ALL IN Campus Democracy Challenge

Model of Transformative Change

September 2019

The ALL IN Campus Democracy Challenge—a national, nonpartisan initiative designed to increase democratic engagement in higher education—works with more than 500 colleges and universities that enroll over 6 million students across the country. The Challenge was designed to strengthen practice and facilitate culture change on college campuses by providing structure (program design), support (consultation, training, resources, and networking), and incentives (awards and recognition). The Challenge encourages campuses to develop a two-year action plan—paralleling midterm and presidential election cycles—aimed at improving student democratic engagement and to measure the impact of this work using student voting rates.

Higher Ed Insight (HEI) was asked to help Challenge staff better understand how the initiative is strengthening practice and shifting culture on college campuses and which aspects of the Challenge—structure, support, and/or incentives—most facilitate transformative change. HEI was also asked to develop a model of the stages that campuses go through as part of the process of transformative change. Identifying and tracking these stages will allow Challenge staff to monitor campuses' progress and help them to better support campuses.

Model of Transformative Change

Early in HEI's work, it became clear that the Challenge is already using a model of transformative change, based on the *Strengthening American Democracy* guide developed by the Students Learn Students Vote Coalition and codified in a rubric used by Challenge staff to evaluate the campus action plans submitted in 2018. This guide and its accompanying rubric define seven factors—leadership, commitment, landscape, goals, strategy, evaluation, and reporting— that campuses must address when planning their student democratic engagement work. The Democratic Engagement Action Plan Rubric rates campus action plans on each of the seven factors, plus use of data from the National Study of Learning, Voting, and Engagement (NSLVE), using a scale from one (least developed) to four (most developed).[1]

Rather than reinventing the wheel and create a new model of transformative change, HEI opted to test this existing model in several ways, including comparing it to other models of transformative change in higher education, asking a set of 21 highly engaged Challenge member campuses to evaluate their own work using a modified version of the Democratic Engagement Action Plan Rubric, and conducting telephone interviews with representatives from the same set of campuses.

Literature Review

HEI examined key factors defined in five different models of transformative change and compared them to the factors included in the *Strengthening American Democracy* guide and rubric. The models of change used for this analysis were drawn from:

- Jessie Brown and Martin Kurzweil. 2016. *Institutional Transformation for Student Success: Lessons Learned from Ithaka S+R's Case Studies*. New York: Ithaka S+R.

- John P. Kotter. March-April 1995. Leading Change: Why Transformation Efforts Fail. *Harvard Business Review*.

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[1] The Democratic Engagement Action Plan Rubric can be found in Appendix A.

- Office of Community College Research and Leadership (OCCRL). 2016. *Guiding Principles for Scaling Transformative Change*. Urbana-Champaign, IL: University of Illinois.

- Adrianna Kezar and Peter Eckel. 2002. Examining the Institutional Transformation Process: The Importance of Sensemaking, Interrelated Strategies, and Balance. *Research in Higher Education* 43:3.

- Peter Eckel, Barbara Hill, Madeleine Green, and Bill Mallon. 1999. *Reports from the Road: Insights on Institutional Change*. Washington, DC: American Council on Education (ACE).

HEI identified 15 factors addressed by at least two of these five models of transformative change. After comparing these factors to the Democratic Engagement Action Plan Rubric and the broader ALL IN Challenge program model, HEI staff concluded that most of the factors are already well-represented in the Challenge's approach to transformative change (see Table 1).

Table 1: Factors found in at least two transformative change models cross-matched with Democratic Engagement Action Plan Rubric and Challenge program model

Transformative Change Factors	*Strengthening American Democracy* guide	Brown & Kurzweil	Kotter	OCCRL	Kezar & Eckel	Eckel et al
Collaborative/ supportive leadership	Leadership	✔	✔	✔	✔	✔
Include multiple perspectives and voices internal and external	Leadership	✔			✔	✔
Public commitment	Commitment	✔				✔
Examine context	Landscape	✔	✔	✔	✔	✔
Set goals/priorities	Goals	✔	✔		✔	✔

Determine how to achieve the goals	Strategy	✓	✓		✓	✓
Evaluation	Evaluation	✓	✓	✓	✓	✓
Multi-level, multi audience Communication	Reporting	✓	✓	✓	✓	✓
Supportive structures	Provided through Challenge		✓	✓	✓	✓
Networking within and across contexts	Provided through Challenge		✓		✓	✓
Build momentum by linking in other change efforts	Provided through Challenge		✓		✓	✓
Incentives/ recognition	Provided through Challenge		✓		✓	✓
Professional development			✓	✓	✓	
Plan for succession			✓			✓
Resources					✓	✓

Below is a short definition of each factor and a discussion of the extent to which it is present in the Democratic Engagement Action Plan Rubric and/or ALL IN Challenge program model. There are also notes indicating a few places where Challenge staff might consider adding to or editing the rubric to include a few critical factors not currently well covered. Such recommendations are **bolded** in the text.

Factors addressed in all five models

Collaborative/supportive leadership: The change initiative needs to have a leadership team that has enough power and support to produce results and consists of members in varying positions internal and external to the institution. This factor is addressed in the rubric under the topic of Leadership.

Multi-level, multi-audience communication: The team should communicate all parts of the change process across multiple stakeholder groups and through multiple venues. This factor is partially addressed in the rubric under the topic of Reporting. However, based on HEI's review of the literature as well as what was heard in focus groups discussing the ALL IN Challenge's Theory of Change, **the reporting section of the rubric could be updated to focus more on communications with varied audiences and through varied methods and to address the timeliness of the communications.**

Examining/describing the context: The leadership team should examine data internal to the institution to gain an understanding of the current situation before planning their change effort. This factor is addressed in the rubric under the topic of Landscape.

Evaluation: The leadership team should engage in a process of continuously gathering and examining data to improve the change process. This factor is addressed in the rubric under the topic of Evaluation.

Factors addressed in four models

Set goals and priorities: Based on the findings from the internal review, the leadership team should set goals—both short and long term. This factor is addressed in the rubric under the topic of Goals.

Determine how to achieve goals: The team should develop a plan to achieve the short- and long-term goals. This factor is addressed in the rubric under the topic of Strategy.

Supportive structures: The team should strive to understand and improve internal structures that support the change efforts. This factor not explicitly addressed in the rubric, although the Landscape section of the *Strengthening American Democracy* guide does ask leaders to examine internal and external barriers. However, supportive structure is an important part of what the Challenge provides to its members so this factor may not need to be addressed in the change model.

Factors addressed in three models

Include multiple perspectives and voices: The leadership team must make sure there are ways for all stakeholders to provide feedback on the change process at multiple junctures and through multiple processes. This factor is addressed in the rubric under the topic of Leadership, where there is an emphasis on including all relevant stakeholders as well as members of diverse and marginalized communities.

Networking within and across contexts: Networking provides support to team members as they work on the change effort and also helps members learn new strategies from others going through similar processes. This factor is not addressed in the rubric but was mentioned several times during the Theory of Change focus groups

as an important part of the what the Challenge provides to its members so may not need to be addressed in the change model.

Build momentum by linking to other change efforts: The team should intersect at critical junctures with other relevant change efforts on campus and nationally. As with networking, links to other initiatives are an important part of the what the Challenge provides to its members—particularly through its involvement in the Students Learn Students Vote Coalition—and so may not need to be addressed in the change model.

Incentives/recognition: The leadership team must recognize the value of incentivizing particular behaviors and outcomes and also recognizing the achievements of persons and institutions. Incentives and recognition are an important part of what the Challenge provides to its members so this factor may not need to be addressed in the change model.

Professional development: The leadership team should provide professional development so that those involved can gain expertise in all areas of the process. This factor is not addressed in the rubric, although some of the supports offered to members by the Challenge may serve as professional development for campus participants.

Factors addressed in two models

Plan for succession: The leadership team should plan for succession in critical positions from the beginning of the change effort. This factor is not addressed in the rubric, and given the importance of this factor to the long-term sustainability of change efforts, **Challenge staff may wish to consider adding it to the Leadership section**.

Public commitment: Two of the models made explicit that change efforts need to make a public statement about the effort and embed their activities into written and verbal statements and the cultural context. The rubric addresses this factor under Commitment.

