Northampton Community College
Center for Civic and Community Engagement

2021-2022 Democratic Engagement Action Plan

#BeEngaged
Message from the Campus Democratic Engagement Coalition

The Center for Civic and Community Engagement (CCCE) is one of the core components of Northampton Community College’s (NCC) commitment to student engagement. Through the myriad of programs and activities coordinated through the CCCE, NCC continues to prepare the next generation of leaders.

As civic education and voter engagement are considered to be vital components, it is an absolute pleasure to lead and support NCC’s commitment to engage students in nonpartisan civic learning and voter participation. We will continue to ensure that our students develop the skills, knowledge and dispositions associated with civic engagement; thereby empowering them to have their voice heard.

Today, we invite you to support our mission to encourage students to strengthen our communities through civic learning and democratic engagement initiatives.

Dr. Stanley Ebede
Coalition Chair
CCCE Director

As a member of the Campus Democratic Engagement Coalition (CDEC), I have been fortunate to be involved in efforts of the CCCE to encourage NCC students to be informed and engaged citizens. My work with the CCCE has included facilitating an Interactive Forum focused on "How Personal Values Inform Civic Engagement".

In my numerous roles at NCC: Professor of Psychology; Chair of the Pan African Caucus, a staff and faculty affiliation and advocacy group; advisor the Black Student Union on the Bethlehem campus; and member of the Diversity Committee, I recognize the power and importance of student involvement, both in and out of the classroom. I have seen my students energized by participating in events coordinated by CCCE; all of which will continue to serve them as they move beyond NCC to pursue additional academic and occupational goals.

It has been exciting to see NCC earn various recognitions through the efforts of the CCCE and I am proud of my involvement to increase civic learning and voter engagement.

Gina Turner
Dr. Gina A. Turner
Coalition Member
Professor of Psychology
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Executive Summary

Since 1967, NCC has educated over 400,000 students and grown to become the region’s largest, most diverse open-access postsecondary institution. NCC offers more than 100 college degree, certificate, specialized diploma, and enrichment programs to more than 28,000 credit, non-credit, and community education students each year at its three Pennsylvania campuses: Main in Bethlehem Township, Monroe in Tannersville, and Fowler Family Southside Center in the city of Bethlehem. NCC is often the only viable college option for underserved students. Sixty-four percent (64%) of students enrolling directly from high school are from the bottom half of their graduating class; 36% are the first in their family to attend college.

NCC has the highest number and percent of minority students in the three-county region representing over 41% (Bethlehem campus) and 52% (Monroe campus) of all credit students; 59% of part-time and 45% of full-time students care for dependents. Fifty-two percent (52%) of NCC’s students receive some form of federal, state, or institutional financial assistance, without which a college education would be out of reach. NCC is committed to our students’ success as evidenced by its mission: Recognizing that students are the primary reason that Northampton Community College exists, we seek to provide excellent, accessible, and comprehensive learning experiences in partnership with the dynamic, diverse communities we serve.

The following highlights various accomplishments and efforts to enhance civic learning and democratic engagement during the 2021-2022 academic year:

- NCC received an award for the Best Action Plan.
- NCC earned a Silver Seal for nonpartisan student voter participation in the 2020 election.
- NCC was listed in the 2021 Washington Monthly Honor Roll, as one of America’s Best Colleges for Student Voting.
- CCCE Director was nominated for the ALL IN Challenge's Standout Administrator Award for his outstanding contributions to improving nonpartisan college student democratic engagement.
- CCCE Student Ambassador, Taiba Sultana was elected as the first ever Muslim and Asian-American Candidate for Easton City Council.
- CCCE facilitated approximately 15 civic education/engagement programs and activities to increase student voting.
- CCCE hired its first graduate student intern to assist with the planning, promotion, and implementation of CCCE’s service learning, community and civic engagement related programs and services. At the end of the fall 2021 semester, CCCE intern accepted the position of the Center Program Coordinator.
- Through collaboration with the Office of Global Education and International Services, CCCE continues to ensure that the Community College Initiative (CCI) program participants are engaged in service learning, civic and community engagement activities.

The development and implementation of the 2021-2022 Democratic Engagement Plan primarily fall under the responsibilities of CCCE, in conjunction with NCC students, faculty and staff.

Acronyms:
NCC – Northampton Community College
CDEC – Campus Democratic Engagement Coalition
CCCE – Center for Civic and Community Engagement
NSLVE – National Study of Learning, Voting and Engagement
Leadership

CCCE is not solely responsible for the development, implementation, and promotion of democratic initiatives. CCCE works collaboratively with the members of the CDEC to review and discuss the programs and activities highlighted in the plan. As highlighted below, the coalition members consist of representatives from both external and internal groups/clubs, offices, and divisions that have a major focus on democratic engagement.

Figure 1 - Campus Democratic Engagement Coalition (CDEC)
**Commitment**

Educating for civic learning and democratic engagement is a hallmark of NCC’s institutional culture. NCC is committed to inspiring our students to be informed and active citizens through a myriad of engagement opportunities coordinated by CCCE. The following highlights NCC’s efforts and strategies to foster civic/democratic engagement among students, faculty, and staff:

**Strategic Planning**

In 2012, NCC’s newly inaugurated President, Dr. Mark Erickson led the campus through a comprehensive strategic planning process that identified Student Outreach and Community Engagement as strategic focus areas for NCC. This strategic planning process led to the creation of the CCCE. The following highlights CCCE’s mission, vision and values statements.

✓ **Mission** - To provide enhanced programs, valuable services and sustained partnerships that encourage students, faculty and staff to be agents of change.

✓ **Vision** - Inspire the campus community to be civically minded and make a difference around the globe.

✓ **Values** - The Center for Civic and Community Engagement is committed to the following fundamental values:

  - **Integrity**: We approach every situation with honesty and trust.
  - **Accountability**: We take responsibility for our work and actions.
  - **Teamwork**: We work collaboratively with others to promote change.
  - **Advocacy**: We inspire individuals to take actions in support of a cause.
  - **Respect**: We treat people with courtesy and civility.
  - **Creativity**: We set goals and find ways to meet them.
  - **Diversity, Equity and Inclusion**: We recognize and embrace the differences in others.

