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ALLEGANY COLLEGE OF MARYLAND

Campus Action Plan

August 26, 2022 to May 16, 2023

PARTNER ORGANIZATIONS

**ALL IN ONE CAMPUS / AMERICAN DEMOCRACY PROJECT /
STUDENTS LEARN STUDENTS VOTE
ASK EVERY STUDENT / CARNEGIE FOUNDATION FOR THE
ADVANCEMENT OF TEACHING / CIVIC NATION / NATIONAL
ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS**

Submitted by Dr. Diane McMahon,
Miles Newsome, Allen Brown and Cornell Johnson
The ACM Civic and Community Engagement Committee
And the Ask Every Student to Vote Leadership Team

Submitted on Nov. 8, 2022 to: Civic Nation - actionplans@civcnation.org

Executive Summary:

The purpose of this plan is to increase [civic learning and democratic engagement](#) at Allegany College of Maryland [ACM]. ACM has one central campus in Cumberland, MD and a small satellite location in Bedford, PA with about 1800 full time students.

Related to this effort, we are looking to increase voter engagement and registration to at least 70% of the student full-time population, though our stated target remains at 100% over the next two years. This year we are focused on the 70% goal, which begins on August 26, 2022 and concludes on May 16, 2023. In 2020, ACM's voter registration rate was 61% as determined by our most recent National Study of Learning, Voting, and Engagement [NSLVE] report. This was 8.1% over the last report in 2018. We hope, with concerted effort, and attention to strategy, to move closer to our goal of having at least 70% of our students registered to vote in the next year.

Allegany College of Maryland (ACM) is a small community college located in the Appalachian mountains of rural Maryland, near the city of Cumberland. Due to COVID regulations many of our classes have been offered online over the past few years to keep our students safe. At ACM vaccines are encouraged but are not mandatory. This year, we are slowly but surely returning to more face to face classes, but continue to offer online courses and they appear to be growing in popularity. Additionally, we have a growing on-line LPN to nursing program that enrolls students from across the country due to its national recognition and prominence.

VOTER REGISTRATION EFFORTS:

At ACM, the Civic and Community Engagement Committee (CCEC), the College to Community Partnership Center staff, the Student Government Association, Student Voter Registration Ambassadors, and the Ask Every Student Leadership Team, oversee voter registration planning and voter engagement activities on campus. Each of these groups support and assist in developing our voter engagement strategy. In particular, this year we have had the added support of our three student voter registration ambassadors: Cornell Johnson, Miles Newsome and Allen Brown.

Engagement strategies, this year, include new and innovative ideas. For example, our student voter registration ambassadors have been speaking in classes [depending on COVID restrictions in which case they present online], we have been holding civic holiday events, clubs and student associations have been invited to support our event efforts, we've been sending emails through navigate and Brightspace to all ACM credit students, we hosted one large "Don't Boo the Vote" event on Oct. 31, we've placed voter registration information tables in our main campus college center, library, and IT building and we are planning on hosting a dialogue later in the semester. We also

partnered with Frostburg State University to host a state governor and lieutenant governor candidate forum, shared in class voter engagement modules and co-curricular and cross-curricular democracy focused activities with faculty, had 36 faculty members complete a Maryland volunteer voter registration training, will give out student and faculty civic engagement awards at the end of the year, and invited our campus-community voter engagement partners [NAACP, League of Women's Voters etc.] to come to campus or join us to promote voter education and registration agendas.

This past year we were very fortunate to receive an "Ask Every Student" grant - for \$10,200 - to launch these student voter registration initiatives. This allowed us to place three student voter registration Ambassadors to support our work to educate and help register to vote, every student on our campuses, invite and engage clubs and student associations, and engage faculty in voter education training. We will continue to apply "Ask Every Student" grants when the active mid-term election cycle ends as we prepare for the next presidential election. We have learned about grants and other important voter education opportunities because of our active participation with the national Students Learn Students Vote coalition.

Leadership:

For the past eight years, ACM has been actively working to strengthen and embed democracy engagement, civic learning, and student voter registration and education into the very lifeblood of our institution.

Our original efforts began with cross-curricular activities and has expanded to many diverse events [dialogues, summits, poster fairs and more] along with voter registration initiatives. At the beginning of this journey, we worked primarily with the National Democracy Commitment Initiative [which was directed by: Verdis Robinson], which has since been disbanded. This original collaboration allowed us to learn about and join with the NSLVE community. We have been reporting to NSLVE over the past five years - which has empowered us to measure our voter registration efforts utilizing an external credible source of unbiased information that provides dependable data about actual student voting rates on our campus.

This past year we earned a "Silver" engagement award from NSLVE for increasing student participation by 8.1% [overall 61%] on campus. Our goal is to increase this to 70% in the year ahead.

ACM's administrative leadership has strongly committed to our democratic engagement, civic learning and voter registration efforts. Led by Dr. Kurt Hoffman, Sr. Vice President of Instructional Affairs, we have been able to charter a special functions committee - entitled the Civic and Community Engagement Committee - that consists of faculty,

students, and staff working at the college - along with external support from community leaders.

The founding civic engagement efforts at ACM were led by Dr. Hoffman, and has resulted in the establishment of our current College to Community Partnership Center, which is facilitated by Dr. Diane McMahon - who is directly responsible for implementing our democratic engagement plan in partnership with our college, student, faculty, administration and community leaders.