Resources: The leadership team must ensure that the change effort has sufficient resources in the form of time, funding, and staff support. This factor was deemed critical by focus group participants and campus interviewees and was listed in two of the five models of transformative change. Data collected in the Landscape section of the *Strengthening American Democracy* guide address the adequacy of resources and ask participants to identify sources for additional resources, but this factor is not an explicit part of the rubric. **Challenge staff may wish to consider whether to emphasize this factor more strongly in the rubric, perhaps as evidence of the institution's Commitment.**

Campus Self-Assessments

To begin to get a sense of whether a version of the Democratic Engagement Action Plan Rubric could serve as a means for ALL IN Challenge staff to assess campus progress in promoting democratic engagement, HEI asked representatives from 21 colleges identified by Challenge staff to complete an online version of the rubric, edited to emphasize that campuses were being asked to rate what they have actually accomplished rather than what they are planning to do.[2] Respondents were asked to rate themselves in each of eight areas based on which of four statements best represented their described their campus. Lower rankings indicate lower stages of development in that area.[3]

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[2] See Appendix B for the adapted rubric.
[3] Twenty of the 21 colleges completed the online survey, for a response rate of 95%.

Campus representatives rated their progress in this work a bit higher than Challenge staff rated their action plans—with an average composite score of 24.3 for the online survey versus 21.5 for the action plan ratings (see Chart 1). However, with the exception of the Evaluation and Reporting factors, the average self-assessment ratings for each factor were within three-tenths of a point of the average action plan rating. The self-assessment scores for Evaluation and Reporting were around a point higher than the action plan ratings, a discrepancy that warrants further investigation.

Chart 1: Average Action Plan Ratings versus Campus Self-Assessments
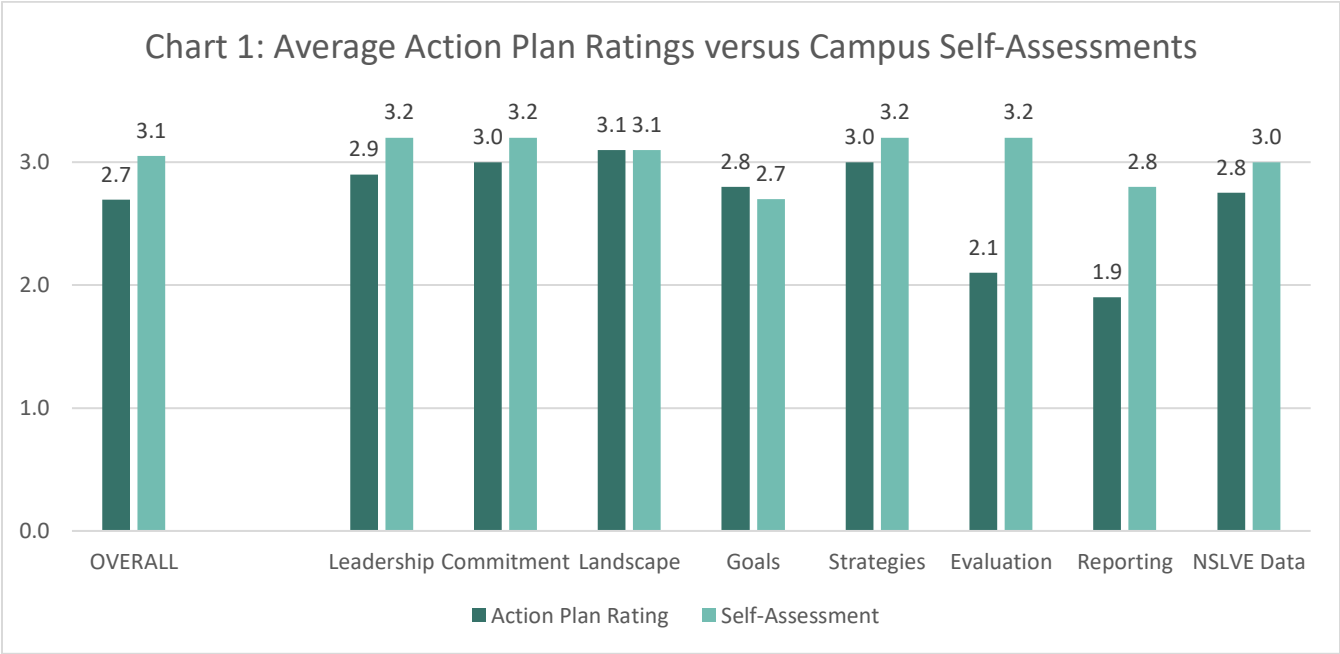
It is also important to note that the action plan ratings assigned by Challenge staff were strongly correlated with whether or not the campus had used the *Strengthening American Democracy* guide, which was itself the basis for the rubric. Campuses that did use the guide received an average composite score of 28, compared to only 17 for campuses that did not use the guide (p<.000). However, that correlation was not present in the campus self-assessments, suggesting that use of the guide plays less of a role in what actually happens on campuses.

Elements of Model

The data obtained through the online survey and telephone interviews with representatives of selected member campuses provided some useful information about how these campuses view the progress of their work and where they believe they are having more and less success. These data show where the selected campuses fall on each element of the ALL IN Challenge's model of transformative change and, in some cases, identify patterns across institutional characteristics that may help Challenge staff tailor their support to the needs of different types of institutions. In addition, as in the literature review section above, some recommendations for adapting the Democratic Engagement Action Plan Rubric are **bolded** in the text.
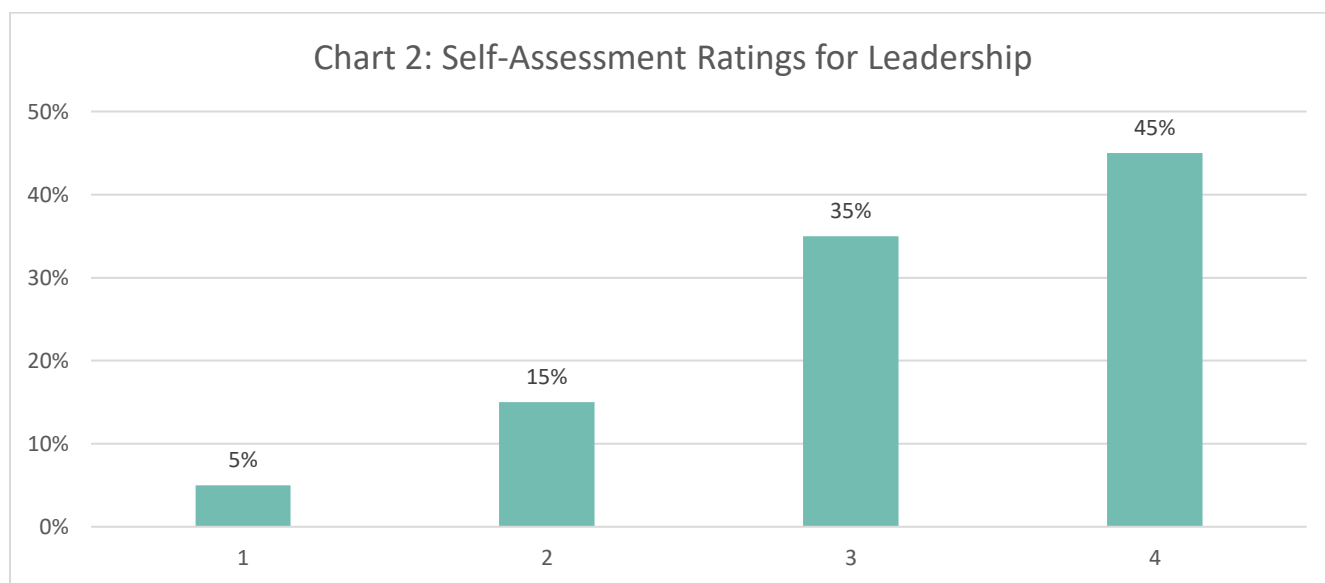
Leadership

The *Strengthening American Democracy* guide indicates that "[d]esignating a leader(s) and establishing a working group that includes all relevant stakeholders increases the likelihood of success." Challenge staff consider key stakeholders to be 1) students, 2) faculty, 3) student affairs, 4) community/national organizations, and 5) local elections office. Staff also recommend that the working group include members of diverse and

marginalized communities. **Based on the composition of the teams described by campus representatives in their interviews, as well as some comments interviewees made about the value of high-level support for this work, it may make sense to add academic affairs to this list.**

The average self-assessment score for Leadership among the 20 institutions that completed the survey was 3.2 out of a possible 4, with 80% of the institutions rated as a 3 or 4 (see Chart 2). Despite giving their institutions relatively high self-assessment ratings on this factor, concerns about the leadership team were expressed by campus-based respondents in both interviews and the survey comment boxes, suggesting that this factor may be one on which campuses need additional support. As one respondent put it, "This is the area where I feel most powerless to make progress." Among the chief concerns mentioned were:

- Keeping the working group fully staffed and active, especially in non-election years.
- Finding faculty members willing to be actively involved in the work (because of competing demands on their time).
- Coping with frequent turnover in student leaders and volunteers
- Getting local election officials more directly engaged with the work being done on campus.

