



OLD DOMINION UNIVERSITY

2024-2025 ODU Votes Campus Action Plan for Nonpartisan Civic Learning and Democratic Engagement

Prepared by the ODU Votes Coalition

Lead Writer/Main Contact:

Jenn Grimm, Ph.D. (*she/her*)
Director, Office of Leadership & Learning
Chair, ODU Votes Coalition

Old Dominion University
1104D Student Success Center
4427 Hampton Blvd.
Norfolk VA 23529

jgrimm@odu.edu
(757) 683-7651

Table of Contents

Executive Summary	3
Section 1: Leadership and Coalition	4
Section 2: Commitment	8
ODU Vision, Mission, and Core Values	8
Other Spaces Reflecting ODU’s Commitment to Democratic Engagement	9
Working Towards a Visible Institutional Commitment	10
Section 3: Landscape	10
ODU Efforts in Voter Engagement	11
NSVLE Report of ODU Student Voter Turnout	11
Assessment of Civic Learning and Democratic Engagement	12
Civic Learning and Democratic Engagement in the Curriculum and Co-Curriculum	14
Internal and External Barriers	16
Section 4: Goals	17
Long-Term Goals	17
Short-Term Goals	18
Section 5: Strategy	19
Student-Facing Strategies	20
Campus-Facing Strategies	22
Section 6: Reporting	23
Section 7: Evaluation	24
Appendix A	26

Executive Summary

This nonpartisan civic learning and democratic engagement action plan was developed by Old Dominion University (ODU), located in Norfolk, Virginia, for the 2024 United States Presidential Election. The purpose of this action plan is to increase nonpartisan civic engagement and student voter registration, education, engagement, and turnout in the 2024 election.

This plan was developed by the newly formed ODU Votes Coalition in fall 2023. The report below outlines ODU's leadership and coalition, which consists of a diverse group of students, faculty, staff, and administrators who represent the institution's commitment to diversity and inclusion and twelve separate offices, organizations, and academic units on campus. In the second section, an overview of the institution's commitment to civic engagement is shared via the university's vision and mission statements, curricular and co-curricular activities, and other campus spaces.

Section three then provides the landscape of ODU's institutional structure, student demographics, and physical location. It also discusses efforts related to voter engagement, student voter turnout rates, assessment of students' civic learning and democratic engagement, and related curricular and co-curricular efforts. This section also discusses internal and external barriers to be considered.

The information gathered in the first three sections was used to develop short- and long-term goals. Major goals set forth by the ODU Votes Coalition include the following:

- 1) Increased voter registration and engagement rates among ODU students;
- 2) Improved responses to civic engagement questions regarding students' likelihood to discuss and inform themselves about campus, local, state, national, and global issues, as well as their capacity to participate in a constructive dialogue with someone who disagrees with them;
- 3) Enhanced utilization of the new ODU Voter Registration Portal;
- 4) Continued involvement by the ODU Votes Coalition in developing campus action plans;
- 5) Improved understanding of student voter registration patterns prior to elections (via asking students in onboarding processes, such as their general university application or during new student orientation); and
- 6) Signed endorsement for the ALL IN Higher Education Presidents' Commitment to Full Student Voter Participation.

Relevant student- and campus-facing strategies to accomplish the above goals are presented in section five. Student-facing tactics involve tabling, social media, emails, flyers, events, and constructive dialogue skills curricula. Campus facing approaches will require engaging with faculty and Academic Affairs leaders, sharing data and resources with campus partners, connecting with key offices, and helping the Monarch community engage with political candidates and issues.

Section six overviews the campus and community partners with whom this plan and associated data and instructional tools will be shared. The final section identifies the five areas of evaluation

to be pursued during and after this plan’s implementation, including: NSLVE data, civic engagement questions asked in a senior satisfaction survey, ODU Voter Registration Portal reports, planned reviews of this action plan, and voter engagement event assessment strategies.

Section 1: Leadership and Coalition

The ODU Votes Coalition was formed in fall 2023 with the goal of developing a campus action plan to promote voter engagement and turnout for the 2024 Presidential Election. After a lack of coordinated voter engagement efforts between 2021-2023, due to the COVID-19 pandemic and staff turnover, the group started off small in the beginning and gradually gained momentum by the conclusion of the semester. The current coalition includes students, faculty, staff, and administrators, representing a variety of departments, including members from the Division of Student Engagement & Enrollment Services (SEES), Office of Institutional Equity & Diversity, University Libraries, Athletics, University Communications, ODU Police Department, the Office of Institutional Effectiveness & Assessment, students from Student Government Association (SGA) and Voters Innovation & Civic Engagement (VICE), and faculty from the College of Arts & Letters and Batten College of Engineering & Technology. Furthermore, the ODU Votes Coalition reflects a wide range of strengths and expertise, as well as the institution’s commitment to diversity and inclusion with more than half of the members representing diverse and marginalized communities, including people who identify as racial minorities, women and non-binary genders, and people living with disabilities.