To involve the student body - the Center is closely associated with the Student Life Director, Erin Yokum, who coordinates the work of the Student Government Association on Campus. We also work closely with Jennifer Engelbach, head of our advising services on campus, which helps ensure that we reach every student on campus. Jennifer has also been integral in designating a “community engagement” course type which students can choose to get more involved with classes that focus on community projects to build personal and civic awareness. Jennifer has empowered us to reach every student through student emails and texting services - made available through our student engagement platform, Navigate.

Our recent “Ask Every Student” grant empowered us to launch the Voter Registration Leadership Team - which also engages the expertise of our PR and Marketing Director - Shauna McQuade. Shauna will be able to promote our voter engagement message on Facebook, Twitter, Snapchat, TikTok, Instagram and Linked-in, along with electronic sign-board messages, press releases and other marketing opportunities.

We have also had the support of Lori Sadlier, Coordinator of our WEX [Workforce Experience] program. Lori is a program coordinator in our Continuing Education program - which will help us engage students beyond our for-credit-student population. Lori is also a long-time member of our college’s Civic and Community Engagement Committee and will be able to report back to the committee about our voter registration work this year. Lori has been active in promoting and leading voter registration events on campus. It will be exciting to see how we can engage the continuing education program students in our efforts to promote volunteer registration.

Finally, Dr. Patsy McKenzie is helping to lead the Faculty Education outreach initiative, which provides access to workshops, curriculum and special volunteer registration training for our part-time and full-time faculty this year. We have designed a Faculty survey that engaged 45 faculty members. 36 of them chose to participate in Maryland voter registration training, and promoted engagement activities into their classes. Stipends were offered to faculty members and funded through our “Ask Every Student” grant this year.

Last year, the Civic and Community Engagement Committee, was able to establish a polling place on campus by working with the local Allegany County Election Board [contact: Diane Lobel] to move a polling site from an area that was no longer accessible in the city, to our campus community, where free parking, bus transportation and accessible parking is available to all resident citizens and students. The first use of the new polling place occurred this past April, 2022, at ACM's Continuing Education building, which is located in Cumberland, MD, by the hospital.

Our student registration ambassadors played a key role in developing this year's voter registration plan and will continue to be active in leading our efforts. The ambassadors are African American members of the [Aspiring Young Mentors \[AYM\]](#) group on campus, and as such, are dedicated to leadership, mentorship, and a growth mindset at ACM.

ACM is a certified [2020 Carnegie Classification Community Engagement Campus](#), a member of [Campus Compact - Community College for Democracy](#), a participating member of [NSLVE - Institute for Democracy](#), active with the [ALL-IN-CAMPUS-DEMOCRACY CHALLENGE](#), a new member of the [Civic Learning and Democracy Engagement Collaborative](#), and an active member in the national [ASK EVERY STUDENT COALITION](#).

We also work closely with our local and state civic engagement partners which include the local chapter of the [Allegany County Library's Choose Civility Committee](#) [contact: Renee Mason], the [Allegany County Public Schools Service Learning Division](#) [contact: Kara Kennel], the local [NAACP #7007](#) chapter [contact: Tifani Fischer], the [Allegany County Women's Action Committee](#) [contact Sarah Parsons], [Frostburg State University](#) [contact Patrick O'Brien], and the [MD League of Women Voters](#) [contact: Genie Massey]. Recently we joined the [MD Civic Education Coalition](#), and were fortunate to plan and host the 2020 Civic Action Youth Summit engaging ACM students with Allegany County Public High School students.

Civic and community engagement is embedded in the work of our college. It is reflected in our strategic plan, and our master education plan. A 1/3rd faculty position is dedicated in the campus budget to lead the work of the College to Community Partnership Center and the work of our Civic and Community Engagement Committee. The goals of civic engagement are also embedded in our General Education Learning Outcomes. Faculty have the option to include a rubric that focuses on "personal and civic responsibility" in their syllabuses. Likewise, we track our voter registration activities and outcomes closely to report to the Maryland Higher Education Committee and the Maryland State legislature as dictated by external regulatory processes.

Commitment:

The ACM community has institutionalized its commitment to voter registration and civic and community engagement in several ways. For example, civic engagement is explicitly listed in our Educational Strategic Master plan - and “Civic Engagement” is a prioritized goal. Likewise, our college’s Strategic Plan promotes the college as an Anchor Institution [Goal 3.1] focusing specifically on student engagement, which includes the activities listed in this voter registration engagement plan. The college has also established a General Education Learning Outcome [GELO] goal that focuses on “Personal and Civic Responsibility” and faculty utilize the voter engagement activities included in this plan to help institutionalize the learning outcome in their syllabuses and classroom curriculum. This coming year we hope to create a D2L module that can easily be inserted into a course for students to do in tandem with this GELO as a required class learning module or for extra credit.

The college holds workshops on civic engagement and they also have chosen to lift up this strategic goal by honoring faculty and students with civic engagement awards in our All College ceremonies. We have a wall in our Humanities building on campus that lists all the students that have won this award over the past eight years under the title of “Allegany College of Maryland’s Democracy Commitment.”

Landscape:

ACM is located in a rural area of Maryland surrounded by the Appalachian Mountains. Over 90% of our students receive financial aid due to their low incomes. Over 80% of our students live in the surrounding areas and states close to Allegany County, which has borders with Pennsylvania and West Virginia, and with the Virginia border about 50 miles away. We also have over 10% of our students living on campus, many that come from the larger “down state” cities of Baltimore and Washington, DC. This creates a diverse trend of ethnicities and races that helps diversify the perspectives of the students, who then learn from each other within formal (ex. classes) and informal (ex. sports) activities at the college.