Chart 2: Self-Assessment Ratings for Leadership

| Rating	Percentage
1	5%
2	15%
3	35%
4	45%

Commitment

According to the Democratic Engagement Action Plan Rubric, institutional commitment to increasing democratic engagement should be "visible and widely communicated - internally and externally." As with Leadership, average self-assessment score for Leadership was 3.2 out of a possible 4 (see Chart 3). Half of the institutions were rated a 3, indicating that "[i]nstitutional commitment exists across the institution but is not widely communicated or reflected in the institution's mission, learning outcomes, curriculum, and co-curriculum." Campus representatives reported considerable support for their work from senior administrators but also noted that this support does not always include the resources necessary to promote transformative change. Some campus representatives also indicated that, while a commitment to increasing democratic engagement can be found in the institution's public documents, that commitment is not well communicated on campus.

Chart 3: Self-Assessment Ratings for Commitment

Rating	Percentage
1	0%
2	15%
3	50%
4	35%
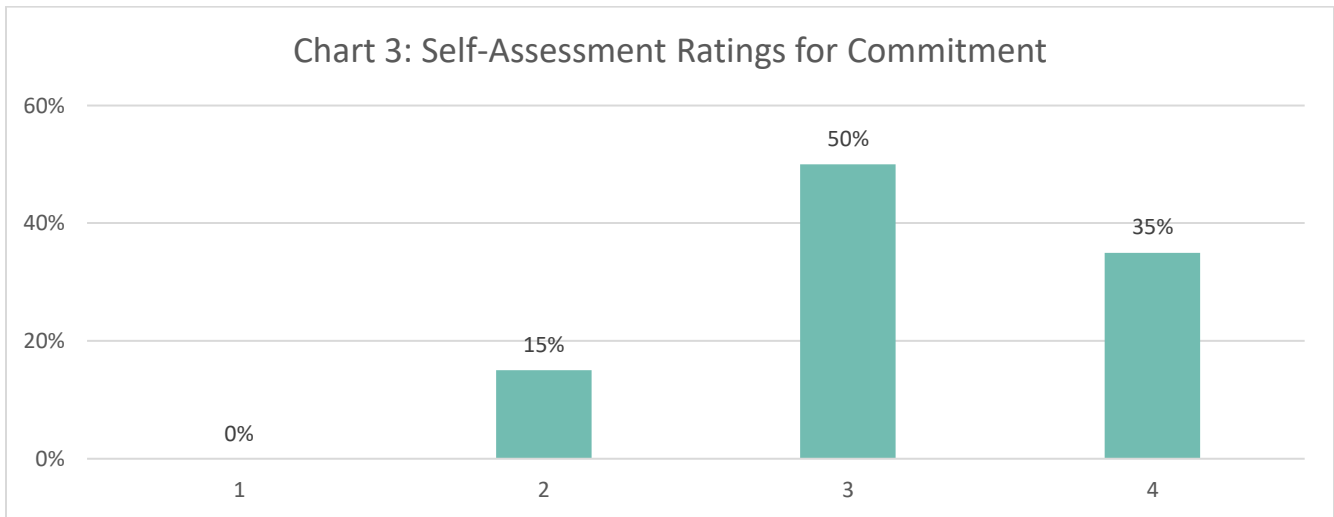
The institutions that responded to the survey were nearly evenly split between those where campus representatives described their change efforts as grassroots (11 institutions) and those where change efforts were described as top-down (9 institutions). At grassroots campuses, the campus representatives generally saw themselves coordinating existing efforts across the institution while, on top-down campuses, the work was being driven by an individual or small group that, in some cases, had been tasked with the project by senior administrators or had taken it on as part of their job descriptions. In general, campus representatives from institutions representing these different approaches described their institution's progress in expanding democratic engagement in similar ways. One difference was that campuses taking a top-down approach were somewhat more likely to indicate that they are using NSLVE data to drive their program planning.

Landscape

To be successful in increasing democratic engagement, the *Strengthening American Democracy* guide recommends that the leadership team develop a solid understanding of the "current campus landscape, including climate, programming, and student engagement." They should also use this information to inform their goals and strategies. Three-fourths of campus representatives rated their institutions as a 3 or 4 on this factor, for an average score of 3.1 (see Chart 4).

Chart 4: Self-Assessment Ratings for Landscape

Rating	Percentage
1	5%
2	20%
3	35%
4	40%
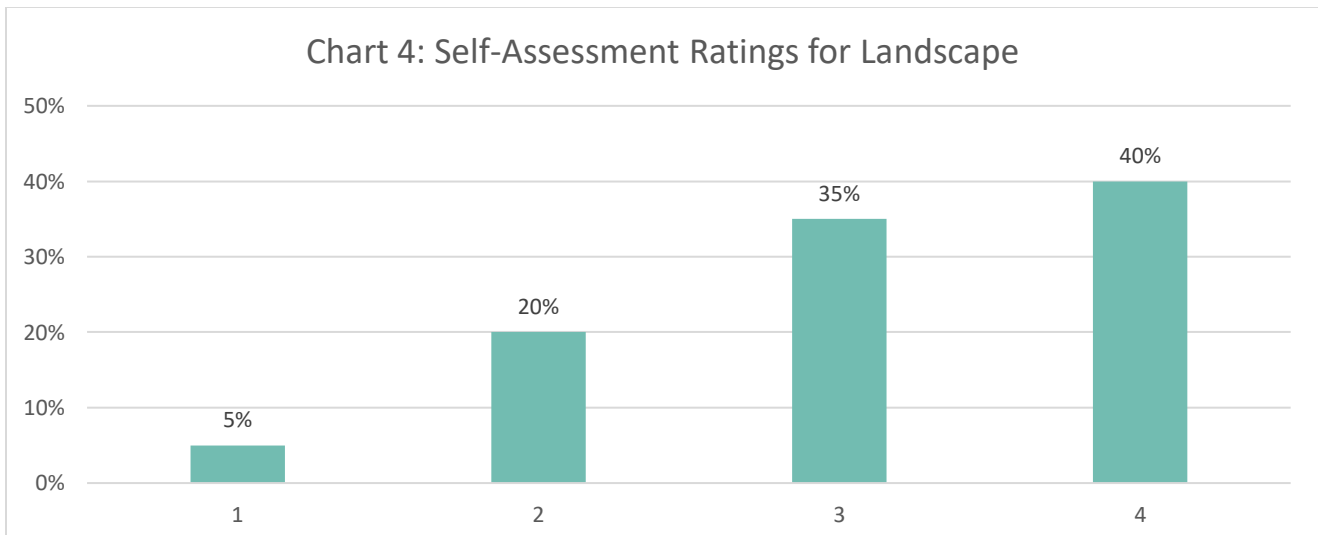
Goals

Setting goals helps the leadership team gain clarity about what they are trying to achieve in both the short- and long-term. The *Strengthening American Democracy* guide also states that "[g]oals should be S.M.A.R.T – specific, measurable, achievable, realistic, and time-bound." Goals were the factor on which campus representatives scored their institutions the lowest, with a mean score of 2.7 and almost half of the 20 campuses rating their institutions as a 1 or 2 (see Chart 5). This finding suggests that there may still be too much focus on short-term goals and/or that campus representatives don't see their goals as sufficiently S.M.A.R.T. Ensuring that goals are realistic and measurable, in particular, was a challenge identified by several campus representatives. As one survey respondent noted, "Goals may not be unrealistic, but the mechanisms for measuring goals of things such as civil dialogue are more challenging. Could use some assistance in finding appropriate measurement tools."