The table below provides the names, titles, and roles for the ODU Votes Coalition’s group members.

Name	Title & Office	Strengths & Responsibilities
Jenn Grimm, Ph.D., <i>ODU Votes Chair</i>	Director, Office of Leadership & Learning (an office in SEES)	Strengths in strategic planning and leading groups to accomplish goals. Responsible for leading group discussions to develop the action plan, writing and submitting the action plan, gathering coalition members together to execute strategies, and evaluating accomplishment of goals.
Kara Boone, <i>ODU Votes Assistant Chair</i>	Assistant Director for Service Learning, Office of Leadership & Learning (an office in SEES)	Strengths in student programming and engagement. Responsible for supervising ODU’s Democracy Fellow student interns, helping plan logistics of voter engagement programming, and assisting in leadership of the coalition and action plan development.

J Belin	Undergraduate Student, Student Government Association Chief of Staff, Office of Undergraduate Admissions Student Director, and Vice President of VICE (Voters Innovation & Civic Engagement)	Strengths in student leadership and event planning and strong community civic engagement, especially with youth voters. Responsible for liaising with Student Government Association and identifying student-focused events leading up to the 2024 election (e.g., inviting political candidates to campus).
Blaizen Bloom	Undergraduate Student, Democracy Fellow Fall 2023 via the Campus Vote Project	Strengths in organizing and campaigning to raise awareness of issues and has served as an election campaign “Poll Greeter” and worked on ballot initiatives with local political candidates. Responsible as fall 2023 student Democracy Fellow to engage students in voter engagement.
Vince Falzone	Communications Specialist, ODU Police Department	Strengths in communication and liaising for the university police department with campus partners. Responsible for assisting with security details if ODU’s SGA is successful in bringing political candidates to campus.
Veleka Gatling, Ph.D.	Assistant Vice President for Diversity and Inclusive Excellence, Office of Institutional Equity & Diversity	Strengths in strategic planning, bridge building, networking, and ensuring alignment to identified goals and objectives. Responsible for alignment between the ODU Votes Campus Action Plan, Monarch Plan for Inclusive Excellence, the ODU Freedom of Expression Team, and collaboration with Employee Resource Groups.
Victoria Heiduschke	Head, Learning Commons & Branch Libraries, University Libraries	Strengths in strategic planning; process creation, management, and optimization; project management; change management; service design; and mentorship. Responsible for assisting with voter engagement opportunities that can collaborate with university libraries (i.e., tabling in the library).
Jean Holt	Associate Director for Recreation & Wellness (an office in SEES)	Strengths from serving as an election official in the City of Chesapeake and has decades of experience working with students in different leadership capacities. Responsible for voter engagement connections with student employees and participants in Recreation & Wellness.

Jeff LaCombe, Ph.D.	Associate Dean for Undergraduate and Graduate Education, Batten College of Engineering & Technology	Strengths in faculty development and connecting with faculty initiatives, research and assessment, and offering new perspectives (being new to ODU). Responsible for assisting with engineering student voter engagement, which is one of the areas of study at ODU with the lowest percentage of voter turnout rates according to the 2020 NSLVE report.
Morganne Lander	Assistant Director of Social Media, University Communications	Strengths in communication and content creation and works with university branding, marketing, and advertising. Responsible for designing and implementing social media engagement via ODU's main social media sites.
Millicent Lee, Ph.D.	Coordinator of Diversity and Inclusive Excellence, Office of Institutional Equity & Diversity	Strengths in cultural sensitivity, leadership, organizational skills, voting registration, and community engagement. Responsible for alignment between the ODU Votes Campus Action Plan and Monarch Plan for Inclusive Excellence.
Amy Lynch	Director of Student Athletic Services, Intercollegiate Athletics, Community Engagement	Strengths in event planning and recruiting volunteers for participation, is well connected in the community to identify additional resources and support, and has access to 500+ student athletes on campus that have a platform to help and support voter engagement efforts. Responsible for student athlete voter engagement efforts and is open to collaborating with broader university efforts.
Kentavio Nelson	Undergraduate Student, Founder and President of VICE (Voters Innovation & Civic Engagement)	Strengths in mobilizing students around voter and civic engagement. Responsible for leading programming efforts in VICE to meet ODU student organization's points and standards and open to collaborating with the Office of Leadership & Learning.
Kelsey Orsini	Assessment Coordinator, Office of Institutional Effectiveness & Assessment	Strengths in goal setting, planning, assessment, and evaluation. Responsible for collecting, analyzing, and sharing student response data to civic engagement questions asked in the senior satisfaction survey.