In the 2020 presidential election, 8023 Allegany County citizens voted for Donald Trump [Republican], and 3533 voted for Joe Biden [Democrat]. The three county administrators identify as republican. City Council and the BOE identify as nonpartisan. Polarization has been evident in community interactions. For this reason, ACM has prioritized the goal of dialogues and discussions which promote an understanding of viewpoint diversity for our students and many events are organized that include both the campus and our community leaders and residents.

ACM closely tracks civic engagement efforts, specific to activity, venue, and location. These are recorded by individual faculty members, student organization and club leaders, and our administrative leaders. At the end of each semester - a tracking

submission form is sent out to the entire college community to ask them to log in their event titles, # of students, hours served, and community partners. This data is then tracked in an excel spreadsheet and organized to display the number of faculty, student, staff, and community leaders participating - along with hours spent - and events organized. Our college has a deep commitment to the community, which founded it. We make it a point to communicate our efforts to our local, state and national partners - along with our Board of Trustees, and everyone on campus, so they are aware of what is happening and how they might get more involved.

In Maryland, voters must [request a mail-in ballot](#) from the State Board of Elections or [local board](#) by **November 1, 2022**. Mail-in ballots must be postmarked or placed in a designated ballot drop box by **8 pm on November 8, 2022** for the Gubernatorial General Election. To vote in person, Marylanders can vote during early voting or on election day. Early voting is held for 8 days and begins on **Thursday, October 27, 2022 and extends through Thursday, November 3, 2022 from 7 am until 8 pm** for the Gubernatorial General Election. Any state resident can vote early at any early voting center in the county that they live in. The Gubernatorial General Election Day is **November 8, 2022**. To vote in person on election days, a student would need to visit their [assigned polling place](#).

TRENDS

Over the past seven years we have documented the following metrics related to student civic and community engagement:

General Trends Related to Civic and Community Engagement at ACM

2015 to 2019

2018-2019 Service Learning and Civic Engagement Center	
Total Student Hours	5494.5
Students who Participate 2+ times	233
Total Unduplicated Students	483
Continuing Staff Involved in Community Engagement	21
New Staff Involved in Community Engagement	38
Completed Surveys / Reflections	410
Total Organizations	128
Total Events	174
Total Community Partner Staff	136
2017-2018 Service Learning and Civic Engagement Center	
Total Student Hours	2592
Total Unduplicated Students	448
Total Events	159
Continuing Faculty & Staff in SLCE	22
New Faculty & Staff in SLCE	43
Completed Surveys / Reflections	607
Total Organizations	68
Total Nonprofit Staff	58
2016-2017 Service Learning and Civic Engagement Center	
Total Student Hours	2014
Total Unduplicated Students	421
Total Individual Events	121
Total Faculty & Staff	58
Total Nonprofits	51
2015-2016 Service Learning and Civic Engagement Center	
Total Student Hours	1075
Unduplicated Students	353
(tracked by Student Success Offices)	-
Total Faculty & Staff	26
Total Nonprofits	36

Trends

- Improved tracking.
- **More students involved.**
- **More faculty doing community engaged course work.**
- **More organizations involved with students.**
- **More events and being tracked.**

This data behind this information, and more, can be found at the ACM Community Engagement Report 8.15.22 - [at this link](#). Our reports indicate that there has been improved tracking of community and civic engagement efforts by our faculty and staff, that more faculty are engaged in doing this work, that more students are involved with our community organizations, and that more events are being tracked.

In 2020, ACM received Carnegie Classification recognition for developing a plan that engages our community partners in the work of the college. A self-study group was formed and the application was created to apply for the status. Since then, our tracking of community engagement indicates a deeper level of civic engagement with our community partners and our students. As well, more faculty are becoming involved with these efforts.

2020 to 2022

2021-2022 Statistics Community and Civic Engagement	
Total All Hours	14064
Total All Participants	1442
Credit Student Hours	8690
Credit Students (Duplicates)	709
Already Active ACM Staff	40
Newly Recorded ACM Staff	32
Credit Student Surveys / Reflections	709
Continuing Education or Community Participants	8690
Continuing Education or Community Participant Hours	733
Community Engaged Organizations	203
Community Engagement Events	68
Community Engaged Leaders (Duplicates)	617

2020-2021 Statistics Community and Civic Engagement	
Total Credit Student Hours	7279
Credit Students (Duplicates)	1569
Already Active ACM Staff	33
Newly Recorded ACM Staff	40
ACM Credit Student Surveys / Reflections	1069
Continuing Education or Community Participants	1170
Continuing Education or Community Participant Hours	43080
Community Engaged Organizations	75
Community Engagement Events	73
Community Engaged Leaders	92