NCC’s mission, vision and values serve as the foundation of the college’s commitments to meet the needs of our students through numerous programs and projects that align with the college’s six Strategic Focus Areas:

i. **Enhancing Student Access**: Create multiple pathways and reduce barriers to college entry through collaborative work with our school district and workforce partners, while offering quality, affordable, and responsive educational opportunities for all of our student populations.

ii. **Inspiring Academic Excellence**: Engaging students with high-quality instruction delivered by experienced, professional, and dedicated faculty following best practices in an engaging, dynamic, and collaborative environment to support learning.

iii. **Fostering Diversity and Global Engagement**: Encourage and expand the vast diversity we celebrate at NCC and learn from our unique perspectives while preparing our students to navigate the complexities and nuances of our world.
iv. **Engaging with our Communities**: Engage and develop the internal and external communities we serve in unique and collaborative ways, helping students to become better citizens and to further address the needs of our communities.

v. **Advancing Excellence in Technology**: Supporting our students, by providing faculty and staff with technology that will empower and inspire them to deliver the most effective teaching and instructional support for all learners.

vi. **Increasing Student Retention, Completion, and Transfer**: Align the College's practices, strategies, policies, and procedures to provide a comprehensive student experience that will promote students' success in attaining the degree, credential, or endeavor sought.

While the strategic plan has 6 areas of focus, the overarching goal of CCCE closely aligns with Strategic Area Focus #4 (engaging with our communities). As programs offered by the CCCE have increased, democratic engagement activities have become a core aspect of our student offerings and spurred campus-wide involvement in similar initiatives. Programs and events are based on current issues that affect local, state, national and global communities.

**Recognition and Achievement**

Over the years, NCC has been recognized for its commitment to civic and democratic engagement. The U.S. Department of Education and the Corporation for the National Community Service has awarded NCC designation on the President’s Higher Education Community Service Honor Roll for the past ten years. This award is granted to colleges like NCC for their extraordinary and exemplary community service contributions of its students, faculty, and staff in meeting critical community and national needs. In 2021, NCC was part of the All IN Campus Challenge and received the Silver Seal for our voter engagement rate (60%-69%) and gained recognition for having the best action plan.

NCC is one of the 240 colleges and universities in the country to have earned the prestigious Carnegie Community Engagement Classification in 2008 and again in 2015 through 2025. The Carnegie Community Engagement Classification recognizes a college’s commitment to community engagement. Drawing its criteria heavily from Campus Compact’s Indicators of Engagement Project, the classification reaffirms institutional commitment to deepen the practice of service and to further strengthen bonds between campus and community. This classification was conferred to NCC after a rigorous submission and evaluation process including accreditation review of documented materials describing the nature and extent of our engagement with the community locally or beyond. Achieving the Carnegie Classification signifies that NCC is a campus where community engagement is not just a priority, but also a practice that is demonstrated in outstanding and meaningful ways.

**CCCE Focus Areas**

To help students become Engaged Citizens, CCCE focused on three key areas: service-learning, community service and volunteerism, and civic engagement. To help students identify the similarities and differences between these three focus areas, the following distinguishing characteristics were established and embedded in CCCE’s webpage.
**Figure 2: Distinguishing Characteristics between Service-Learning, Community Service and Volunteerism, and Civic Engagement**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Service Learning</th>
<th>Community Service/Volunteerism</th>
<th>Civic Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Beneficiary</td>
<td>Student and Community Partner(s)</td>
<td>Community Partners and Clients/Recipients</td>
<td>Student and Community</td>
</tr>
<tr>
<td>Primary Focus</td>
<td>Intentional Learning and Meaningful Service</td>
<td>Meaningful Service</td>
<td>Political Participation/Advocacy</td>
</tr>
<tr>
<td>Intended Educational Purpose/ Benefits</td>
<td>Academic Learning and Enhanced Intellectual</td>
<td>Moral, Personal and Social Growth and Development</td>
<td>Sense of Citizenship and Awareness of Complex Social Issues</td>
</tr>
<tr>
<td>Nature of Activity</td>
<td>Based on Discipline or Student Center Objective</td>
<td>Based on Student Interest</td>
<td>Based on Student Passion or Motivation</td>
</tr>
<tr>
<td>Curricular Integration</td>
<td>Full Integration within the curriculum</td>
<td>None</td>
<td>Supplemental</td>
</tr>
<tr>
<td>Reflection</td>
<td>Includes Structured Reflection</td>
<td>Generally not Included</td>
<td>May Include Reflection</td>
</tr>
</tbody>
</table>

**Integration of Democratic Engagement in Curriculum and Co-Curriculum**

Evidence of NCC’s commitment to embedding the ideals of civic learning and democratic engagement in students’ academic programs and co-curricular activities include, but not limited to the following:

**Curriculum**

i. **Criminal Justice**: Teaches students how to decipher patterns of human behavior, legal and ethical responsibilities, and how data on crime and prevention is collected and reported. Courses also cover psychological and sociological theories of crime causation, as well as fundamentals of criminal law, criminal procedure, civil law and the courts and our faculty bring valuable, real-world experience into every classroom.

ii. **Political Science**: Focuses on basic issues including political theory, comparative political institutions, dominant ideologies and ideas, the importance of law, the domestic and Third World struggles for civil and political equality and international relations.

iii. **Sociology**: Examines current social problems in the United States from the major theoretical perspectives in sociology; substance abuse, crime and violence, family problems, ageism, sexism, racism, problems relating to work, education, urbanization, technology, health care, population, and the environment.