Jesse Richman, Ph.D.	Associate Professor of Political Science and International Studies	Strengths in teaching, research, and service. As a scholar of American politics and elections, he has published on electoral participation, including specifically on college student participation. He regularly appears on local media and has appeared on most of the major national networks as well. Responsible for coordinating efforts between political science faculty and the campus community around voter education, as well as developing and implementing curricula focused on civic and constructive dialogue.
Fred Tugas, Ph.D.	Chief of Staff, Student Engagement & Enrollment Services (SEES)	Strengths in student engagement, strategic planning, event management, assessment, crisis intervention, and development of student leaders. Responsible for helping the ODU Votes Coalition launch in fall 2023.
Rue Willis	Undergraduate Student, President of United Nations Association of the United States of America Chapter at ODU	Strengths in student leadership and engagement, a recent first-time voter, and worked as a “Poll Greeter.” Responsible for providing student input in the campus action plan and associated strategies.

In addition to the members of the ODU Votes Coalition above, we also invited faculty to join our group from the Master of Public Administration department, College of Sciences, and Strome College of Business, as well as colleagues from the Office of Intercultural Relations, Office of Educational Accessibility, Office of Community Engagement, and Housing & Residence Life. In addition, we invited a staff member from the Campus Vote Project who is also a graduate student at ODU to join our group. While these individuals were unable to join the ODU Votes Coalition, we have made efforts to reach out and invite them into the process. Also, some of these partners, while not able to officially join the ODU Votes Coalition, were able to offer input or assistance in other ways. For instance, Housing & Residence Life has helped with distributing flyers about voting in the residence halls, and the Campus Vote Project staff have assisted with identifying campus engagement strategies and developing our campus action plan, via individual meetings and sessions at the 2023 Virginia Student Voting Summit. The ALL IN Democracy Challenge has also provided assistance via 1:1 meetings, group webinars, and email messages with a variety of resources and toolkits.

The ODU Votes Coalition will not be sustainable if current members and leadership do not continue to drive forward the work of the group. Under the current structure of ODU’s Division of Student Engagement & Enrollment Services (SEES), the Office of Leadership & Learning’s mission is to develop civically engaged leaders. Facilitating non-partisan student voter education and engagement efforts is written into the position description for the Assistant Director for Service Learning, with additional leadership and oversight by the Director for Leadership &

Learning. In addition, the Campus Vote Project provides additional leadership and support via their provision and oversight of the Democracy Fellows program.

Section 2: Commitment

The ODU Votes Coalition worked collectively to identify spaces in which institutional commitment to democratic engagement is evident in the university’s vision and mission statements, curricular and co-curricular activities, and other campus spaces. Below are items of evidence from our community, as well as a statement on our renewed efforts in working towards a visible institutional commitment to democratic engagement.

ODU Vision, Mission, and Core Values

Vision, Mission, and Core Values



Vision

Together, we will be a forward-focused public research university that is both innovative and entrepreneurial in propelling Old Dominion University to national and international prominence.

Mission

Old Dominion University (ODU) is a preeminent public research university located in Coastal Virginia. Our world-class faculty fosters dynamic on-campus and global online learning for undergraduate and graduate students that enriches their lives, promotes insightful and perceptive leadership, and motivates the pursuit of excellence in dedicated fields and professions. We collaborate with strategic partners to address challenges and propose solutions that impact the economy, environment, health and wellness, and social justice. In pursuit of equity and inclusion, ODU provides opportunities for educational, artistic, and professional growth to our diverse Monarch community.

CORE VALUES

ACCESSIBILITY

Nurture an accessible culture that grants educational, social, professional, and scholarly opportunities for all members of our diverse community

COLLABORATION

Foster a sense of collaboration through synergistic approaches and shared governance

EXCELLENCE

Pursue excellence through student success and faculty and staff achievements

GLOBAL ENGAGEMENT

Promote global engagement through intercultural understanding, shared knowledge, and innovative approaches to advancing international collaborations and stewardship

INCLUSION

Commit to building an inclusive community that encourages empathy, mutual understanding, and the recognition of differences

INNOVATION

Leverage our strengths to cultivate and educate the next generation of innovators by solving today’s regional and global demands and addressing tomorrow’s challenges

RESPECT

Nurture a climate of care, concern, civility, and respect for self, others, the institution, and our society

ODU's vision and mission statements emphasize an innovative and entrepreneurial spirit that remains outward focused in our community. Specifically, our mission underlines the importance of collaborating with strategic partners to address challenges and propose solutions that impact the economy, environment, health and wellness, and social justice, as well as pursuit of equity and inclusion. Core values also emphasize a commitment to respect for the institution and our society. These are all topics that have democratic engagement implications, pointing to the need for a student body and institutional focus on care and civic engagement with the community around us.