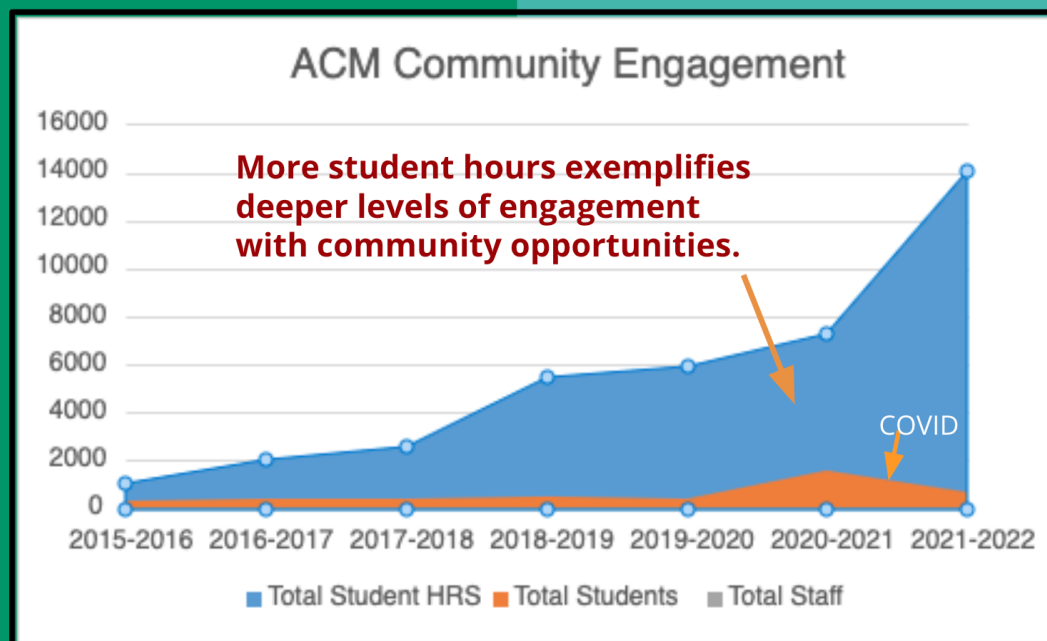
2019-2020 Statistics Community and Civic Engagement	
Total Student Hours	5915
Students participating 2+ times	167
Students	404
Already Active ACM Staff	31
New ACM Staff	46
Surveys / Reflections	591
Community Engaged Organizations	35
Community Engagement Events	37
Community Engaged Leaders	63

Trends



- Carnegie Classification recognition in 2019.
- *General Education Learning Outcome* focuses on Civic Engagement in 2018.
- Deeper understanding = deeper level engagement.
- More faculty willing to report engaged work.
- Students engaged at deeper levels.

ACM Credit Student and Staff Involvement



To promote civic engagement in the classroom, ACM has adopted a general education learning outcome (GELO) that faculty can choose to include in their syllabuses, which then helps them determine what types of civic engagement activities to include in their course assignments. This in part has been a driving factor in deepening the civic learning and democratic engagement activities throughout many disciplines and programs in the college.

The College to Community Partnership Center helps strengthen these goals by offering more intensive experiences like Voter Registration and Education. Below is the established framework of the rubric. This GELO is assessed every two to three years by an assessment team and the results help drive where more intensive interactions will occur in the Educational Master Plan.

General Education Learning Outcomes at ACM Institutionalize Course Expectations

Personal and Civic Responsibility [GELO]
Explore and develop an understanding of oneself and others, the community, other cultures, and issues of local, national, and global significance.
PCR - 1: (Personal Awareness) Describe their own civic and cultural background including its origins and development, assumptions and predispositions.
PCR - 2: (Cultural Awareness) Describe how cultural perspectives affect interpretations of an issue/topic in politics, society, the arts and/or global relations.
PCR - 3: (Civic Awareness and Community Involvement) Participate in a community project and then complete either a spoken word or written reflection that identifies the civic issues encountered and personal insights gained from this community experience.

Furthermore, our NSLVE reports displayed below will help inform our long-term and short-term goals detailed below.

Strategy & Goals:

The data from the reports show several interesting trends that are specific to ACM.

Currently, this coming year's short-term goals include the following:

This year we are piloting a sample group of courses that include civic and community engagement in their course structure - that are designated as "community engagement" courses in our online course catalog. This will provide students with the option of choosing a course that requires engagement in the community - which we have found to be popular with the students. We will use these pilot results to contact faculty that have listed the General Education Learning Outcome - "Personal and Civic Responsibility" in their syllabuses - and ask them to include the recognition of community engaged courses in the course catalog next year.

Voter registration outreach efforts will begin in the **classroom**, extend to **residential life**, occur within **extra-curricular** [be it online or in person] **programming**, and in **major campus events**, as well as in **minute processes** like **campus ID pick-up**.

We will also offer voter education for faculty to integrate into their classes with presentations offered by our three ***Student Voter Registration Ambassadors*** who will in turn recruit a 30-45 student ***civic engagement volunteer team***, to support one-on-one, peer-to-peer, outreach efforts at *Allegany College of Maryland*.

We will engage our civic engagement volunteer team in Volunteer Registration training which is required by the state of Maryland for individuals that are assisting with voter registration events.

The volunteers will work with Ambassadors and assigned ACM staff to complete their voter registration goals. In spring-summer 2022, Ambassadors will focus on recruitment and preparation for FALL 2022, and on building and strengthening the ***ACM voter engagement coalition, which will include community organizations that assist with voter registration in Allegany County, MD.***

We will host several events in the Spring and Fall of 2022, including, but not limited to Student Orientation events, RA Trainings, Constitution Day, National Voter Registration Day, National Voter Education Week, and Vote Early Day.

