

CIVIC ACTION PLAN: NORTHAMPTON COMMUNITY COLLEGE

At the core of NCC’s commitment to community engagement is the Center for Civic and Community Engagement. Founded in 2014, the Center is a direct result of committee discussions based on one of the College’s five original strategic focus areas: community engagement. (a 6th focus area was added in 2017). The creation of a Center on campus was deemed highly important and garnered enthusiastic support from the President and his Cabinet. A retreat was facilitated by the Director of Pennsylvania Campus Compact in order to move the process forward. A mission was created by the group of faculty, staff, students and community partners in attendance: ***To coordinate learning opportunities and mobilize resources that will foster the personal and professional development of our students and our community.***

Following is a summary of civic and community engagement related activities over the past 19 years. Showcasing its current status and projected growth in each category, the Center is poised to move forward in a more holistic, comprehensive manner by strategically focusing in on the following key areas: ***service learning and community service.***

SERVICE LEARNING

Service learning was introduced to the college in 1999 by our Dean of Students. The task of “growing” the program was given to a part time service learning administrator. In 2004 that position was granted full-time status and service learning became a high priority initiative, with the President challenging all faculty to commit to incorporating service learning into their courses. Beginning with 3 faculty and 3 students in 1999, the program has grown to average 500-600 students and 30-40 faculty per academic year participating in service learning activities.

Below is a table that summarizes the current participation rate of faculty and students in service learning and its anticipated growth in the next 3 years. This information represents “key performance indicators” as determined by the Strategic Oversight Committee, chaired by the college’s chief of staff:

		Data Source	Current (2016-17)	1-Year Target (2017-18)	2-Year Target (2018-19)	3-Year Target (2019-20)
5.1	# of faculty members engaged in service learning	CCCE	37	41	46	50
		CCCE	565	576	587	600
5.2	# of students participating in service learning					

These indicators fall under the strategic focus area: Engaging with our Communities. The first year indicates an 11% increase; second year a 12% increase and the third year a 9% increase, with an overall 3 year increase of 35%.

New faculty will be introduced to service learning through a variety of pathways: professional development (through the re-engaged Center for Teaching and Learning); peer-peer mentoring; direct conversations between faculty and the director of the Center and at orientations for new faculty (both adjunct and full time).

COMMUNITY SERVICE (CENTER FOR CIVIC AND COMMUNITY ENGAGEMENT – CCCE)

In 2014, the Center for Civic and Community Engagement was created to bring a broader scope and deeper commitment to engagement at the College. The purposeful naming of the **Center for Civic and Community Engagement or CCCE** was meant to highlight the Center's focus on serving the external community as well as the civic responsibilities of our college community. The Center currently oversees all service learning activities for faculty/students, as well as all community engagement activities for students, staff and faculty.

The Center for Civic and Community Engagement at Northampton Community College builds on the college's long time commitment to engagement in its many forms. It empowers students to be agents of change in their lives, their communities and beyond; strengthens an NCC education as a transformative and deeply relevant force in students' lives; emphasizes the teaching and practice of advocacy and change; embraces the cultural and social contexts of our students with different ways of knowing and understanding; fosters a democratic environment for institutional change and strengthens our community and improves the quality of life for its members.

The Center maximizes its impact on students/staff/faculty and the community by functioning within a demanding set of values and principles. It is highly responsive to the real needs of the community by "driving the questions" to understand the needs and not "driving the answers" to try to advance predetermined solutions. It promotes empathy, not sympathy, in order to better understand the communities served. Operating from a sense of social justice, the Center is accessible, diverse, inclusive, and supportive. At the same time it is creative in finding new ways to approach new problems.

The Center assists faculty, staff and students in exploring collaborations on projects in civic and community areas of their choosing. Some of the key areas include local, state and national government; human service agencies; education, arts or environmental organizations and others that contribute to the quality of life of the community. NCC has an active international student community and supports the Center for Global Education & International Services by providing service opportunities for the students as part of their scholarship work in the United States. The center helps identify educational opportunities to serve and respond to community requests for assistance. This is largely driven by faculty ownership/ leadership/engagement because academics and teaching/learning are the core component.

Key practices of the Center include utilizing research and data collection, assisting with identifying and defining potential shared objectives, and participating in developing creative ways to meet the goals. The Center utilizes technology to share the vision, attract community involvement, collaborate on projects, and share the successes. Assessment processes to evaluate both student learning and community outcomes are basic to the operating principles and practices of the Center.