Other Spaces Reflecting ODU's Commitment to Democratic Engagement

There are several other spaces, both digital and physical, that reflect ODU's commitment to democratic and civic engagement, including:

- **Leadership & Learning:** The [Office of Leadership & Learning's](#) mission is to develop civically engaged leaders through living-learning communities, leadership development programs, and service-learning and civic engagement opportunities. [Facilitating non-partisan student voter education and engagement efforts](#), including [ODU's Voter Registration Portal](#), is a key component to driving forward this mission.
- **Institutional Equity & Diversity:** The [Office of Institutional Equity & Diversity](#) also plays a key role in campus efforts. This team has taken on key leadership roles in developing and promoting ODU's [Civility in the Workplace Policy](#) and in developing the [Monarch Plan for Inclusive Excellence](#).
- **Political Student Organizations:** Physical and digital spaces have also been afforded to a variety of student organizations engaging in political activism in the university's student center and Monarch Groups student organization platform. The ODU College Republicans and Democrats groups have office spaces on the second floor of the Webb University Center, though only the College Republicans are currently active at ODU. In addition, Young Democratic Socialists of America (YDSA); Pi Sigma Alpha, the Political Science Honors Society; and a brand-new student organization founded in fall 2023, Voters Innovation & Civic Engagement (VICE), share an online presence with these groups.
- **Student Government Association:** Old Dominion's Student Government Association's (SGA) Bylaws & Constitution includes the position of Director of Legislative Affairs & Diversity which is required to be responsible for (a) advocating for all legislative affairs affecting students at Old Dominion University, (b) the SGA Legislative Lobbying Agenda which includes policy specific to supporting the students of the University (i.e. funding for new dorm buildings), and (c) the planning and execution of the SGA lobbying event (i.e. General Assembly Day in Richmond, VA). In addition, the SGA Operations Manual includes outlines for hosting a Voter Registration Drive, General Assembly Day (Advocacy Day), and Letter Writing Campaign to the Governor.

- Political Science Faculty:** Finally, faculty in Department of Political Science and Geography host annual conversations about upcoming elections for ODU students, faculty, and staff. For instance, this fall, the department hosted a [2023 Virginia General Assembly Election Conversation](#).

Image: 2023 Political Science State Elections Conversation Event Flyer →



Working Towards a Visible Institutional Commitment

In 2020, ODU earned the highly competitive First Time Classification from the Carnegie Foundation for the Advancement of Teaching for Community Engagement. Carnegie’s definition of community engagement emphasizes that the aims of community engagement are to “... prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.” In addition, ODU student voter turnout in the 2020 United States Presidential Election was above national averages for student voter turnout when compared with other institutions in the National Study of Learning, Voting and Engagement (NSLVE) report. This turnout reflected the efforts of the 2020-2021 ODU Campus Voter Action Plan, which was submitted to ALL IN.

Fast forward to 2023, and the civic and democratic engagement efforts throughout the university have become decentralized, and the institution has been lacking a comprehensive, collaborative voter education and registration effort for the past few years. Much of this is because of the COVID-19 pandemic, restructuring, and staffing turnover. The purpose of convening a new ODU Votes Coalition in fall 2023, with the common goal of developing a Campus Action Plan, has been to make measurable steps towards institutionalizing voter engagement on campus and increasing student voter education, registration, and engagement. Thus far, ODU Votes has been able to progress towards completing this action plan, setting goals, cross-collaborating across units to identify voter engagement strategies, and secure a commitment from ODU’s President, Dr. Brian O. Hemphill, to sign the ALL IN Presidents’ Commitment to Full Student Voter Participation.