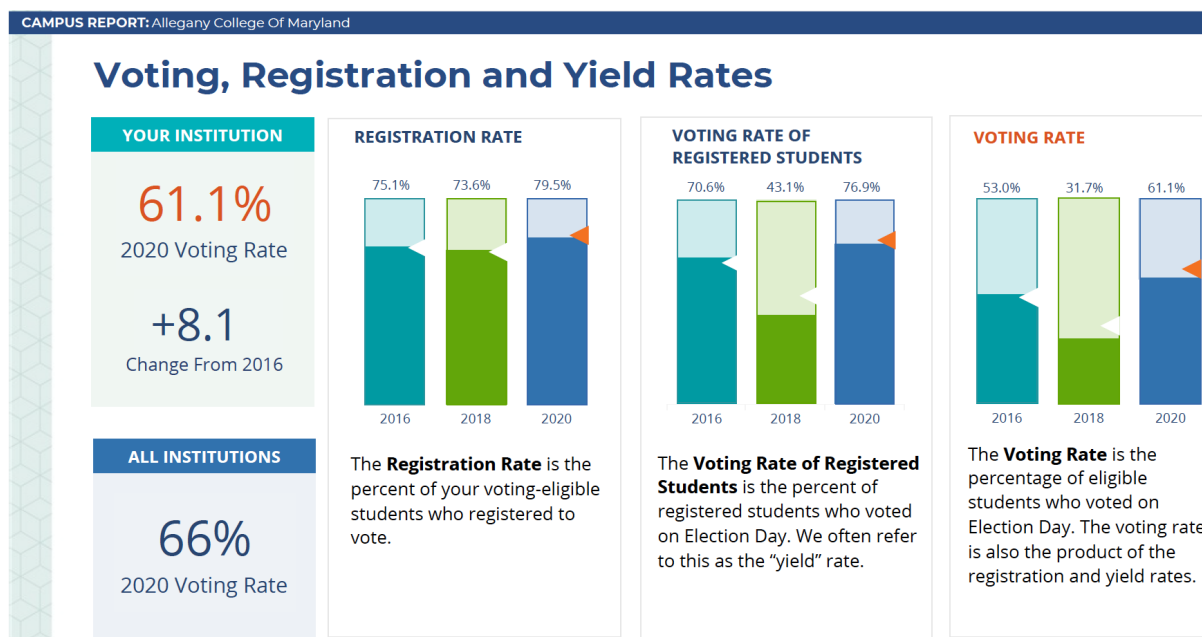
As the state of Maryland allows voter registration up to and including Election Day, we will be able to continue to help students register and update their registrations as necessary through each of these Civic Holidays and on Election Day. We will continue to offer voter registration information in the spring.

Our overall goal is to ensure that we “**ask every student**” if they are registered to vote, and to provide the assistance that they need to do so. Although we strive for 100% voter registration, we hope to reach 80%.

In the end, we will work to reach **1,400 students or more** (at least 80% of ACM students). We will primarily use **Vote.org** - or **Rockthevote.org** - along with internet connected laptops - to assist students to register to vote if needed. Students will also have the option to use cell phones. Follow up will occur with every student contacted as possible. Our next NSLVE report will help us determine if we have reached our goal.

NSLVE REPORT:

- Below is information from our most recent NSLVE 2020 report. The following data has helped guide us as we planned current interactions with faculty and students.
- Please note that there has been a general increase in student voter registration by **8.1% from 2016 to 2020**. We will continue to work on bringing the voting registration rate up in the coming year with the activities described in this plan.



- ACM is about 5% below the registration rate for all 2020 institutions.

CAMPUS REPORT: Allegany College Of Maryland

Looking Closer

Voting and Registration Rates

	2016	2018	2020	2016-2020 Change (p.p.)
Total Student Enrollment	2,309	1,902	1,797	↓ -512
(Age under 18/Unknown)	-	-	-	-
(IPEDS estimated non-resident aliens)	37	25	25	↓ -12
(FERPA records blocked)	-	-	-	-
(Non-Degree Seeking Students)	-	46	56	-
Total eligible voters	2,272	1,830	1,716	↓ -556
Number of students who registered	1,706	1,348	1,364	↓ -342
Number of students who voted	1,204	581	1,049	↓ -155
Registration Rate %	75	74	79	↑ 4
Voting Rate of Registered Students %	71	43	77	↑ 6
Voting Rate %	53	32	61	↑ 8

This page provides the numbers we used to calculate your voting, registration, and yield rates. The sub-categories under total student enrollment are the adjustments that we make to account for students who are ineligible to vote due to age or citizenship status. We also exclude, when correctly flagged, students who are not pursuing degrees.

We use IPEDS-derived estimates of NRAs when institutions do not submit non-resident alien status data to NSC, or we cannot verify the accuracy of the reported counts. This estimate is given by "IPEDS estimated non-resident aliens" on this page. If you believe the number of international students reported on this report is incorrect, you can manually adjust your institution's voting rates by using our recalculation tool. <https://id-he.tufts.edu/nsive/nsive-recalculation-tool>.

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There has been a decrease in registered students. Our registration rate increased slightly even though registered students dropped.