Chart 5: Self-Assessment Ratings for Goals
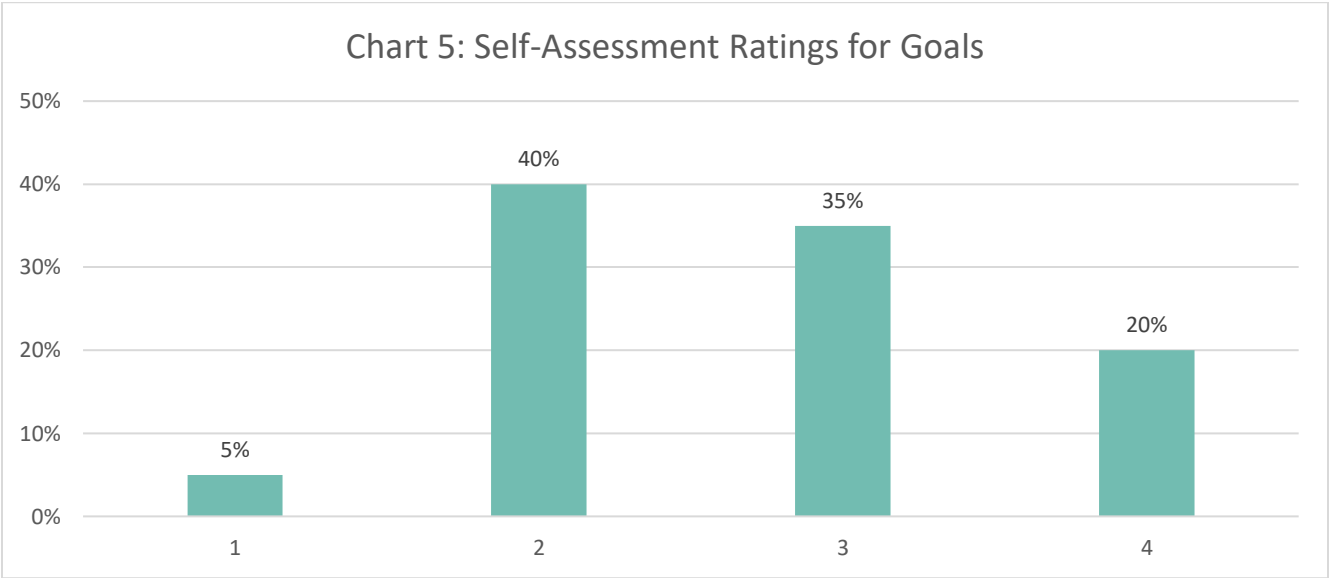
Campus representatives most often indicated that they view their work as trying to change both student behavior and campus culture, and these two areas of emphasis could be seen in the goals they discussed. Some goals focused on changing student behavior, such as increasing student voting rates, including in local elections, and ensuring that students are aware of the process they need to follow to register, research candidates, and vote. Other goals were aimed more at changing campus culture, including raising awareness on campus of the importance of democratic engagement and building committed groups of stakeholders to expand their work. Some campuses also had long-term goals for truly transformative change. As one campus representative explained, her institution's goal is "to create a really embedded culture of connection, knowledge, and understanding around voting and democracy." **Given this finding, the rubric should be revised to specify that institutions with well-established efforts to increase student democratic engagement will have goals that address both changing student behavior and campus culture.**

Strategy

In order to reach the goals it has set, a leadership team also needs to develop a plan of action. According to the *Strengthening American Democracy* guide, "The strategy should include activities addressing voter registration, education, and turnout to support students at every step of the democratic process." The Democratic Engagement Action Plan Rubric follows this three-part definition while also emphasizing that these activities should be embedded in the curriculum and co-curriculum and should take place regardless of whether or not it
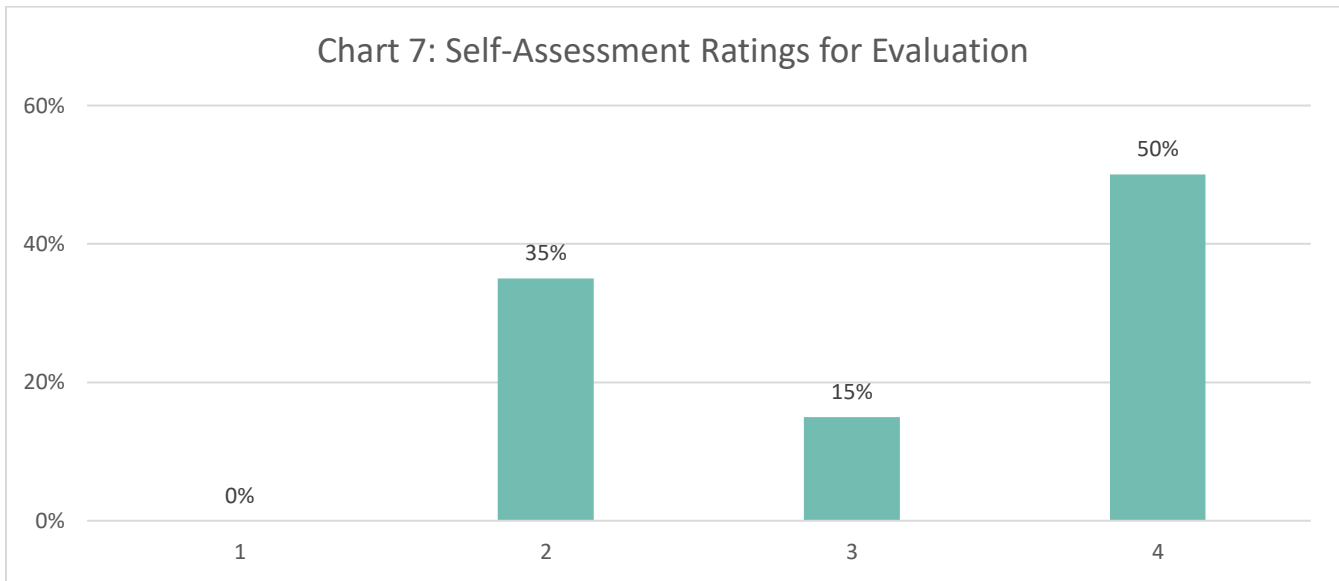
is an election year. Campus representatives scored their institutions, on average, at 3.2 for Strategy. However, two-thirds of the representatives ranked their institutions as a 3 on this factor, indicating that "[a]ctivities occur inside and outside the classroom, but are not a systematic part of the curriculum and may occur only during election years."

Chart 6: Self-Assessment Ratings for Strategies

Rating	Percentage
1	0%
2	10%
3	65%
4	25%
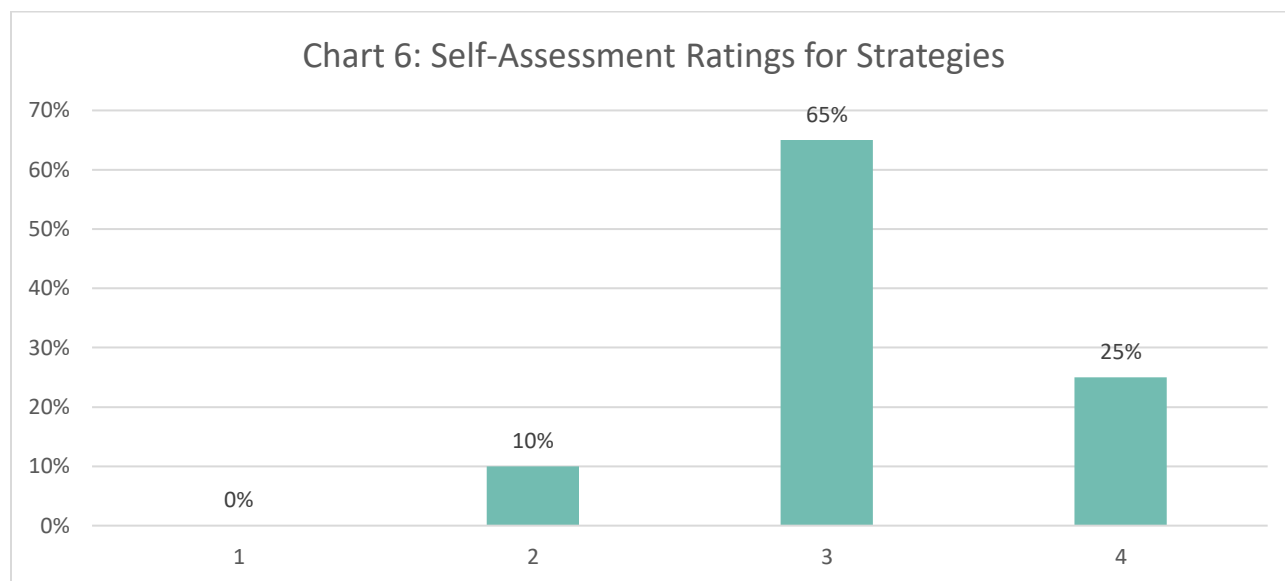
It is important to note that the Democratic Engagement Action Plan Rubric is very focused on strategies to increase voter participation while many of those interviewed for this report also spoke about strategies to increase civic learning and political engagement. One campus representative, for example, described a co-curricular program that engages students in conversations about the theory and practice of democracy. Several others spoke about community service activities or about programs designed to promote civil dialogue about controversial issues. Such strategies are undeniably important to increasing democratic engagement but are not addressed by the rubric. **If the rubric is to be used to assess transformative change around increasing democratic engagement on college campuses, this factor must be revised to include strategy around civic learning and political participation as well as voter participation.**
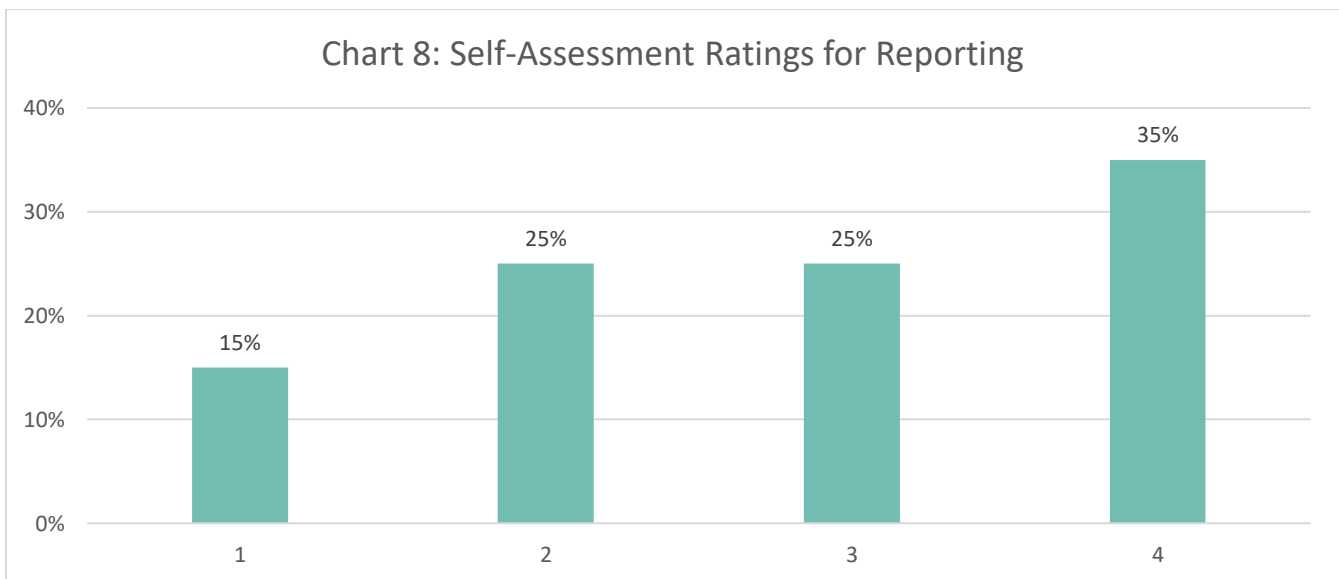
Evaluation