These descriptors have been the guiding force behind the Center for the past three years. Staff, faculty, students and community partners have adhered to these principles through numerous collaborative efforts. The Center is poised to build on these collaborations and move the civic engagement needle farther to the right. Stretching our reach into the internal and external communities is imperative.

CENTER GOALS

Each summer the Center establishes goals for the upcoming academic year and attaches them to the appropriate strategic focus area. The following goals have been submitted to the Vice President for Student Affairs/Enrollment Services for the 17/18 academic year:

- 1. Match 10 student clubs with 10 community partners in order to create sustainable relationships. *5 partnerships to be created by 12/17 and an additional 5 by 5/18.***
Strategic Focus: Engaging with our communities.

- 2. Create CCCE newsletter to be emailed to all community partners and internally to all staff/faculty. *Newsletter to be distributed in November and April of each semester.***
Strategic Focus: Engaging with our communities.

- 3. Continue to support student generated grant projects. *New student team is already formed; they will edit last year's application; distribute to student groups in October; submission of proposals to grant team due in November; awards in December; project implementation in spring 2018 semester.***
Strategic Focus: Engaging with our communities.

- 4. Support the resettlement of another refugee family. *Continue to collaborate with Bethany Christian Services (resettlement agency) to support this as well as service learning opportunities for NCC students. Target date for family's arrival is Jan/Feb 2018. Upon notification that a family is here, resources will be mobilized based on our previous experiences. Fundraising activities have been ongoing.***
Strategic Focus: Engaging with our Communities/Fostering Diversity and Global Engagement

CENTER TIMELINE/ACTIVITIES

The Center prides itself on being relevant and timely. Activities, programming and events are based on current issues that affect local, state, national and global communities. The following information includes a summary of activities the Center has supported over the past 3 years. Included in this information are expected outcomes for future planning. Commitment to the expansion of these

activities provides students, staff and faculty with sustainable service opportunities that will yield a strategically effective impact.

- **ELECTION/GOVERNMENTAL RELATED EVENTS:** The Center has supported voter registration drives and Get out the Vote tabling; hosted congressional representatives for deliberative dialogue events as well as debate watches; supervised a Campus Election Engagement Project (CEEP) student fellow during the fall 2016 semester that supported election activities; facilitated a dorm event that brought leaders of the local political parties together to discuss their presidential candidates; organized activities that recognized Constitution Day, based on the federal mandate.

The CCCE is committed to increase the level of all of these activities/events.

- ✓ **Voter registration drives will be held each year supporting the primary and general elections.**
 - ✓ **Inputs:** American Association of University Women, League of Women Voters, Lehigh Valley Women’s Advocacy Coalition, student clubs, “Next Generation,” political science faculty and students.
 - ✓ **Activities:** A minimum of 3 voter registration drives to be held each semester prior to the elections, with follow up *Get out the Vote* events to encourage voting on election-day.
 - ✓ **Outcomes:** an increase in voter registration on campus comparing primary to primary elections and general to general elections. Information regarding location of polling places will be provided.
 - ✓ **Assessment:** Data will be collected to determine the number of people who register.
 - ✓ **Increase the number of candidates coming to campus to discuss local issues.**
 - ✓ **Inputs:** American Association of University Women, League of Women Voters.
 - ✓ **Activities:** Schedule 1-2 open candidate forums/debates on campus in the fall/spring semesters prior to election-day.
 - ✓ **Outcomes:** A more educated public going to the polls.
 - ✓ **Assessment:** Satisfaction surveys to determine whether information was beneficial to their upcoming voting experience
 - ✓ **Market Constitution Day in a more relevant, interactive manner.**
 - ✓ **Inputs:** NCC Public Information Office; flyers; Political Science Professors/Club; American Association of University Women.
 - ✓ **Activity:** creative, interactive event developed to message the importance and relevance of the Constitution.
 - ✓ **Outcomes:** increase in awareness and relevance of the constitution and how it impacts our present day lives.
 - ✓ **Assessment:** Student survey to be completed after event.
- **STUDENT GRANT PROJECT:** Funding from the Center supported two student service grant projects. The grant opportunity was created by 3 students who were mentored by the NCC Grants Office. The RFP (Request for Proposal) was modeled after the State Farm Youth Advisory Board grant. The grant was disseminated to all NCC students. Serving as readers for the proposals, the students ultimately chose two projects, awarding each \$400.