By Institution Types

2016 Voting Rate for
All Institutions

53%

HIGH
82%

LOW
13%

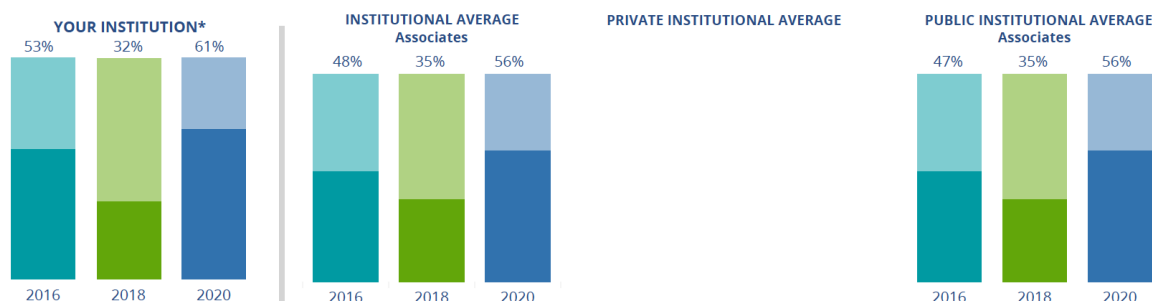
2020 Voting Rate for
All Institutions

66%

HIGH
89%

LOW
19%

These are estimated voting rates of your institution compared to the average voting rates of similar institutions in NSLVE. **"Your Institution" chart is presented at a different scale.

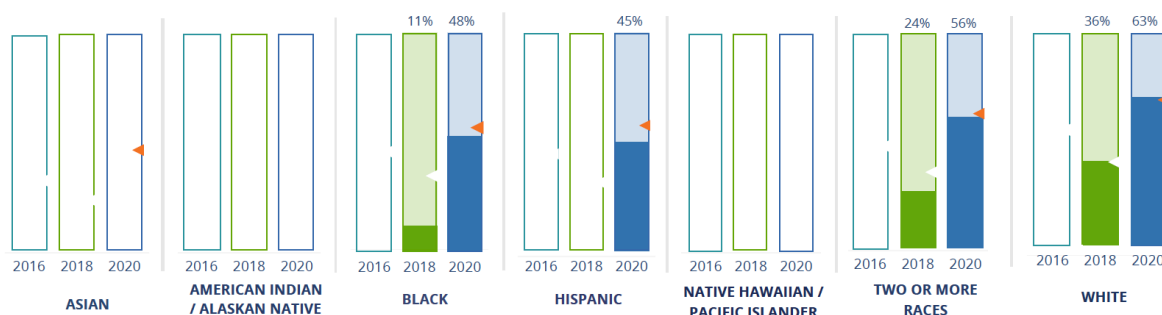


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As noted, the voter registration rate increased across all institutions between 2016 and 2020. ACM averages in 2016, and 2020, were slightly better than other associates awarding colleges.

By Race / Ethnicity



These are estimated voting rates for race / ethnicity groups. These classifications are provided by campuses and are obtained following race reporting procedures* defined by the National Center for Education Statistics of the Institute of Education Sciences (IES). Please see our FAQ for more detail on why we cannot report national benchmark for some of the demographic groups: <https://tufts.app.box.com/v/idhe-nslve-report-faq>

If you notice unavailable/missing data in this page, it could mean any of the following for your institution: (i) does not report this data; (ii) did not provide this data in past years; (iii) does not separately submit data for one or more of the demographic groups, or (iv) the data is reported for 10 or fewer students.

* <https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-collecting-data-for-reporting-purposes>

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Here is a breakdown of race/ethnicity identification for ACM students in the 2018 and 2020 elections. Note the increase in the rate of voting between 2018 and 2020.

Looking Closer

By Race/Ethnicity

This page provides the numbers we used to calculate race / ethnicity group voting rates. We include the counts of students and the change in rates between the two most recent comparable election years. If you notice unavailable/missing data in this page, it could mean any of the following for your institution: (i) does not report this data; (ii) did not provide this data in past years; (iii) does not separately submit data for one or more of the demographic groups, or (iv) the data is reported for 10 or fewer students.

	2016			2018			2020			2016-2020 Change (p.p.)
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
Asian	-	-	-	20	-	-	18	-	-	-
American Indian/ Alaska Native	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	239	26	11	202	97	48	-
Hispanic	-	-	-	30	-	-	40	18	45	-
Native Hawaiian/ Pacific Islander	-	-	-	-	-	-	-	-	-	-
2 or More Races	-	-	-	58	14	24	52	29	56	-
White	-	-	-	1,485	529	36	1,410	888	63	-
Race Unknown	2,302	1,204	52	17	-	-	12	-	-	-

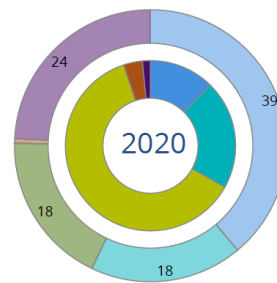
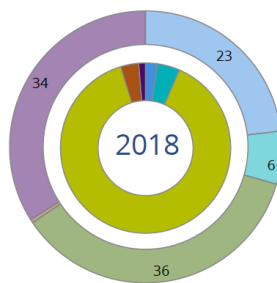
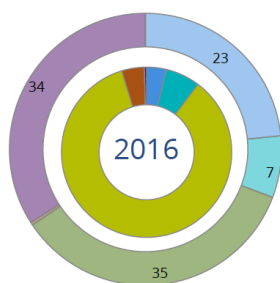
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There is a significant increase in ACM rates of voting among all race/ethnic groups.