**Co-Curriculum**

i. **Community College Initiative**: One of CCI program goals is “to provide opportunities to engage students in civil society through professional internships, service learning and community engagement activities”. The implementation of the CCI program at NCC is essential because it not only creates an opportunity for international students to attend NCC for one year of study, but also supports the United States of America’s efforts in the strengthening of diversity, equity, and inclusion within the educational system.
ii. **Black Student Union**: The Black Student Union serves as a social, intellectual and political community for students of the African Diaspora with the mission of increasing Black cultural awareness through unity, respect, and self-consciousness (awareness).

iii. **Political Science Club**: A non-partisan group open to all NCC students regardless of major. It promotes student awareness in the political process and world events through panel discussions, voter registration drives, and educational trips.

iv. **NCC Pride Gay/Straight Alliance**: Promotes social opportunities for gay, lesbian, bisexual, transgendered, and questioning students and their straight allies. We participate in local and national campaigns to raise awareness and educate our school and local community on LGBTQIA issues.


vi. **People Actively Contributing Together**: "Celebrating diversity and unity among many people." P.A.C.T. serves as an organization dedicated to the purpose of creating a network of people committed to real and sustainable change. Through active contributions to community building, P.A.C.T members strive to share information and experiences which enhance the development of all people.

**Collaboration and Partnership**

NCC continues to maintain a non-partisan stance and affiliations with various nationally recognized civic professional entities which include, but are not limited to the following:

i. **Students Learn Students Vote Coalition (SLSV)**: A national hub and largest nonpartisan network in the United States dedicated to increasing college student voter participation.

ii. **ALL IN-Campus Democracy Challenge**: A national awards program that encourages higher education institutions to help students form the habits of active and informed citizenship

iii. **The Andrew Goodman Foundation**: A nonpartisan organization that supports youth leadership development, voting accessibility, and social justice initiatives on campuses across the country.

iv. **Campus Compact - Newman Civic Fellowship**: A fellowship that recognizes and supports community-committed students who are change-makers and public problem-solvers.

v. **Campus Vote Project**: An initiative to normalize and institutionalize student voting across the country.

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vi. **League of Women Voters**: A nationwide, nonpartisan grassroots organization of women and men who believe that through informed action, people can make profound changes in their communities.

In addition to these external partnerships, NCC also has a strong internal partnership with various offices and departments including Office of the President, Grants, Marketing and Communications, Academic Affairs Division, Office of the Vice President for Student Affairs, Financial Aid Office, etc.

**Assessment and Report**

Assessment is of great importance in examining various efforts in increasing student participation in the areas of voter registration, education, and participation. NCC is continually improving in their assessment efforts in the area of civic and community engagement through the following:

**National Study of Learning, Voting, and Engagement (NSLVE)**

NCC assesses students’ voter engagement through the data from National Study of Learning, Voting, and Engagement’s (NSLVE) study and signed up to participate until 2023. According to the NSLVE’s 2020 Campus Report published in October 2021, NCC students’ voting engagement improved.

**Figure 3: Overall Student Voting Rate**

Arrows to the right of each bar represent relevant national averages (medians), which you can find in IDHE’s national report *Democracy Counts* 2020.
**Figure 4: Student Voting Rate by Method**

![By Voting Method Chart](image)

**Figure 5: Comparison of Student Voting by Race and Ethnicity**

![By Race / Ethnicity Chart](image)

**Figure 6: Comparison of Student Voting by Gender**

![Comparison of Student Voting by Gender Table](image)

**Acronyms:**
- NCC – Northampton Community College
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- CCCE – Center for Civic and Community Engagement
- NSLVE – National Study of Learning, Voting and Engagement
Figure 7: Comparison of Student Voting by Age

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th></th>
<th></th>
<th>2018</th>
<th></th>
<th></th>
<th>2020</th>
<th></th>
<th></th>
<th>Change (p.p)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolled</td>
<td>Voted</td>
<td>Rate</td>
<td>Enrolled</td>
<td>Voted</td>
<td>Rate</td>
<td>Enrolled</td>
<td>Voted</td>
<td>Rate</td>
<td></td>
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<tr>
<td>18-21</td>
<td>4,587</td>
<td>2,226</td>
<td>49</td>
<td>4,419</td>
<td>1,407</td>
<td>32</td>
<td>3,777</td>
<td>2,228</td>
<td>59</td>
<td>↑ 10</td>
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<tr>
<td>22-24</td>
<td>1,367</td>
<td>651</td>
<td>48</td>
<td>1,163</td>
<td>368</td>
<td>32</td>
<td>1,036</td>
<td>597</td>
<td>58</td>
<td>↑ 10</td>
</tr>
<tr>
<td>25-29</td>
<td>1,121</td>
<td>540</td>
<td>48</td>
<td>1,078</td>
<td>373</td>
<td>35</td>
<td>973</td>
<td>537</td>
<td>55</td>
<td>↑ 7</td>
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<tr>
<td>30-39</td>
<td>957</td>
<td>556</td>
<td>58</td>
<td>941</td>
<td>346</td>
<td>37</td>
<td>887</td>
<td>525</td>
<td>59</td>
<td>↑ 1</td>
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<tr>
<td>40-49</td>
<td>489</td>
<td>332</td>
<td>68</td>
<td>480</td>
<td>236</td>
<td>49</td>
<td>435</td>
<td>286</td>
<td>66</td>
<td>↓ -2</td>
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<tr>
<td>50+</td>
<td>233</td>
<td>162</td>
<td>70</td>
<td>226</td>
<td>143</td>
<td>63</td>
<td>177</td>
<td>144</td>
<td>81</td>
<td>↑ 12</td>
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Figure 8: Comparison by Education Level/Undergraduate Class Year

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<tr>
<th></th>
<th>2016 Enrolled</th>
<th>Voted</th>
<th>Rate (%)</th>
<th>2018 Enrolled</th>
<th>Voted</th>
<th>Rate (%)</th>
<th>2020 Enrolled</th>
<th>Voted</th>
<th>Rate (%)</th>
<th>2016-2020 Change (p.p)</th>
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<tr>
<td>Undergraduate</td>
<td>8,431</td>
<td>4,279</td>
<td>51</td>
<td>8,090</td>
<td>2,763</td>
<td>34</td>
<td>7,052</td>
<td>4,150</td>
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<td>Graduate</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>Class Unknown</td>
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<td>217</td>
<td>110</td>
<td>51</td>
<td>233</td>
<td>167</td>
<td>72</td>
<td>↑ 13</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>First Year</td>
<td>3,041</td>
<td>46</td>
<td>1,414</td>
<td>1,747</td>
<td>27</td>
<td>475</td>
<td>1,533</td>
<td>51</td>
<td>795</td>
<td>↑ 5</td>
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<tr>
<td>Second Year</td>
<td>5,713</td>
<td>53</td>
<td>3,053</td>
<td>6,556</td>
<td>37</td>
<td>2,397</td>
<td>5,732</td>
<td>61</td>
<td>3,522</td>
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<tr>
<td>Upper Level</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>ENROLLMENT STATUS</td>
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<tr>
<td>Full-time</td>
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<td>-</td>
<td>3,978</td>
<td>1,289</td>
<td>32</td>
<td>3,378</td>
<td>1,962</td>
<td>58</td>
<td>-</td>
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<tr>
<td>Part-time</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4,329</td>
<td>1,584</td>
<td>37</td>
<td>3,907</td>
<td>2,355</td>
<td>60</td>
<td>-</td>
</tr>
</tbody>
</table>