Without Evaluation, the leadership team cannot know if its strategies are working. Data collection should be ongoing, and the data collected should be used to adapt goals and strategies in the future. On this factor, two-thirds of campus representatives rated their institution as a 3 or 4, for an average score of 3.2 (see Chart 7). The other third, however, rated their institutions a 2, indicating that they are still working on a plan for evaluating their work. This factor was the one on which the self-assessment scores varied most significantly from the rating given to their action plans by Challenge staff, suggesting that there may be some confusion among campus representatives about what constitutes adequate evaluation or perhaps that these campuses have made progress on evaluation since completing their 2018 action plans nearly a year ago. Some campus representatives also noted that effective evaluation can be a challenge at their institutions. As one put it, "[T]he evaluation is time-consuming and it's very hard to commit the time/resources to this process in a timely way."

Chart 7: Self-Assessment Ratings for Evaluation

A bar chart with ratings 1 through 4 on the x-axis and percentages from 0% to 60% on the y-axis.
- 1: 0%
- 2: 35%
- 3: 15%
- 4: 50%

Reporting

Reporting ensures that information about an institution's efforts to increase student democratic engagement are publicly available. Reporting was the factor on which campus representatives scored their institutions second lowest, with a mean score of 2.9 and a third of the campuses rated as a 2, which means they are planning to do public reporting but have not yet done so (see Chart 8). This factor was also the one on which Challenge staff rated these institutions the lowest, suggesting that this is an area that needs additional work, particularly when it comes to making people aware that the information is available. As one campus representative put it, "Information is shared but not well communicated so many would not know it is there."

Chart 8: Self-Assessment Ratings for Reporting

A bar chart with ratings 1 through 4 on the x-axis and percentages from 0% to 40% on the y-axis.
- 1: 15%
- 2: 25%
- 3: 25%
- 4: 35%

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

One of the requirements on the ALL IN Challenge is that member campuses participate in the NSLVE and use the data on student voting provided through the survey to help clarify their goals and strategies for increasing student democratic engagement. The average self-assessment score for NSLVE Data among the 20 institutions

that completed the survey was 3.2 out of a possible 4, with 75% of the institutions rated as a 3 or 4 (see Chart 2). One campus representative did indicate that their institutions is not participating in the NSLVE, raising questions about why that might be.

Chart 9: Self-Assessment Ratings for NSLVE Data

Rating	Percentage
1	5%
2	20%
3	45%
4	30%
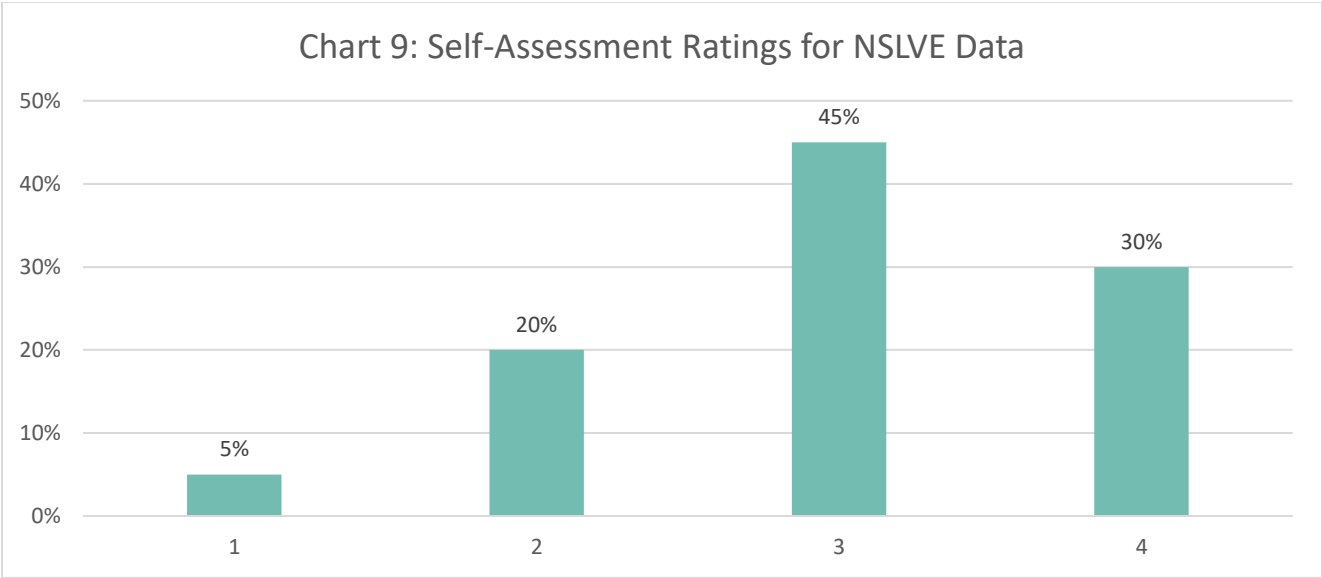
Initial Evaluation Findings

In addition to offering information on the elements of the ALL IN Challenge's model of transformative change, the interviews conducted with representatives from 21 institutions that have been active participants in the Challenge also provided helpful information about the role of the Challenge in supporting their work.[4] The findings below are drawn from those interviews.

Aspects of the ALL IN Campus Democracy Challenge

The campus representatives interviewed were asked which aspect of the ALL IN Challenge's approach—structure, support, and/or incentives—had been most helpful in increasing student democratic engagement. Interviewees pointed to all three of these aspects as important, with relatively even numbers speaking to the value of each aspect. There were also some consistent patterns in the way the interviewees spoke about each aspect of the Challenge.

For campus representatives who indicated that the structure of the Challenge has been particularly important, the requirement of bringing together different constituencies across the campus and/or developing a formal, detailed action plan were consistently cited as being especially helpful. As one campus representative put it:

> My favorite thing about the ALL IN Campus Democracy Challenge is that they require campuses to bring coalitions together to be strategic about this work and to build voter engagement action plans. When you bring a team, a diverse and inclusive coalition together, that group works together to create and implement plans, what you're doing there is making sure that you're not leaving voting to chance but instead you're being strategic about it. I think that that's something that serves students very well.

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[4] See Appendix C for the interview protocol.

Another interviewee explained, "The strategic plan, the action plan, the goal-setting I would say that is of primary importance for us. Because when we look at our plan, we set our goals and we've met every one of them for the past year that we did the plan and so I would say that's huge." Other interviewees emphasized the value of the action plan in communicating about the project, whether with on-campus constituencies or outside funders, and still others pointed to the way the plan encouraged them to measure their impact and reflect on how well their strategies are working.