By Voting Method

■ Not-In-Person ■ Early Vote ■ In-Person ■ Other ■ Provisional ■ Unknown



	2016		2018		2020		2016-2020
	Voted	Rate	Voted	Rate	Voted	Rate	Change (p.p.)
Early Vote	79	7	25	4	217	21	14 ↑
In-Person on Election Day	1,024	85	516	89	648	62	-23 ↓
Not-In-Person	45	4	13	2	130	12	9 ↑
Other	-	-	-	-	-	-	-
Provisional	52	4	20	3	38	4	-1 ↓
Voting Method Unknown	-	-	-	-	16	2	-

These are estimated rates for vote method utilization, the number of students utilizing each method, and the percent of students utilizing each method. Not all U.S. states provide information on vote method; voting method for voter files from these states are classified "Voting Method Unknown." For a list of these states, see our FAQ: <https://idhe.tufts.edu/nsive/nsive-faq#CampusReports>

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As you can see, not in person voting increased between 2016 and 2020 - attributed to COVID restrictions. There was a significant increase in early voting between 2018 and 2020. In person voting decreased, for the same reasons, between 2018 and 2020.

By Age Group

	2016	2018	2020
18-21	51%	29%	59%
22-24	49%	27%	55%
25-29	47%	33%	60%
30-39	55%	38%	63%
40-49	66%	46%	75%
50+	84%	57%	73%

Voting is habit-forming and young voters will usually continue as voters in subsequent elections. Also, young voters are more likely to be contacted by campaigns and are visible, and therefore significant, to elected officials. While in the past, we have seen voting rates increase across age groups, in recent cycles, the most significant increases have been among first-time and the youngest voters. Some colleges serve primarily young students, traditionally viewed as students in the 18-21 or 22-24 categories here. Others have much higher numbers of enrolled older undergraduate or graduate students.

Similar to national trends, we see an increase in the voting rate of young voters at ACM....this trend continues until we hit the 50+ group. There we see a decrease in the number of people in this age category voting. With this data we can posit that younger and middle aged students may be interested in voting in coming elections.

Looking Closer

By Age Group

Here, we provide the numbers of students in each age category and the voting rates for each group. These are based on the student's age on the day of the election, as calculated by the National Student Clearinghouse using data from student enrollment records.

	2016			2018			2020			2016-2020	
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Change (p.p)	
18-21	1,319	668	51	1,089	312	29	930	545	59	↑	8
22-24	291	142	49	237	64	27	206	113	55	↑	6
25-29	236	112	47	191	63	33	203	122	60	↑	13
30-39	270	148	55	192	73	38	218	137	63	↑	8
40-49	122	80	66	94	43	46	133	100	75	↑	10
50+	64	54	84	46	26	57	44	32	73	↓	-12

To follow up on the chart above, we see less students registered to attend ACM in 2020 - still a significant increase in voting rates for those who are attending. It is only the 50+ age group where we note a drop in voting rates.

Looking Closer

By Sex

	2016			2018			2020			2016-2020 Change (p.p)
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
Female	–	–	–	1,240	378	30	1,269	801	63	–
Male	–	–	–	609	203	33	465	248	53	–

These are estimated voting rates for sex groups and the numbers we used to calculate their voting rates. These classifications are provided by campuses and are obtained following the reporting procedures defined by the National Center for Education Statistics (NCES) of the Institute of Education Sciences (IES). Presently, NCES requires institutions to report students as “Male” or “Female” only.*

If you notice missing data in this page, it could mean any of the following for your institution: (i) does not report this data; (ii) did not provide this data in past years; (iii) does not separately submit data for one or more of the demographic groups, or (iv) the data is reported for 10 or fewer students.

*<https://surveys.nces.ed.gov/ipeds/public/survey-materials/faq?faqid=11>

Interestingly, the rate of women and men voters increased significantly with a higher rate evidenced by female student voters at ACM. We will make sure to approach both females and males in current and future voter registration drives.

Looking Closer

By Education Level / Undergraduate Class Year

	2016			2018			2020			2016-2020	
	Enrolled	Voted	Rate (%)	Enrolled	Voted	Rate (%)	Enrolled	Voted	Rate (%)	Change (p.p)	
EDUCATION LEVEL											
Undergraduate	2,081	1,087	52	1,712	530	31	1,593	955	60	<div><div></div><div></div><div></div></div> 8	
Graduate	-	-	-	-	-	-	-	-	-	<div><div></div><div></div><div></div></div> -	
Class Unknown	221	113	51	137	51	37	141	94	67	<div><div></div><div></div><div></div></div> 16	
CLASS YEAR											
First Year	-	-	-	-	-	-	-	-	-	<div><div></div><div></div><div></div></div> -	
Second Year	-	-	-	-	-	-	-	-	-	<div><div></div><div></div><div></div></div> -	
Upper Level	-	-	-	-	-	-	-	-	-	<div><div></div><div></div><div></div></div> -	
ENROLLMENT STATUS											
Full-time	1,468	704	48	1,057	296	28	827	489	59	<div><div></div><div></div><div></div></div> 11	
Part-time	834	500	60	792	285	36	907	560	62	<div><div></div><div></div><div></div></div> 2	

These are estimated voting rates by Education Level (undergraduate/graduate), Class Year, and Enrollment Status (full-time/part-time), and the numbers we used to calculate these rates.

If you notice missing data in this page, it could mean any of the following for your institution: (i) does not report this data; (ii) did not provide this data in past years; (iii) does not separately submit data for one or more of the demographic groups, or (iv) the data is reported for 10 or fewer students.

ACM is a two year college that provides associate degrees to our graduates. Full time students decreased between 2016 and 2020, while part-time students increased. Voting rates increased for both populations. This indicates we should approach both equally.