Acronyms:  
NCC – Northampton Community College  
CDEC – Campus Democratic Engagement Coalition  
CCCE – Center for Civic and Community Engagement  
NSLVE – National Study of Learning, Voting and Engagement
**Figure 9: Comparison by Field of Study**

<table>
<thead>
<tr>
<th>FIELDS</th>
<th>2016</th>
<th>2018</th>
<th>2020</th>
<th>2016-2020</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Enrolled</td>
<td>Voted</td>
<td>Rate</td>
<td>Enrolled</td>
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<tr>
<td>Biological and Biomedical Sciences</td>
<td>359</td>
<td>180</td>
<td>50</td>
<td>295</td>
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<tr>
<td>Business, Management, and Marketing</td>
<td>1,154</td>
<td>611</td>
<td>53</td>
<td>1,061</td>
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<tr>
<td>Communication and Journalism</td>
<td>176</td>
<td>101</td>
<td>57</td>
<td>141</td>
</tr>
<tr>
<td>Communications Technologies/Technicians</td>
<td>107</td>
<td>59</td>
<td>55</td>
<td>115</td>
</tr>
<tr>
<td>Computer and Information Sciences</td>
<td>420</td>
<td>211</td>
<td>50</td>
<td>424</td>
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<tr>
<td>Construction Trades</td>
<td>34</td>
<td>17</td>
<td>50</td>
<td>51</td>
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<tr>
<td>Education</td>
<td>368</td>
<td>190</td>
<td>52</td>
<td>426</td>
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<tr>
<td>Engineering and Engineering Technologies</td>
<td>355</td>
<td>184</td>
<td>52</td>
<td>311</td>
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<td>Health Professions</td>
<td>564</td>
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<td>662</td>
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<td>Law Enforcement, Firefighting, and Protection</td>
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<td>215</td>
<td>44</td>
<td>470</td>
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<td>Legal Professions and Studies</td>
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<td>41</td>
<td>54</td>
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<td>Liberal Arts and Sciences, and Humanities</td>
<td>3,274</td>
<td>1,640</td>
<td>50</td>
<td>2,991</td>
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<td>Mathematics and Statistics</td>
<td>17</td>
<td>-</td>
<td>-</td>
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<td>Mechanic and Repair Technologies/Technicians</td>
<td>183</td>
<td>93</td>
<td>51</td>
<td>160</td>
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<td>Multi/Interdisciplinary Studies</td>
<td>22</td>
<td>11</td>
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<td>16</td>
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<td>Natural Resources and Conservation</td>
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<td>Parks, Recreation, Leisure, and Fitness Studies</td>
<td>98</td>
<td>38</td>
<td>39</td>
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<td>Personal and Culinary Services</td>
<td>75</td>
<td>38</td>
<td>51</td>
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<td>Physical Sciences</td>
<td>58</td>
<td>32</td>
<td>55</td>
<td>61</td>
</tr>
<tr>
<td>Precision Production</td>
<td>13</td>
<td>-</td>
<td>-</td>
<td>45</td>
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<td>Psychology</td>
<td>64</td>
<td>25</td>
<td>39</td>
<td>77</td>
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<td>Public Administration and Social Service Professions</td>
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<td>90</td>
<td>52</td>
<td>166</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>354</td>
<td>192</td>
<td>54</td>
<td>314</td>
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<tr>
<td>Unknown</td>
<td>271</td>
<td>166</td>
<td>61</td>
<td>224</td>
</tr>
</tbody>
</table>

**Civic Minded Scale (CMS)**

To better understand the concept of civic-mindedness and to assess the extent to which students are civic-minded, NCC adopts the Civic-Minded model developed by the staff from the Center for Service and Learning (CSL) at Indiana University - Purdue University Indianapolis. The goal of this model is “to measure civic learning outcomes by assessing the extent to which respondents perceive themselves to have the capacity and desire to work with others in a..."
A democratic way to improve their community or to achieve public goods”. As highlighted below, the model has four main domains: knowledge, skills, and dispositions. Data from the Civic Minded Scale will be used to determine trends in previous, current, and future NSLVE reports as well as describing how NCC students develop civic mindedness.

**Knowledge**

a. **Volunteer Opportunities**: Understanding ways to contribute to society, particularly through voluntary service, and including knowledge of nonprofit organizations.

b. **Academic Knowledge and Technical Skills**: Understanding of how knowledge and skills in at least one discipline are relevant to addressing issues in society.

c. **Contemporary Social Issues**: Understanding of current events and the complexity of issues in modern society locally, nationally, or globally.

**Skills**

a. **Communication and Listening**: Ability to communicate (written and oral) with others, as well as listen to divergent points of view.

b. **Diversity**: Understanding the importance of, and the ability to work with, others from diverse backgrounds, also, appreciation of and sensitivity to diversity in a pluralistic society.

c. **Consensus-Building**: Ability to work with others, including those with diverse opinions, and work across differences to come to an agreement or solve a problem.

**Dispositions**

a. **Valuing Community Engagement**: Understanding the importance of serving others and being actively involved in communities to address social issues.

b. **Self-Efficacy**: Having a desire to take personal action, with a realistic view that the action will produce the desired results.

c. **Social Trustee of Knowledge**: Feeling a sense of responsibility and commitment to use the knowledge gained in higher education to serve others.