The grant project has been endowed and will continue to support the breadth and depth of this initiative

- ✓ **Inputs:** NCC Public Information Office; NCC Grant Office; student grant team; \$20,000 endowment that will allow this grant project to be funded annually (this endowment is a direct result of the Center's engagement with students);
 - ✓ **Activities:** meetings with grant office to update/edit grant; marketing grant opportunity to student population; award grants; monitor implementation; end of grant celebration;
 - ✓ **Outcomes:** Increased number of student projects funded as endowment increases.
 - ✓ **Assessment:** # of grant applications; increase # of grants funded from 2 to 3.
- **DAY OF SERVICE:** NCC held its third annual day of service. Students, staff and faculty participated in service opportunities in the Lehigh Valley and Monroe County areas. Projects offered by local non-profits are posted and the NCC community is encouraged to sign up based on their interest. In April 2017, 168 students, staff and faculty participated; 16 non-profits were served; over 700 hours of service was provided.
- Day of Service is held annually on the first Wednesday of April.**
- ✓ **Inputs:** Community partners; NCC students/staff/faculty; NCC Marketing and Public Information;
 - ✓ **Activities:** projects created by community partners offered to NCC service participants; projects are marketed through appropriate channels: CCCE Office, campus monitors, campus newsletter, emails;
 - ✓ **Outcomes:** Increase in number of: community partners (16 to 18), service participants (168 to 180) and hours served (709 to 800).
 - ✓ **Assessment:** Surveys; log in sheets
- **REFUGEE RESETTLEMENT INITIATIVE:** Committee collaborated with Bethany Christian Services to support the resettlement of 2 families from Eritrea. Panels, information sessions and a presentation by Diya Abdo (founder of *Every Campus a Refuge*) to the college community laid the foundation for this initiative. Extensive fundraising over the past year and student, staff, faculty support has made this project the highlight of the Center's year of activities.
- Plans are in place to support the resettlement of a second refugee family in 2018.**
- ✓ **Inputs:** Bethany Christian Services; NCC students/staff/faculty;
 - ✓ **Activities:** fundraising events to support arrival of family in Jan/Feb 2018; establish committees to support family upon arrival (education, transportation, welcome, medical/health, food/household, rent, ESL classes, employment);
 - ✓ **Outcomes:** Refugee family arrives in Lehigh Valley; housing and employment is secured; family becomes integrated into life in the Lehigh Valley;
 - ✓ **Assessment:** Monthly check-ins with family to monitor progress.
- **COMMUNITY PARTNER FAIR/QUADFEST:** At the beginning of each fall/spring, the Center collaborates with student life to host a "Welcome Back/Community Partner Fair." Fall 2017 saw 30 community partners providing information to students/staff/faculty about service opportunities.
- This event occurs at the beginning of each academic semester.**
- ✓ **Inputs:** Community partners; student life; NCC facilities office and Public Information;
 - ✓ **Activities:** Recruit community partners to "table" the event; market to students/staff/faculty through campus monitors, email, and newsletter.
 - ✓ **Outcomes:** Increased # of community partner participants from 30-35; community partners recruit volunteers;

- ✓ **Assessment:** Attendance sheet; community partner survey (including # of volunteers recruited)

- **THANKSGIVING TURKEY DRIVE:** The Center actively supported the collection of turkeys for the Hispanic Center of the Lehigh Valley by collecting 40 turkeys that were distributed to low-income families.
The Center will engage multiple clubs to commit to this drive each year ensuring the fulfillment of the need for turkeys.
 - ✓ **Inputs:** Hispanic Center, CCCE, NCC student clubs, Director, Student Life.
 - ✓ **Activities:** Meet with club advisors/officers;
 - ✓ **Outcomes:** 3-5 student clubs commit to providing 50+ turkeys for the Hispanic Center each Thanksgiving.
 - ✓ **Assessment:** Document # of turkeys delivered to the Hispanic Center and # of clubs participating.