By Field of Study

FIELDS	2016			2018			2020			2016-2020 Change (p.p)
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
Business, Management, and Marketing	259	138	53	190	69	36	119	71	60	↑ 6
Communications Technologies/Technicians	39	20	51	27	11	41	26	18	69	↑ 18
Computer and Information Sciences	42	21	50	27	-	-	14	-	-	-
Education	58	33	57	75	29	39	67	38	57	↓ 0
Engineering and Engineering Technologies	12	-	-	-	-	-	-	-	-	-
Health Professions	1,047	558	53	742	225	30	857	552	64	↑ 11
Law Enforcement, Firefighting, and Protective Services	95	39	41	71	13	18	34	16	47	↑ 6

These are estimated voting rates by field of study, and the numbers we used to calculate the field of study rates. For an explanation of CIP codes, please see our FAQ.* There are roughly 8,000 fields of study among U.S. colleges and universities, so we provide rates for condensed categories.

*<https://tufts.app.box.com/v/idhe-nsolve-report-faq>

Interestingly the communications and technology majors had the largest increase, followed by health professions, while there was no increase for the education majors. We can continue to approach all majors and programs but put more emphasis on our humanity majors at the college - adding more student outreach presentations.

By Field of Study

FIELDS	2016			2018			2020			2016-2020 Change (p.p)
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
Legal Professions and Studies	-	-	-	-	-	-	-	-	-	-
Liberal Arts and Sciences, and Humanities	519	266	51	495	150	30	394	205	52	↑ 1
Mechanic and Repair Technologies/Techni..	42	16	38	20	-	-	16	-	-	-
Natural Resources and Conservation	31	14	45	26	-	-	25	13	52	↑ 7
Personal and Culinary Services	47	19	40	26	-	-	14	-	-	-
Unknown	111	71	64	139	50	36	153	100	65	↑ 1

Culinary students and mechanics dropped in enrollment status during the COVID outbreak, those numbers are now increasing. It is interesting to note that our natural resources and conservation program [Forestry] has had an increase in voting rates. We are planning on reaching out to all faculty to provide voter education training. This year we both surveyed our faculty and offered stipends to those who participated in training, with support from an "Ask Every Student" grant that we received.

Anticipated Challenges:

The past two and a half years have seen added challenges to outreach efforts due to COVID and the need to protect our students, faculty, staff and community partners from the inherent dangers. Recently, we have seen more face to face interaction, although we continue to record COVID occurrences and share it with employees. That is why most of last year's voter registration initiatives occurred online. To stay up to date on the changing voting environment, we will promote <https://alerts.howto.vote> so students can find out what their state is doing to safeguard voters in the upcoming elections, as well as track changing voting laws. Other social media apps that quickly connect students to the information that they need to know about voting will be promoted including [Vote 411](#) [League of Women Voters] and [Activote](#).

Reporting:

ACM reports NSLVE activities to the Board of Trustees, the college community, our civic and community engagement committee, our voter registration leadership team, and our local community through press releases and news stories. We are supported by our voter registration collaborations by national organizations, including: All-in Challenge, Students Learn Students Vote Coalition, MD Civic Education Coalition, and Civic Nation - which provide us with "best practice" tools to promote our efforts on campus and in the community.

Our NSLVE report - provides more detailed information (see above) about voter registration demographics. We will continue to participate in NSLVE to receive this excellent data which will help us strategically plan for the future.

Additionally, ACM publishes a yearly community engagement report that includes # of events, # of participants - break outs of students, employees, and community member participation. Details with a description of what occurred. Likewise, we track the level of involvement in the activity - hours served - showing if it was reflected or reported on in class - and if it was a one time or ongoing effort. Faculty and staff report their community engagement activities at the end of each academic year. This includes voter registration and education information.

Additionally, we make this report available to our national partners so they are aware of civic literacy, democratic engagement and voter registration events at our college.

Evaluation of Goals:

Evaluation is ongoing and is used to guide our strategic efforts. We use the following evaluation and assessment instruments to ensure quality improvement.

- We will evaluate our progress by reviewing the results of our [NSLVE](#) report and incorporating what we learn into our strategic planning efforts.
- This year we will be conducting our third [NASCE](#) assessment that students complete via a survey conducted by Siena College in partnership with our IRB department. The last time the NASCE was conducted was in the spring of 2020. A previous one occurred in spring 2019. The next assessment will occur in Spring 2023. We have received very detailed reports from Siena College which are reviewed in our Civic and Community Engagement committee. We use the results to plan our future strategic goals and target areas that we have not yet focused on to increase civic and community engagement on campus.
- We will also continue to complete the [CCSSE](#) assessment on campus with a large percentage of the student population.
- We use an Microsoft excel tracking sheet and send out end of the year Microsoft forms to gather data from ACM faculty. We then summarize information for board, faculty and community reports.
- We will be conducting a community leader survey this year to gauge how we are partnering with organizations that need our support and are actively looking for college engagement opportunities through our [College to Community Partnership Center](#).

This information is reviewed by the [Senior Vice President of Instructional Affairs, Dr. Kurt Hoffman](#), and presented to the President's Action Team [PAT] which ensures that the data is available and integrated into the ACM Strategic Plan and Educational Master Plan. These documents guide all programming efforts at our college, which connect to our program directors, and the faculty that they work with.

Submitted by Dr. Diane McMahon, Faculty Director - College to Community Partnership Center and the Chair of the Civic and Community Engagement Committee and our three Student Voter Registration Ambassadors, Cornell Johnson, Miles Newsome and Allen Brown.