**Behavioral Intentions**

a. A stated intention to be personally involved in community service in the future.
Civic Minded Scale Results (CMS)

**Figure 10:** Overall Student Response, Likert Scale 1-3

![Civic Minded Scale Results](image)

**Figure 11:** Comparison by Gender

![Comparison by Gender](image)

**Figure 10:** Overall Student Response, Likert Scale 1-3

**Figure 11:** Comparison by Gender

<table>
<thead>
<tr>
<th>Total</th>
<th>351 (Males = 93, Females = 258)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>2.4</td>
</tr>
<tr>
<td>Skills</td>
<td>2.53</td>
</tr>
<tr>
<td>Dispositions</td>
<td>2.41</td>
</tr>
<tr>
<td>Behavioral Intentions</td>
<td>2.31</td>
</tr>
</tbody>
</table>

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**Figure 12: Comparison by Race and Ethnicity**

![Comparison by Race and Ethnicity](image)

**Figure 13: Comparison by Age**

![Comparison by Age](image)

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**Figure 14: Comparison by Major**

Total – 295 (Health Sciences & Education = 90; Arts, Humanities & Social Science = 113; Business & Industry = 66; Science, Technology, Engineering & Math = 26)

<table>
<thead>
<tr>
<th></th>
<th>Knowledge</th>
<th>Skills</th>
<th>Dispositions</th>
<th>Behavioral Intentions</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Health Sciences &amp; Education</td>
<td>2.36</td>
<td>2.47</td>
<td>2.36</td>
<td>2.30</td>
</tr>
<tr>
<td>School of Arts, Humanities &amp; Social Science</td>
<td>2.33</td>
<td>2.48</td>
<td>2.36</td>
<td>2.24</td>
</tr>
<tr>
<td>School of Business &amp; Industry</td>
<td>2.37</td>
<td>2.42</td>
<td>2.35</td>
<td>2.32</td>
</tr>
<tr>
<td>School of Science, Technology, Engineering &amp; Math</td>
<td><strong>2.38</strong></td>
<td><strong>2.50</strong></td>
<td><strong>2.50</strong></td>
<td><strong>2.34</strong></td>
</tr>
</tbody>
</table>

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Landscape

Within NCC, civic learning and democratic engagement initiatives have been fully supported by all levels of administration in terms of leadership, funding, faculty, staff and student. NCC currently participates in several activities and events related to civic learning and democratic engagement, coordinated through the CCCE. Those activities include, but are not limited to the following:

Ask Every Student Initiative

NCC recently received funding from SLSV for the implementation of Ask Every Student initiative; which allows NCC to ask every enrolled, credit NCC student to register to vote at least once, in campus programming, residential life, and as part of special activities, in-person or virtually during the 2021-2022 academic year. Funds are also used to support Project Ambassadors, implement peer-to-peer outreach activities, promote and implement democratic education events, and integrate voter registration strategies into common campus activities.

2021 Lobby Day


2021 Day of Service

NCC celebrated its 6th Annual Day of Service on Thursday, April 1, 2021. The Annual Day of Service, coordinated by CCCE is an opportunity for NCC students, faculty and staff to give back to our communities in Lehigh, Northampton, and Monroe/Pike counties, and help raise awareness of needs in our communities, and the organizations that serve those needs. NCC partnered with ten (10) community partners to develop one-day service projects that support the organizations’ missions:

i. **Camel’s Hump Farm Nature Center**: Helped plant trees at the Nature Center located in Bethlehem.

ii. **Historic Bethlehem Museums & Sites at Burnside Plantation**: Assisted with the event set-up, including moving and staging sale items, writing product information, and taking pictures.

iii. **Gracedale Nursing Home**: Helped spruce up the beautiful Gracedale Gardens for residents and visitors to enjoy.

iv. **Family Promise of Monroe County**: Helped with clean-up projects.

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v. **Pocono Environmental Education Center (PEEC):** Helped with the Spring Campus Clean-Up, light duty trail work, tidying up and resetting the building for heavy public use, litter pick around property and along adjacent roadway.

vi. **Bryant Park:** Maintained the park trees, fencing, gazebo, play yard, picnic table and extensive flower gardens.

vii. **By the People!** Did work on an ongoing project with the Library of Congress.

viii. **The Gress Mountain Ranch (TGMR):** Participated in the beautification of TGMR as well as caring for the animals.

ix. **Camelot for Children:** Assembled the new picnic tables and dispose of the old tables.

x. **Bradbury-Sullivan LGBT Community Center:** Participated in a letter writing campaign for LGBTQ+ Non-Discrimination.

**Interactive Forums and Information Sessions**

Interactive Forums and Information Sessions focus on increasing understanding of contemporary social issues in local and global communities. Topics for the 2021-2022 academic year include (a) Gender Inequality in Higher Education (b) Inclusive Leadership: The Future is “Female” (c) NSLVE Report; (d) Self-Efficacy and Long-Term Civic Engagement; (e) Blacks and Criminal Justice System; (f) Share Your Voice: Let’s Talk About Election 2022, (g) History of Voter Suppression in the U.S. Southern Region, and (h) The Five Money Myths.

**Democracy 101 Sessions**

Democracy 101 sessions consist of a series of lectures and discussions that are mainly focused on the idea and practice of democracy. Students, faculty, and staff will be encouraged to attend. This initiative will highlight some of the major issues that are prevalent locally, nationally, and globally. Topics for the 2021-2022 academic year include (a) Religion and Politics, (b) Women in Corporate America: The Wage Difference, (c) Civic and Political Engagement Attitudes Among Asian Americans, and (d) Political Rhetoric and How to Navigate Through It. Each of these topic sessions will highlight and educate attendees on the importance of becoming politically engaged beyond voting (i.e., civic duties do not end after casting ballots).

**2021 Constitution Day**

NCC hosts “Let’s Celebrate Constitution Day!” - An opportunity to broaden students’ knowledge of the constitution and contemporary issues that have shaped our history and their lives. Information related to “What’s Your Constitution” is incorporated in various Social Media platforms and printed materials. The CCCE’s Director published a blog post on NCC Magazine titled *Constitution Day and the 26th Amendment*.