Campus representatives who thought the support provided by the Challenge is its most helpful aspect described that support in three ways. First, they appreciate the personal attention they receive from Challenge staff. As one interviewee put it, "I will say I've really appreciated just the collegial support that the ALL IN staff provides in a really kind of, I don't know, interpersonal way. I really appreciated the ability to reach out and brainstorm with ALL IN campus or ALL IN Challenge staff members." A second helpful aspect of the Challenge's support identified by interviewees is the resources the Challenge offers. Several spoke about reading the newsletter, participating in webinars, and/or downloading resources about voting from the Challenge's website. One individual said, for example, "I think the resources have been really, really helpful. For me, being able to participate in some of the webinars and getting to see what other campuses are doing has been really helpful and given me some ideas for us to think about some of our programming differently." The final, and most frequently mentioned, form of support is the opportunity to interact with other campuses doing similar work. As a campus representative explained, "A lot of times they'll reach out and say, 'Hey, we have a campus that's similar to yours. Do you mind connecting with them?' I usually take away more than the other schools, just from questions or information that they share. It's almost like a mini network of people that are all doing the same work." This idea of the value of learning about what other campuses are doing was a point brought up in nearly every interview.

For some campus representatives, the incentives offered by the Challenge in the form of badges and awards are its most helpful aspect. Some did see these awards as incentivizing the work. One campus representative, for instance, said, "People like the challenges. The Challenge model creates a healthy level of competition for people to be able to be recognized." Another noted, "We feel proud of our achievements so far and I think that definitely keeps us motivated to continue." More often, though, interviewees felt that participating in the Challenge gave their work additional credibility and recognition on their campus. One interviewee commented, "When we have an increase, it allows us to tout that increase by an independent source. It's not just what we say but this national organization says, 'This is how well we're doing.' I would say that is huge." Another campus representative indicated that the recognition drew the attention of campus leadership and encouraged them to offer additional resources to the program. Still another person pointed to the impact on campus culture, saying, "Although it's not all about recognition, being able to point at the bronze seal and we got one of the Above and Beyond recognition from them…Those two things have been huge on our campus because people are like, 'Oh, maybe we should pay attention to what's going on.' That's helped change culture a little bit."

These findings suggest that all three aspects of the Challenge are important to participants and should continue to be emphasized. No one aspect stood above the rest, and most campus representatives, at one point or another, mentioned all three aspects of the Challenge during their interviews.

Links to Other Initiatives

Campus representatives were also asked about their participation in other local, state, or national initiatives that have been helpful in increasing student democratic engagement. Nearly all the interviewees mentioned several other initiatives with which they are working. At a local level, work being done by local election officials and the

local chapter of the League of Women Voters was most often mentioned. Only a handful of state or regional efforts were discussed, mostly taking the form of state-, system-, or sports conference-wide voting challenges.

Of the many national organizations and initiatives mentioned, the most common were the Campus Vote Project and its Voter Friendly Campus initiative; Campus Compact; the Campus Election Engagement Project; and the American Democracy Project created by the American Association of State Colleges and Universities. Others mentioned by more than one interviewee included the Students Learn Students Vote coalition; the Andrew Goodman Foundation; NASPA's Lead Initiative; Democracy Works' TurboVote project; Young Invincibles; FairVote; and the Institute for Democracy and Higher Education.

Several interviewees expressed confusion about the purpose and relationship of these various organizations and initiatives. As one put it, "I think that sometimes it's difficult to understand the relationship between those organizations, to see what organization offers what in terms of value added to our campus." Another noted:

> It's a little bit hard for me to figure out what each one's niche is. What is your unique contribution? I'm a little bit worried that a lot of people are duplicating efforts…I would like to see a bit more coordination and clear definition about what each group's unique contribution is or what they see it as, and better coordination because I want to see all this energy continue to be applied.

Some campus representatives thought that there are actually too many resources available in this space. One said, "There's just an absolute proliferation of resources out there about state voting laws for example and they vary in utility." Another commented, "There's this, there's that, and everybody's sending me emails and solving this. [laughs] I'm just one person trying to do all of this. In some ways, there's a bit of information overload rather than 'Hey, I really feel supported'."

Lessons Learned on Campuses

In discussing the lessons they have learned from doing this work, campus representatives consistently emphasized the importance of having the resources necessary to do the work. The value of having a budget for direct expenses and enough staff time to coordinate the work was repeatedly mentioned both by interviewees who felt they were able to succeed because they have these things and by representatives who see a lack of time and/or money as their biggest challenge. As one interviewee put it, "Then again as far as time, we have a dedicated staff and budget for this work which is uncommon enough around the country." Another interviewee noted from the opposite perspective, "I think probably our biggest other weakness and I suspect this is not different from a lot of other campuses is just resources, and that's both time and money resources."

A direct corollary to the question of resources is the importance of administrative buy-in. Without such buy-in, campus representatives explained, it is difficult to get the resources needed to sustain the work. On the other hand, having buy-in not only helps make resources available, it lends credibility to the project across the campus. As one interviewee explained:

> When an initiative like this is prioritized by the highest levels of university administration, it opens up all kinds of doors for us because not only are we thinking about it, there's other units on campus that are saying, 'Okay. Well, if this is a priority to the university..How do we help to serve what that priority is?' They do that by seeking partnership with us. We're definitely not the originator of all of the ideas but what we do is we support others that are trying to meet the university's priority. That's been very, very helpful to us.

Another important factor in increasing student democratic engagement described by campus representatives is faculty engagement. One interviewee commented, for example, "Faculty carry so much weight on our campus, their word is everything, their opinion is." Unfortunately, interviewees noted, it can be challenging to capture the attention of busy faculty members. As one put it, "One thing I wish could be done differently was like a little more faculty engagement. I think faculty are pulled in so many directions between teaching and other committee work and office hours and grading papers and tests. Trying to get faculty to commit to this is hard."

Ways the Challenge Can Help

When asked how else the Challenge could help expand democratic engagement on their campuses, interviewees gave responses in three broad categories. First, campus representatives reiterated their need for additional financial resources. Funding for student workers was a particular priority for campuses. An interviewee explained, "Our students are not wealthy, most of them. To give them the opportunity to make a little bit of money but also then do this kind of work…It's like they got bitten by the bug, they got really excited about it." Several interviewees specifically referenced the funds they received from the Campus Vote Project, as part of the Voter Friendly Campus initiative.

Another area in which campus representatives said the Challenge could help more is to provide expert assistance and materials designed to help them with expanding civic engagement on their campuses. One interviewee noted, for example, "I would like to see way more resources, financial help, help with connecting to other agencies who can provide some of those resources, helping with the curriculum, helping to provide stuff that we need to get to our students." Several interviewees also pointed to the importance of having online materials and other support that can be adapted to meet campus needs. As one interviewee explained, "If you want to have the resource that students are really going to use and that we're going to push out to our students on a regular basis, it has to be something that can be tailored to meet the needs of each individual campus."

The final area where the Challenge could be more helpful to campuses is in offering additional and expanded opportunities for networking. One interviewee commented, "This work can be very isolating for people. The ALL IN Challenge can make sure that professionals in the field know that they're not working on an island. Instead there's other people on other campuses that are doing that. I think ALL IN Challenge has done some of that. I think they could do more of it." Another campus representative said:

> I wonder if there are ways to share best practices a little more easily. The webinars are really good. In terms of just a smaller group of getting together…where we can all just talk to each other or brainstorming how we might be able to work together to boost the rates across our campuses together in 2020. I think some of that collaborative work could be really helpful.

These suggestions, which closely mirror the interviewees perspectives on lessons learned and the value of the ALL IN Challenge to their work point to some possibilities for enhancing the work of the Challenge in the future.

Recommendations

The recommendations in this section address three topics: use of the Democratic Engagement Action Plan Rubric as the basis for the ALL IN Challenge's model of transformative change; areas Challenge staff might consider in planning future programming; and ideas for future research.

Model of Transformative Change

HEI has concluded that, with some alterations, the Democratic Engagement Action Plan Rubric can be the basis of a model of transformative change that Challenge staff can use to track institutional improvement in increasing student democratic engagement. However, there are some aspects of the rubric that need to be tweaked in order for it to be effective as a model of change. These alterations include:

- Adapting the Leadership and/or Commitment factors to better account for necessities such as the provision of adequate resources and planning for program sustainability.
- Including both changes to student voting behavior and to the broader campus culture as part of the Goals factor for institutions at higher levels on the rubric.
- Ensuring that the Strategy factor assesses efforts to promote civic learning and political participation as well as changing voting behavior.
- Emphasizing a focus on varied audiences, the use of a range of communications media, and the timeliness of communications in the Reporting factor.
- Weighting the eight factors to ensure that those of most importance, including Leadership and Commitment, contribute more significantly to any composite scores.

