010; some courses will likely be taught twice by participating faculty scholars.
- External scholars Dr. Nix and Dr. Erdman meet students and faculty to discuss the civil rights era in Maryland and production of a digital exhibition.
- Project team meets monthly to discuss progress, share successes, and make any necessary course corrections.
- As part of their course work in the selected courses, students interpret existing oral history interviews, research and examine primary sources available through community

partners, and conduct new oral history interviews with community members about their experiences during the civil rights movement.
- Students in some courses take field trips to community partner organizations for on-site research workshops.
- Each course creates humanities content to be included in the digital exhibition and mobile application.
- Students participating in the My College Success Network and Soar2Success engage in project activities, including, but not limited to, research; field trips to partner organizations; oral history interviews; on-campus events related to the project; and/or the development of the project's digital products.

Phase three: Fall 2020–December 2021

Fall 2020
- James Karmel compiles the humanities content created by students in each of the courses taught during 2019–2020. This includes primary sources, oral history interviews, and other materials. He reviews materials for accuracy and prepares them for presentation.
- James Karmel begins preliminary discussions with staff members at Cleveland State University's Center for Public History and Digital Humanities, developers of Curatescape, regarding the digital exhibition and mobile application.
- The project team meets every other month to discuss project successes, challenges, and plans for the digital exhibition and mobile application.
- Students participating in the My College Success Network and Soar2Success continue to engage in the project.

Calendar year 2021
- James Karmel works with the staff at Cleveland State University's Center for Public History and Digital Humanities to develop the digital exhibition and mobile application.
- Mark Dencler works with students in HCC's program in computer information systems to support development of the digital exhibition using the Curatescape platform.
- James Karmel and other project team members begin work on presentations for dissemination to professional and regional communities.
- HCC launches the digital exhibition in September/October 2021.
- HCC hosts a public launch event with presentations by participating students and members of the project team in fall 2021.
- Project team members make presentations to community partners and professional organizations to disseminate project outcomes.
- Participating faculty give outreach presentations to students at local K–12 schools.
- The project director and participating faculty conduct an analysis of project impacts on continued humanities engagement of participating students, retention at HCC, and degree completion and/or successful transfer to four-year institutions.

Activities beyond the end of the grant period:
- Project faculty members provide a series of talks at the Harford County Public Library and/or Historical Society of Harford County.

- Participating faculty conduct continued outreach to local K–12 schools.
- Project faculty members provide a series of talks at the Harford County Public Library and/or Historical Society of Harford County.
- Project faculty share curricular innovations and publicize the project's findings to peers through presentations at professional conferences.
- James Karmel and Mark Dencler lead curation and maintenance of the digital products.
- HCC conducts continued analysis of project impacts on continued humanities engagement of participating students, retention at HCC, degree completion, and/or successful transfer to four-year institutions.

Active Learning and Student Engagement in the Humanities: Understanding the Civil Rights Movement in Harford County, Maryland

Harford Community College

Preliminary List of Project Literature & Primary Source Collections

Baltimore's Civil Rights Heritage: Looking for Landmarks from the Movement. https://baltimoreheritage.github.io/civil-rights-heritage/about/ [accessed 25 June 2018].

Baum, Howell S. *Brown in Baltimore: School Desegregation and the Limits of Liberalism.* (2010).

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Deering, Mary Jo., "Oral History and School Integration: A Case Study. *The Oral History Review.* Vol. 7. 1979, pp. 27–41.

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Drone, Janell. "Desegregation and Effective School Leadership: Tracking Success, 1954–1980." *The Journal of African-American History.* 90(4). Autumn 2005, pp. 410–421.

Eagles, Charles W. *The Civil Rights Movement in America.* (1986).

Ellison, Ralph, "Battle Royal." (1952).

Fairclough, Adam. "The Costs of *Brown*: Black Teachers and School Integration." *Journal of American History.* 91(1). June 2004, pp. 43–55.

Lorraine Hansberry, *A Raisin in the Sun.* (1959).

Harper, Frances, *Forest Leaves.* (1845).

Horn, Teena F., Huffman, Alan A., Jones, J. G., eds. *Lines Were Drawn: Remembering Court-Ordered Integration at a Mississippi High School.* (2016).

Hughes, Langston, "Harlem." (1951).

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Leidholdt, Alexander. *Standing before the Shouting Mob: Lenoir Chambers and Virginia's Massive Resistance to School Integration.* (1997).

Library of Congress. *Voices of Civil Rights.* http://www.loc.gov/exhibits/civilrights/index.html.
[accessed 25 June 2018].

Pettit, A. Dwight. *Under Color of Law: The Story of an American Family.* (2013).

Quarles, Benjamin. *Blacks on John Brown.* (1972).

Rossell, Christine H. "The Effect of School Integration on Community Integration." *The Journal of Education*. 160(2). May 1978, pp. 46–62.

Smith, C. Fraser. *Here Lies Jim Crow: Civil Rights in Maryland.* (2008).

Spicer, Patrick. "Decade of Delay: The Desegregation of Harford County Public Schools Part 1, *Harford Historical Bulletin*, #107, Winter/Spring 2007.

Spicer, Patrick. "Decade of Delay: The Desegregation of Harford County Public Schools Part 2, *Harford Historical Bulletin* #107, Winter/Spring 2008.

Taylor, Clarence. "Conservative and Liberal Opposition to the New York City School-Integration Campaign." Taylor, Clarence, ed. *Civil Rights in New York City: From World War II to the Giuliani Era* (2011).

Toomer, Jean. "Unsuspecting."

Wilson, August. *Fences.* (1987).

Harford Community College Institutional Overview

Founded in 1957 and located near Bel Air, Maryland, Harford Community College (HCC) offers more than 80 affordable degree and certificate programs of study to more than 2,000 full-time and 6,000 part-time students, as well as a wide variety of noncredit continuing education courses to more than 10,000 students a year. In FY 2017, HCC had 8,992 credit students, nearly 30% of whom identify as belonging to a minority group. HCC has 99 full-time faculty members, 80.4% of whom hold a master's degree and 16.5% of whom hold a doctorate. During FY 2016, HCC offered 544 courses across 2,477 sections and awarded 1,088 associate degrees.

HCC has six academic divisions offering a spectrum of educational backgrounds and academic opportunities: (1) Behavioral and Social Sciences; (2) Business, Education, Computing, and Applied Technology; (3) Humanities; (4) Nursing and Allied Health Professions; (5) Science, Technology, Engineering, and Math; and (6) Visual, Performing, and Applied Arts. The Humanities Division promotes critical listening, thinking, and reading skills and awareness of the human condition through courses offered in communication studies, English, foreign language, literature, religion, philosophy, and history. The division employs approximately 15 full-time faculty members, most of whom teach required humanities classes. The humanities faculty includes novelists, playwrights, historians, poets, and developmental specialists who have all published books or other pieces.