**Get Out the Vote (GOTV) Halloween Party**

NCC hosts “Get out the Vote Halloween Party” - an opportunity to broaden students’ knowledge of voting both domestically and abroad in a socially engaging environment. In addition to awarding prizes for costume contests the center facilitates educational voting games. Information related to the history of voting is incorporated into a quiz game and small student groups conduct voting scavenger hunts to learn about their group members’ experiences with voting.

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**National Voter Education Week and Vote Early Day**

NCC believes that all voters should have access to the tools and information they need to be confident voters. The CCCE sponsored a social media campaign on Twitter, Facebook, and Instagram during National Voter Education Week (October 4 – 8, 2021) promoting a different voter engagement activity each day including (a) Registering to vote, (b) Requesting a mail-in ballot, (c) Making a plan to vote, (d) Learning what’s on your ballot and (e) Encouraging others to partake in the previous steps. The campaign also promoted Vote Early Day on October 23, 2021 to further encourage voter participation and engagement. Every post encourages students to contact the CCCE office if they had any questions about or needed assistance with the voting process.

**National Voter Registration Day at NCC**

NCC is committed to strengthening our democracy by encouraging faculty, staff, and students to register to vote and get #VoteReady. On 2021 National Voter Registration Day, the Center for Civic and Community Engagement (CCCE) coordinated voter registration session at all three NCC campus locations also received support from the League of Women’s Voters of Monroe. Additionally, NCC President, Dr. Mark Erickson sent out a campus wide email encouraging all eligible students, faculty, and staff to participate in the voter registration either to register to vote online and in-person, or check your voter registration status, and important election related dates and deadlines. The event was marked successful as NCC encouraged approximately 208 students on that day.

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Goals

The following tables highlight the two Democratic Engagement goals and timeline for the implementation of the goals and strategies.

Table 1: Democratic Engagement Goals

Status: Green = Completed and Ongoing; Yellow = In Progress, and Red = Not Started

Democratic Engagement Goal #1: Voter/Political Engagement

Increase the voting rates of students

<table>
<thead>
<tr>
<th>Strategies</th>
<th>CDEC Lead Persons (Bethlehem Campus)</th>
<th>CDEC Lead Persons (Monroe Campus)</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborate with Financial Aid Office to hire positions through Federal Work Study (FWS) to support voter/political engagement efforts and financially support work study/financial aid eligible NCC students participating in community services including voter engagement activities.</td>
<td>Dr. Stanley Ebede and Erin Lindenmuth</td>
<td>Dr. Stanley Ebede and Erin Lindenmuth</td>
<td>Completed and Ongoing</td>
</tr>
<tr>
<td>Sustain partnerships with Andrew Goodman Vote Everywhere Program, Campus Vote Project, and Students Learn Students Vote Coalition</td>
<td>Dr. Stanley Ebede, Natalie Sobrinski, Kaycee Johnson and Taiba Sultana</td>
<td>Dr. Stanley Ebede, Natalie Sobrinski, Kaycee Johnson and Taiba Sultana</td>
<td>Completed and Ongoing</td>
</tr>
<tr>
<td>Institutionalize voter registration by embedding voter registration information (Residence Halls, Blackboard, student programming and activities, etc.)</td>
<td>Dr. Gina Turner, Dr. Amy Porter, Brandon Andrews, Leyna Beard, Taiba Sultana, Dr. Nathan Carpenter, Dr. Robert Robinson, and Dr. Stanley Ebede</td>
<td>Fran Boshell, Dr. Precie Shroyer, Belinda Austin, and RoseAnn Ferrullo</td>
<td>Completed and Ongoing</td>
</tr>
<tr>
<td>Encourage participation in democratic/political engagement related events (Summits, National Voter Education Day, National Voter Registration Day, Constitution Day, Vote Early Day, Get-Out-The-Vote Campaign, etc.)</td>
<td>Dr. Nathan Carpenter, Dr. Robert Robinson, Sam Chen, Dr. Gina Turner, Natalie Sobrinski, Tyler Russel, Dr. Stanley Ebede, Kaycee Johnson, Taiba Sultana, *Arrdel Deduckson, and *Isiaiah Pound</td>
<td>Dr. Precie Shroyer and Fran Boshell, and Dr. Stanley Ebede</td>
<td>Completed and Ongoing</td>
</tr>
<tr>
<td>Explore grant opportunities to offset costs on democratic engagement related activities including voter registrations and promotions</td>
<td>Kristie Miers and Dr. Stanley Ebede</td>
<td>Kristie Miers and Dr. Stanley Ebede</td>
<td>Completed and Ongoing</td>
</tr>
<tr>
<td>Conduct registration drives at all campuses.</td>
<td>Dr. Stanley Ebede, Kaycee Johnson Taiba Sultana, *Arrdel Deduckson, *Isiaiah Pound, and Natalie Sobrinski</td>
<td>Fran Boshell, Dr. Precie Shroyer, Belinda Austin, and RoseAnn Ferrullo</td>
<td>Completed and Ongoing</td>
</tr>
<tr>
<td>Solidify a “One Stop Voter Registration” location at each NCC sites</td>
<td>Dr. Robert Robinson, Sam Chen, Dr. David Ruth and Dr. Stanley Ebede</td>
<td>Fran Boshell, Dr. Precie Shroyer, Belinda Austin, and RoseAnn Ferrullo</td>
<td>Completed and Ongoing</td>
</tr>
</tbody>
</table>
### Democratic Engagement Goal #2: Civic Education/Learning

*Promote learning on ‘Engaged Citizenship’ among NCC students, faculty and staff to increase their understanding and awareness of the Democratic Process, Voter Rights, Census, Our Electoral Process, Impeachment, Civic Duties, etc.*