Program Development

The very preliminary findings from the interviews with 21 Challenge member campuses suggest two areas in which the ALL IN Challenge could take steps to enhance its influence with campuses. The first area is to ensure that campus representatives understand how the Challenge fits into the larger ecosystem of organizations and initiatives working on student democratic engagement. In particular, it seems important for Challenge staff to emphasize the factors that make the Challenge unique in this field, most notably its role as a national organization that rewards successful efforts by campuses to increase student voting rates.

The second area addresses the Challenge's potential role as a network that brings together colleges and universities committed to increasing student democratic engagement and as a platform that highlights the importance of higher education in strengthening American democracy. This combination of outcomes—giving campuses an opportunity to learn from one another and then elevating their successes in the eyes of the broader community—seems to be a place where the Challenge can both function as a valuable resource for its members and make connections to longer term goals of expanding American democracy.

Further Research

While the initial data collected for this stage of the evaluation provided useful insights into the work taking place on college campuses to increase student democratic engagement and the role of the Challenge in supporting that work, it is not possible to draw firm conclusions on the basis of only 21 carefully selected campuses. The next step in the evaluation should be to further assess the potential of the adapted Democratic Engagement Action Plan Rubric as a way of tracking campus progress. Another key aspect of the research should be to collect data on if and how the Challenge is contributing to change on college campuses.

HEI's recommendation for the next step of the evaluation is to conduct a survey of all member campuses. The survey would include the questions based on the Democratic Engagement Action Plan Rubric and would ask campuses to rate themselves on the factors defined in the rubric, just as was done with the subset of 21 campuses for this report. Additional questions for the survey would be derived from topics raised during the preliminary campus interviews and/or questions of particular concern to Challenge staff members.

The survey data could then be used to determine a baseline for all participating campuses on each of the factors addressed by the *Strengthening American Democracy* guide, against which further improvement could be measured through an annual administration of the online survey. Analysis of the survey data would also seek to identify patterns of similarities and differences across campuses in their self-assessment on the factors included on the rubric, based on variables such as institutional type, sector, and size; geographic region; undergraduate voting rates; length and level of involvement with the Challenge; role of campus lead; and/or participation in other campus democratic engagement projects. This analysis could help Challenge staff identify particular groups of campuses that may need additional support or individual campuses that can serve as role models for peer institutions. Finally, the survey could be used to address questions about the Challenge's effectiveness in promoting transformative change, the value of its various program elements, and any areas of its work that may need improvement.

Democratic Engagement Action Plan Rubric

DEMOCRATIC ENGAGEMENT = CIVIC LEARNING + POLITICAL ENGAGEMENT + VOTER PARTICIPATION

This rubric was developed to supplement the publication, Strengthening American Democracy: A Guide for Developing an Action Plan to Increase Civic Learning, Political Engagement, and Voter Participation Among College Students (2nd Ed.).

Language in the rubric can and should be adapted to the language of the individual campus.

CIVIC ENGAGEMENT	is any act intended to improve or influence a community through deliberation, collaboration, and reciprocal relationships and community-building.
CIVIC LEARNING AND DEMOCRATIC ENGAGEMENT	is a combination of promoting the education of students for engaged participation through democratic participation in their communities, respect and appreciation of diversity, applied learning, and social responsibility.
CURRICULUM	is an academic course of study; the knowledge students are expected to learn in the classroom.
DEMOCRATIC PARTICIPATION	is civic engagement that involves democratic processes (e.g., when an organization puts a matter to a vote and there is democratic participation).
NATIONAL STUDY OF LEARNING, VOTING, AND ENGAGEMENT (NSLVE)	offers colleges and universities an opportunity to learn their student registration and voting rates and, for interested campuses, a closer examination of their campus climate for political learning and engagement and correlations between specific student learning experiences and voting. https://idhe.tufts.edu/nslve
POLITICAL ENGAGEMENT OR POLITICAL PARTICIPATION	is civic engagement that emphasizes governmental institutions and/or power (e.g., voting in a local, state, or federal election). Participating in the political process also occurs by making one's own opinions and beliefs known outside of the electoral process (e.g., protesting, campaigning, performing jury duty, running for office, community organizing).
S.M.A.R.T.I.E.	is an acronym used to guide goal setting - Specific, Measurable, Achievable, Realistic, Timebound, Inclusive, and Equitable.
VOTER EDUCATION	is the curricular and co-curricular activities offered to students and designed to facilitate civic learning, political engagement, and increase participation in elections.
VOTER REGISTRATION	is the process of successfully completing the application to be able to cast a ballot in an election.

	**4	Established**	**3	Progressing**	**2	Emerging**	**1	Undeveloped**
Executive Summary Overview of the action plan explains: 1) Who developed it 2) The purpose of the plan 3) Where the plan will be implemented 4) The goal(s) of the plan 5) The intended duration of the plan 6) How the plan will be implemented.	Overview of action plan includes responses to all 6 of the suggested guiding questions.	Overview of action plan includes responses to 4-5 of the suggested guiding questions.	Overview of action plan includes responses to 1-3 of the suggested guiding questions.	Overview of action plan is not included.
Leadership Description, including names and titles, of the leadership coalition responsible for improving democratic engagement. 5 categories of participation are encouraged: 1) students 2) faculty 3) student affairs 4) community/national organizations 5) local elections office coordination.	A leadership team of all relevant stakeholders (across 5 categories) exists. The team includes academic affairs, student affairs, and students; as well as community partners and/or the local election office. The team includes diverse and marginalized communities.	A leadership team with many relevant stakeholders (across 3-4 categories) exists AND an effort is made to include diverse and marginalized communities.	A leadership team with a few relevant stakeholders (across 1-2 categories) exists, OR is in the process of being formed.	A leadership team has not yet been formed AND plans to develop one are not specified.
Commitment Description of institutional commitment to improving democratic engagement.	According to the plan, institutional commitment is visible and widely communicated - internally and externally. It is woven into the culture of the institution and is clearly reflected in the institution's mission, learning outcomes, curriculum, and co-curriculum.	According to the plan, institutional commitment is explicit, but is marginal - it is not woven into the culture of the institution, and appears in silos.	Institutional commitment is implied in the plan, but it is not explicitly described.	Institutional commitment is not apparent in the action plan.
Landscape Analysis of student data, campus climate, and current institutional efforts for improving democratic engagement.	The plan communicates a comprehensive understanding of its students, campus efforts, and climate; AND is using this information to inform its strategy.	The plan communicates an understanding of either its students, campus efforts, and/or climate; and may be using this information to inform its strategy.	The plan communicates that a landscape analysis is being developed.	The plan does not communicate that a landscape analysis exists or is being developed.
Goals Description of institutional short-term (e.g., by next election) and long-term (e.g., in next decade or two election cycles) desired democratic engagement results.	Short-term and long-term democratic engagement goals are described. Goals are also S.M.A.R.T.I.E.: Specific, Measurable, Achievable, Realistic, Timebound, Inclusive, and Equitable.	Short-term AND long-term democratic engagement goals are described.	Only short-term OR long-term democratic engagement goals are described.	Neither, short-term nor long-term democratic engagement goals are described.
National Study of Learning, Voting, and Engagement (NSLVE) Free report providing campuses with their actual student registration and voting rates.	Summary AND detailed (e.g., demographic) NSLVE data are described and specific goals based on these data are set.	Either summary OR detailed (e.g., demographic) NSLVE data are described and general voting goals are set.	Participation in NSLVE is mentioned.	Participation in NSLVE is not mentioned.
Strategy Description of institutional efforts to reach desired democratic engagement results.	Strategy includes short-term tactics and long-term strategies. Tactics include a description of multiple voter registration, voter education, and voter turnout activities. Long-term strategies seek to make civic learning and democratic engagement an established part of the institution's curriculum and co-curriculum and go beyond the election.	Strategy includes short-term tactics. Tactics include a description of voter registration, voter education, and voter engagement activities. Activities occur inside and outside the classroom, but are not described as a systematic part of the curriculum or defined as long-term strategies.	Strategy includes short-term tactics. Tactics include description of voter registration, voter education, and/or voter engagement activities, but not all three. Activities predominantly occur outside the classroom. Long-term strategies are not described.	Institutional efforts to reach desired results in terms of voter registration, voter education, and voter engagement are not described.
Reporting Description of institutional efforts to make plans, data, and reports public.	Action plan, data, and reports are shared on campus AND are publicly available.	Two or more of the action plan, data, and reports are shared on campus and/or publicly.	One or more of the action plan, data, and reports is available either on campus or publicly, OR a plan to do so is being developed.	Institutional efforts to share plans, data, and reports OR to make them public are not described.
Evaluation Description of institutional efforts to evaluate the action plan, implementation, efforts, and results.	The evaluation strategy describes how and what information will be collected and analyzed as well as how the results will be used to make improvements. Includes more than just looking at NSLVE data. Evaluation happens before, during, and after plan implementation. Evaluation strategy crosses several categories of participation from the Leadership Section.	The evaluation strategy describes how and what information will be collected and analyzed. Includes more than just looking at NSLVE data. Evaluation happens during and after plan implementation. Evaluation strategy crosses 1 category of participation from the Leadership Section.	The evaluation strategy describes what information will be collected. Evaluation mostly consists of NSLVE breakdown data. Evaluation is limited to post-election information.	Institutional efforts to evaluate the action plan, implementation, efforts, and results are not described.