- **THE GOOD PROJECT:** The Center is in discussion with David Good, NCC Adjunct Professor and Christine Pense to explore service opportunities for his non-profit, **The Good Project**, which is dedicated to the education, health care, and cultural preservation of indigenous groups in South and Central America. David is a member of one of these indigenous tribes, the Yanomami and has presented his story to the college community previously.
Recruiting service learning students to support David Good in this project provides opportunities for personal and professional growth.
 - ✓ **Inputs:** David Good, service learning faculty and students;
 - ✓ **Activities:** service learning classroom presentations to recruit students
 - ✓ **Outcomes:** David Good is supported in his project by service learning students (number to be determined); increase in student global awareness; students are recruited from relevant majors such as communications, social work, marketing, nursing, biology
 - ✓ **Assessment:** # of students who complete service learning activities for the Good Project; surveys

- **CCCE-MONROE:** Ad hoc committee comprised of students, staff, faculty, community partners, and state representatives that provides guidance and support to student(s) that present a “passion project.”
The committee is looking to bring at least 1 student/group to the committee each semester with their projects and engage the local “Leadership Pocono” organization to serve as mentors to the students.
 - ✓ **Inputs:** service learning students/faculty;
 - ✓ **Activities:** classroom presentations; emails; newsletters;
 - ✓ **Outcomes:** Committee receives a minimum of one “passion project” per semester. Students are mentored by expertise of committee members and complete a successful project
 - ✓ **Assessment:** Student project goals are achieved.

- **NARRATIVE – 4:** participating in the process of “story exchanges.” This practice is being introduced to the college for the purposes of increasing and promoting better communication and understanding among our students/staff/faculty.
The Center supports the college’s engagement in the N-4 process.
 - ✓ **Inputs:** NCC students/staff/faculty; Narrative-4 training staff;

- ✓ **Activities:** N-4 presentation at professional development meeting (opening days, 2018); training sessions in the N-4 process (to initially include student clubs, counselors; advisors); Center sponsored “reflection sessions;”
 - ✓ **Outcomes:** Students/staff/faculty are trained in the N-4 process and can facilitate training for others;
 - ✓ **Assessment:** surveys; # of people trained; # of reflection sessions held
- **INTERNATIONAL STUDENTS:** supported the community service needs of over 22 international students by facilitating their placements.
- Continued support of the international students and increasing the number served.**
- ✓ **Inputs:** Center for Global Education & International Services, international students, community partners, faculty
 - ✓ **Activities:** meet with international staff; presentations to new and returning international students; secure appropriate placements for non-English speaking students
 - ✓ **Outcomes:** International students are engaged in appropriate service opportunities; international students are provided with culturally diverse experiences
 - ✓ **Assessment:** satisfaction surveys
- **REFLECTION SESSIONS:** The Center has hosted timely topic discussions during the fall 2017 semester addressing the DACA issue and addictions. These sessions are facilitated by a psychology professor. Students, staff and faculty are invited to bring their concerns to the group in a safe, caring, non-judgmental environment.
- Continue monthly sessions during each academic semester.**
- ✓ **Inputs:** session facilitator; students/staff/faculty; Marketing Office; counseling office
 - ✓ **Activities:** market to entire college community via emails, Today at NCC (online daily newsletter), campus monitors, flyers; target service learning faculty and student clubs;
 - ✓ **Outcomes:** participants feel safe to discuss sensitive topics and bring their questions and concerns to a group setting that is non-judgmental; participants feel supported;
 - ✓ **Assessment:** # of participants; satisfaction surveys
- **COMMUNITY SCHOOLS:** NCC serves as the lead partner for the United Way Community School model at Fountain Hill Elementary School and the Bangor Area School District. This commitment includes financial support as well as providing resources that assist in the various programs at the schools. NCC students volunteer for after school programs and service learning students provide tutoring support. The director of the CCCE supervises two community school directors (CSD) who are embedded in the schools. The CSD’s coordinate all aspects of community support that is funneled into the school through United Way funding.
- Provide more resources to the community schools.**
- ✓ **Inputs:** Community school directors; NCC Marketing office; service learning students; student clubs
 - ✓ **Activities:** classroom presentation; presentations at club meetings/reaching out to advisors and officers; direct emails to students; promote to faculty via clusters, website and monitors
 - ✓ **Outcomes:** Increase in club and service learning student support for the 2 community schools; community schools’ programs are supported and enhanced; NCC students are exposed to service/tutor/mentor opportunities

- ✓ **Assessment:** # of clubs/students serving; satisfaction surveys of students and teachers/students at the community schools