<table>
<thead>
<tr>
<th>Strategies</th>
<th>CDEC Lead Persons (Bethlehem Campus)</th>
<th>CDEC Lead Persons (Monroe Campus)</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Participation in Campus Compact’s Newman Civic Fellowship (recently nominated NCC student for 2021 Newman Civic Fellow)</td>
<td>Dr. Stanley Ebbe and Autumn Cunningham</td>
<td>Dr. Stanley Ebbe and Autumn Cunningham</td>
<td>Completed and Ongoing</td>
</tr>
<tr>
<td>Implement a practice of administrators including CCCE Director sending a letter to all students, faculty, and staff about the importance of being civically engaged.</td>
<td>Dr. Stanley Ebbe, Dr. Gina Turner, and Dr. David Ruth</td>
<td>Dr. Precie Schroyer and Belinda Austin</td>
<td>Completed and Ongoing</td>
</tr>
<tr>
<td>Increase social media and online engagement - frequent distribution of democracy fact sheets &amp; election, myvoteeverwhereatNCC, video clips, certificates, and other resources via college’s news outlets and social media platforms</td>
<td>Taiba Sultana, Natalie Sobrinski, Tyler Russel, Dr. Amy Porter, Autumn Cunningham</td>
<td>Natalie Sobrinski, Fran Boshell and Dr. Precie Shroyer</td>
<td>Completed and Ongoing</td>
</tr>
<tr>
<td>Facilitate Democracy 101 sessions, Info Sessions, Interactive Forums, etc. and encourage participation</td>
<td>Dr. Stanley Ebbe, Dr. Robert Robinson, Natalie Sobrinski, Samuel Chen, and Taiba Sultana</td>
<td>Fran Boshell and Dr. Precie Shroyer</td>
<td>Completed and Ongoing</td>
</tr>
<tr>
<td>Review assessment data to update and improve programs and activities (NSLVE Report and Civic Minded Survey)</td>
<td>Dr. Gina Turner, Dr. Stanley Ebbe and Kristie Miers</td>
<td>Belinda Austin, Dr. Stanley Ebbe and Dr. Precie Shroyer</td>
<td>In Progress</td>
</tr>
<tr>
<td>Collaborate with Academic Affairs division to implement a structure for faculty to incorporate democratic engagement components in their curriculum</td>
<td>Dr. Stanley Ebbe, Natalie Sobrinski, Dr. Gina Turner, and Sam Chen</td>
<td>Dr. Precie Shroyer, Natalie Sobrinski, and Dr. Stanley Ebbe</td>
<td>In Progress</td>
</tr>
<tr>
<td>Faculty and Student Panels/Discussions/Workshops/Committees – Civic/Democratic Engagement</td>
<td>Natalie Sobrinski, Taiba Sultana, Kaycee Johnson, Dr. Gina Turner, Dr. Nathan Carpenter, Brandon Andrews</td>
<td>Natalie Sobrinski, Taiba Sultana, Kaycee Johnson, Fran Boshell, Dr. Precie Shroyer, and Belinda Austin</td>
<td>In Progress</td>
</tr>
<tr>
<td>Coordinate with Student Life, Residence Life, Political Science Club, etc. to Movie Days and Nights with discussions (<em>Monroe Campus and Fowler Center – late afternoons, tie to classes</em>)</td>
<td>Natalie Sobrinski, Kaycee Johnson, Tyler Russel, Dr. Amy Porter, Dr. Gina Turner, Taiba Sultana, and Dr. Stanley Ebbe</td>
<td>Fran Boshell and Belinda Austin</td>
<td>Not Started</td>
</tr>
<tr>
<td>Include Voter Registration Forms and Democracy Fact Sheets in every Admissions packet sent to newly accepted students.</td>
<td>Dr. Stanley Ebbe, Leyna Beard, Taiba Sultana, Arrdel Deducksion, and Isaiah Pound</td>
<td>Fran Boshell, Dr. Precie Shroyer, Belinda Austin, and RoseAnn Ferrullo</td>
<td>Not Started</td>
</tr>
</tbody>
</table>

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**Table 2: Fall 2021 Timeline for Implementation of Goals/Strategies - Subject to Change**

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity Type</strong></td>
<td><strong>Target Audience</strong></td>
<td><strong>Status/Date</strong></td>
</tr>
<tr>
<td>Interactive Forum: Self-Efficacy and Long Term Civic Engagement</td>
<td>Students, Faculty and Staff</td>
<td>Completed/(9/8/21)</td>
</tr>
<tr>
<td>Campus Democratic Engagement Coalition Fall 2021 Meeting</td>
<td>N/A</td>
<td>Completed/(9/9/21)</td>
</tr>
<tr>
<td>Info Session: History of Voter Suppression in U.S. Southern Region</td>
<td>Students, Faculty and Staff</td>
<td>Completed/(9/14/21)</td>
</tr>
<tr>
<td>Constitution Day Virtual Contest</td>
<td>Students, Faculty and Staff</td>
<td>Completed/(9/17/21)</td>
</tr>
<tr>
<td>Voter Registration Sessions</td>
<td>Students, Faculty and Staff</td>
<td>Completed/(9/28/21)</td>
</tr>
<tr>
<td>Pennsylvania Youth Voting Summit</td>
<td>Students, Faculty and Staff</td>
<td>Completed/(9/17/21)</td>
</tr>
<tr>
<td>Democracy 101: Civic and Political Engagement Attitudes Among Asian Americans</td>
<td>Students, Faculty and Staff</td>
<td>Completed/(9/21/21)</td>
</tr>
<tr>
<td>National Voter Registration Day</td>
<td>Students, Faculty and Staff</td>
<td>Completed/(9/28/21)</td>
</tr>
<tr>
<td>Democracy 101: Political Rhetoric and How to Navigate Through It</td>
<td>Students, Faculty and Staff</td>
<td>Completed/(9/28/21)</td>
</tr>
<tr>
<td>National Voter Education Week</td>
<td>Students, Faculty and Staff</td>
<td>Completed/(10/4 – 10/8)</td>
</tr>
<tr>
<td>Info Session: The Five Money Myths</td>
<td>Students</td>
<td>Completed/(10/14/21)</td>
</tr>
<tr>
<td>Reflection Session: Student Service Project Presentation</td>
<td>Students, Faculty and Staff</td>
<td>Completed/(10/21/21)</td>
</tr>
<tr>
<td>Vote Early Day at NCC</td>
<td>Students, Faculty and Staff</td>
<td>Completed/(10/22/21)</td>
</tr>
<tr>
<td>Interactive Forum: Blacks and Criminal Justice System</td>
<td>Students, Faculty and Staff</td>
<td>Completed/(10/25/21)</td>
</tr>
<tr>
<td>Get Out The Vote Halloween Party</td>
<td>Students, Faculty and Staff</td>
<td>Completed/(10/28/21)</td>
</tr>
<tr>
<td>Municipal Election</td>
<td>Students, Faculty and Staff</td>
<td>Completed/(11/02/2021)</td>
</tr>
<tr>
<td>Interactive Forum: Share Your Voice: Let’s Talk About Election 2021</td>
<td>Students, Faculty and Staff</td>
<td>Completed/(11/8 – 11/9)</td>
</tr>
</tbody>
</table>