Thank you for participating in this survey! Your responses will help us better understand what is happening on your campus and how the ALL IN Challenge can best support your efforts.

For each of the following categories, please select the response that best describes the current situation at your institution with regard to democratic engagement (e.g., civic learning, political engagement, and voter participation). A comment box is included with each category in case you have anything you would like to add.

1. **Leadership:**

Five categories of stakeholders are encouraged for campus democratic engagement working groups: 1) students, 2) faculty, 3) student affairs, 4) community/national organizations, and 5) local elections office coordination.

○ A leadership team of relevant stakeholders (across all 5 categories) exists and includes diverse and marginalized communities.

○ A leadership team with many relevant stakeholders (across 3-4 categories) exists and includes diverse and marginalized communities.

○ A leadership team with a few relevant stakeholders (across 1-2 categories) exists or a leadereship team is in the process of being formed.

○ A leadership team has not yet been formed and there are no plans to develop one.

Comments:

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2. **Commitment:**

Extent of institutional commitment to improving democratic engagement.

○ Institutional commitment is visible and widely communicated internally and externally. It is woven into the culture of the institution and is clearly reflected in the institution's mission, learning outcomes, curriculum, and co-curriculum.

○ Institutional commitment exists across the institution but is not widely communicated or reflected in the institution's mission, learning outcomes, curriculum, and co-curriculum.

○ Institutional commitment is found in individual departments or programs but not across the institution as a whole.

○ There is little or no institutional commitment to improving democratic engagement.

Comments:

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3. **Landscape:**

Analysis of student data, campus climate, and current institutional efforts for improving democratic engagement.

○ The institution has a comprehensive understanding of its students, campus efforts, and climate and is using this information to inform its strategy.

○ The institution has a general understanding of its students, campus efforts, and/or climate and may be using this information to inform its strategy but not in comprehensive ways.

○ The institution is in the process of developing a landscape analysis of its students, campus efforts, and climate.

○ The institution has not done a landscape analysis, and there are no plans to do so.

Comments:

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4. **Goals:**

Short-term (e.g., by next election) and long-term (e.g., in next decade or multiple election cycles) democratic engagement goals.

○ The institution has established short-term AND long-term democratic engagement goals. Goals are also S.M.A.R.T.: Specific, Measurable, Achievable, Realistic, and Timebound.

○ The institution has established short-term AND long-term democratic engagement goals, but some goals may be unrealistic.

○ The institution has established only short-term OR long-term democratic engagement goals.

○ The institution has not established democratic engagement goals.

Comments:

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5. **Strategy:**

Institutional efforts to reach desired democratic engagement goals.

Voter education is the curricular and co-curricular activities offered to students and designed to facilitate civic learning, political engagement, and increase participation in elections.

Voter registration is the process of successfully completing the application to be able to cast a ballot in an election.

Voter turnout is the act of casting a ballot, in any manner (e.g., early, in person, absentee).

○ Strategy includes multiple voter education, voter registration, and voter turn-out activities. Activities are an established part of the institution's curriculum and co-curriculum and go beyond specific elections.

○ Strategy includes voter education, voter registration, and voter turn-out activities. Activities occur inside and outside the classroom, but are not a systematic part of the curriculum and may occur only during election years.

○ Strategy includes voter education, voter registration, or voter turn-out activities, but not all three. Activities predominantly occur outside the classroom and during election years.

○ Institution makes little or no coordinated effort to increase voter education, voter registration, and voter turn-out.

Comments:

[ ]

6. **Evaluation:**

Institutional efforts to evaluate the democratic engagement action plan, implementation, efforts, and results.

○ The institution collects and analyzes data to evaluate the action plan, implementation, efforts, and results and uses the data to make improvements.

○ The institution collects and analyzes some data to evaluate the action plan, implementation, efforts, and results, but the evaluation efforts are not extensive enough to be used to make improvements.

○ A plan to evaluate the action plan, implementation, efforts, and results is being developed.

○ There are no institutional efforts to evaluate the action plan, implementation, efforts, and results.

Comments:

[ ]

7. **Reporting:**

Institutional efforts to make democratic engagement plans, data, and reports public.

◯ Action plan, NSLVE data, and progress reports are shared on campus and are publicly available.

◯ Some portions of the action plan, NSLVE data and progress reports are shared on campus and/or publicly.

◯ A plan to share the action plan, NSLVE data and progress reports on campus and/or publicly is being developed.

◯ There are no institutional efforts to share the action plan, NSLVE data and progress reports on campus and/or publicly.

Comments:

8. **National Study on Learning, Voting, and Engagement (NSLVE):**

Free report providing campuses with their actual student registration and voting rates.

◯ The institution uses NSLVE data to set specific voting goals for its overall student population AND diverse and marginalized communities.

◯ The institution uses NSLVE data to set general voting goals only for its overall student population.

◯ The institution participates in NSLVE but does not use the data to set voting goals.

◯ The institution does not participate in NSLVE.

Comments:

Phone Interviews with ALL IN Challenge Campus Contacts

Thank you so much for volunteering your time to talk to us about how your campus is working to improve civic learning, political engagement, and voter participation. We hope that you can help us better understand the role that the ALL IN Campus Democracy challenge is playing in your efforts to strengthen practice and change culture.

I see you have completed the survey we sent you earlier. Thank you so much for doing that! [*Ask any clarifying questions if needed*].

<p align="center">[OR]</p>

I see you haven't yet completed the survey we sent you earlier. Did you receive the email invitation? [*If not, say you will send it again after the call*]. Please do take a few minutes to complete the survey, which will help us better understand your campus's experiences in doing this work. We are trying to collect all responses by April 30.

[Ask permission and start recording]

Now I'd like to ask you some questions about how things have been going on your campus since you joined the Challenge.

1. What led your campus to join the Challenge?
    a. Was your campus doing this work before joining the Challenge?
    b. What are your reasons for continuing to stay a part of the Challenge?

2. What groups/offices/individuals on your campus are most involved in your efforts to expand democratic engagement on your campus?
    a. What roles do these groups/offices/individuals play in your work?
    b. Which of these groups/offices/individuals is leading the work?
    c. Do you see this as more of a top-down effort or a grassroots effort?

3. What are some of the short-term and long-term goals you have set for this work?
    a. Do you see this work as primarily about changing student behavior or changing institutional culture (or both)?

4. What strategies are you currently using to expand democratic engagement on your campus?
    a. Which of these strategies have been effective in moving your campus towards the short-term goals you have set?
    b. What about towards your long-term goals?
    c. Why do you think those strategies have been effective on your campus?

5. What factors at your institution have particularly facilitated your work (e.g. time or resources, commitment from leadership, etc)?
   a. What factors, if any, would you say have hindered your work?
6. To what extent has your participation in the All In Campus Democracy Challenge had an impact on increasing student democratic engagement?
   a. Which parts of the Challenge's structure have helped you the most?
      i. Incentives (e.g. seals or awards)
      ii. Structure (e.g. public commitment, campus-wide working group, action plan, deadlines, use of NSLVE data)
      iii. Support (e.g. consultation with staff, training, resources, networking with other campuses)
   b. Is there anything else the Challenge could do to help you expand democratic engagement on your campus?

7. Are there other local, state, or national initiatives that have been helpful in increasing student democratic engagement?
   a. If so, what are these initiatives and how have they been helpful to you?
   b. Do people on your campus find all of these different initiatives confusing and, if so, what have you done to clarify things for them?

8. What would you say have been the most important lessons you have learned so far from your efforts to increase student democratic engagement?

9. If you were to start this work over again, with the benefit of 20/20 hindsight, what would you do differently and why?

10. Is there anything else you would like to share with me about your efforts to expand democratic engagement?