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Table 3: Spring 2022 Timeline for Implementation of Goals/Strategies – Subject to Change

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity Type</th>
<th>Target Audience</th>
<th>Status/Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Nominate 2022 Newman Civic Fellow</td>
<td>Students</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>Campus Democratic Engagement Coalition Spring 2022 Meeting</td>
<td>Faculty and Staff</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>Ask Every Student Competition</td>
<td>Students</td>
<td>In Progress</td>
</tr>
<tr>
<td>February</td>
<td>Interactive Forum: Gender Inequality in Higher Education</td>
<td>Students, Faculty and Staff</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>Ask Every Student Competition</td>
<td>Students</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>Info Session: Inclusive Leadership: The Future is “Female”</td>
<td>Students, Faculty and Staff</td>
<td>In Progress</td>
</tr>
<tr>
<td>March</td>
<td>Democracy 101: Religion &amp; Politics</td>
<td>Students, Faculty and Staff</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>Info Session: 2021 NSLVE Report</td>
<td>Students, Faculty and Staff</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>NCC Day of Service</td>
<td>Students, Faculty and Staff</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>Voter Registration Sessions - #AskEveryStudent</td>
<td>Students, Faculty and Staff</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>Ask Every Student Competition</td>
<td>Students</td>
<td>In Progress</td>
</tr>
<tr>
<td>April</td>
<td>Reflection Session: Student Service Project Presentation</td>
<td>Students, Faculty and Staff</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>Upload and post FAQs on 2022 PA Primary Election/Census on Blackboard and College’s news outlets</td>
<td>Students, Faculty and Staff</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>Voter Registration Sessions - #AskEveryStudent</td>
<td>Students, Faculty and Staff</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>2022 Lobby Day</td>
<td>Students</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>Youth Civic Cafe</td>
<td>Students, Faculty and Staff</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>Ask Every Student Competition</td>
<td>Students</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>Democracy 101: Women in Corporate America, The Wage Difference</td>
<td>Students, Faculty and Staff</td>
<td>In Progress</td>
</tr>
<tr>
<td>May</td>
<td>Voting Engagement Awareness</td>
<td>Students, Faculty and Staff</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>Ask Every Student Competition</td>
<td>Students</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

Acronyms:  
NCC – Northampton Community College  
CDEC – Campus Democratic Engagement Coalition  
CCCE – Center for Civic and Community Engagement  
NSLVE – National Study of Learning, Voting and Engagement
**Reporting**

The Democratic Engagement Plan will first be shared among administrators and departments/offices that serve as stakeholders in promoting civic engagement. Upon approval by the senior administration, efforts highlighted in this plan will be shared with NCC; uploaded on CCCE’s website; and shared externally with the All-In Campus Democracy Challenge and other external organizations. Further, updates and information will be shared through social media channels and other college news outlets.

Regarding the reporting process, CCCE staff in conjunction with CDEC will utilize an Interactive Report model that catalogs the updates and status of the activities outlined in the plan. *Error! Reference source not found.* highlights the reporting structure for this plan.

*Figure 15: Democratic Engagement Plan Reporting Model*

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NCC – Northampton Community College  
CDEC – Campus Democratic Engagement Coalition  
CCCE – Center for Civic and Community Engagement  
NSLVE – National Study of Learning, Voting and Engagement
Evaluation

Evaluation plays an enormous role in our efforts to effectively enhance student participation in voter/political engagement and civic education. The evaluation process includes the following steps:

**STEP 1 - Develop Problem Statement and Hypothesis**

CCCE Director will collaborate with the other staff members of the Center to determine the areas that need to be evaluated (voting rate, civic-mindedness, program/activity impact, etc.). Based on the selected area(s), the relevance of the problem is highlighted. Further, the hypothesis provides a specific direction and a better understanding of the rationale for the evaluation.

**STEP 2 – Engage Stakeholders**

CCCE partners with NCC’s Office of Institutional Effectiveness in the administration and analysis of National Study of Learning, Voting and Engagement [NSLVE] and Civic Minded Survey. CCCE Director collaborates with CDEC members to determine whether the evaluation should be conducted using all the datasets or specific dataset(s).

**STEP 3 – Identify Models for Evaluation**

CCCE and CDEC members determine evaluation questions to ensure that all needs are met. For each evaluation process, two evaluation designs (Cross-Sectional and Longitudinal) are utilized and applied singly or simultaneously. The Cross-Sectional design examines the extent to which different types of students are civically engaged while the longitudinal design examines the changes in engagement over time (e.g. time of admission – time of graduation).

**STEP 4 – Collect and Analyze Data**

CCCE collaborates with the Office of Institutional Effectiveness on data collection and analysis efforts. After data collection, strategies to analyze data include conducting and exploring statistical differences and similarities for quantitative data and identifying themes for qualitative data.

**STEP 5 – Interpret and Disseminate Data Findings**

CCCE members synthesize results to identify the findings that support and/or contradict the hypothesis/rationale of the evaluation. Findings are disseminated using the reporting model highlighted in Figure 14. However, it is important to note that the process for the collection, interpretation and dissemination of NSLVE may not closely align with the aforementioned model.

**STEP 6 – Integrate and Apply Evaluation Findings**

The findings may or may not reveal gaps that need to be bridged and conditions that need improvement or elimination. Based on the findings, CCCE and CDEC members make informed decisions and adjust programs and services to improve the overall satisfaction and engagement of students at NCC.