Section 3: Landscape

Old Dominion University (ODU), located in Norfolk, VA, is a four-year, public, Carnegie Research 1 (R1) university committed to promoting social mobility that support students from diverse backgrounds in achieving academic success and advancing their futures (ODU, Social Mobility, 2023). Among ODU’s 23,107 students, 16% are at/below poverty level, 26% are military affiliated, and 38% (of undergraduate students) are Pell Grant recipients (ODU Office of Institutional Research, Fall 2022 Census). When compared to other public four-year institutions in the Commonwealth of Virginia, ODU serves the highest percentage of underrepresented minority (Fall 2021, SCHEV E22 Report) and the second highest percentage of Pell Grant

recipients served among Virginia’s four-year public institutions (SCHEV FA09 Report). ODU is designated as a Predominantly White Institution (PWI); however, fewer than 50% of ODU students identify as Caucasian/White. As of fall 2022, our campus racial demographic data consisted of the following: 44.9% White, 29.3% African American, 9.3% Hispanic/Latinx, 6.2% Two or More Races, 4.7% Asian, and 2.0% Unknown. In addition, 56% of students are female and 44% are male (ODU Office of Institutional Research, Fall 2022 Census). It also should be noted that Norfolk is located in the Commonwealth of Virginia, and as such we enjoy a state holiday on Election Day every November.

The remainder of this section discusses ODU efforts in voter engagement, student voter turnout rates and trends reported via NSLVE, assessment of civic learning and democratic engagement, and the presence of these topics in the curriculum and co-curricular activities. This section concludes with a discussion of internal and external barriers that may prevent the institution from being successful.

ODU Efforts in Voter Engagement

ODU joined the ALL IN Campus Democracy Challenge in 2019 and has been recognized by ALL IN with the following seals of recognition for past elections: 2018 Gold and 2020 Gold. Furthermore, ODU has participated in National Voter Registration Day (2017, 2018, and 2020) to support the development and implementation of nonpartisan democratic engagement efforts on campus. With staff turnover and divisional restructuring, ODU took a brief hiatus in efforts to actively participate in campuswide voter engagement efforts, instead offering decentralized, departmental-led initiatives in the 2022 midterm elections.

Then, as previously mentioned in 2023, the ODU Votes Coalition was formed with the goal of developing a campus action plan to promote voter engagement and turnout for the 2024 Presidential Election. Alongside these efforts, the ODU Democracy Fellow, Office of Leadership & Learning, and Department of Political Science and Geography facilitated efforts to engage student voters in an important statewide election in the Commonwealth of Virginia. Furthermore, in August 2023, ODU signed a memorandum of understanding (MOU) with Civic Nation to launch [Old Dominion University's Voter Registration Portal](#). Prior to the November 7th, 2023 election, use of this platform was reported as such:

- 33 voter registrations started
- 28 voter registrations completed
- 471 voter registration portal clicks
- 176 voter registration portal hits

NSLVE Report of ODU Student Voter Turnout

Looking more specifically at ODU student voter turnout, ODU has access to data for 2016, 2018, and 2020 elections from The National Study of Learning, Voting, and Engagement (NSLVE). Currently, we are awaiting the most recent NSLVE report for the 2022 midterm elections as of December 2023. However, the 2020 NSLVE Report on ODU Voter Turnout (Appendix A) offers

the following observations on student voting trends when ODU had a campus action plan for voter engagement in place:

- ODU has been **slightly above national rates for registration and voting** in 2016, 2018, and 2020 (p. 4).
 - The 2020 campus *voting* rate was 69.6%.
 - The 2020 campus voter *registration* rate was 85.9%.
 - The 2018 campus *voting* rate was 41.6%.
 - The 2018 campus voter *registration* rate was 79.4%.
- There was also an **increase in voting rates by +10.3 from 2016 to 2020** election (p. 4).
- The ODU 2016, 2018, and 2020 **voting rates among Asian, Black, Hispanic, Two or More Races, and White students were higher than the national average** (p. 7).
 - Note: With these statistics, it is essential to note that 73% of the ODU student population was reported as “Race Unknown” in the 2020 election, which indicates that the data for 2020 may be unreliable (p. 8). No data were reported for American Indian/Alaskan Native or Native Hawaiian/Pacific Islander populations in 2020, which could be due to the large number of unreported racial identities (pp. 7-8).
- Student likelihood to **vote by age in 2020 ‘dipped’ for students in age groups 25-30 and 30-39** (p. 10).
- A **higher rate of female** compared with male **students voted in 2020** (72% vs 65%, respectively; p. 12).
- **Undergraduate and graduate** students voted at **similar rates** in 2020 (p. 13).
- When looking at fields of study, voter turnout rates in 2020 were lowest for the following majors: Computer & Information Sciences (61%); Mathematics & Statistics (61%); Engineering & Engineering Technologies (62%); Physical Sciences (63%); Business, Management, & Marketing (64%); Psychology (65%); and Biological & Biomedical Sciences (66%). In other words, **students in Colleges of Sciences, Business, and Engineering & Technology were less likely to vote** (pp. 14-16).

Assessment of Civic Learning and Democratic Engagement

While student voter registration and turnout rates are very important, the ODU Votes Coalition feels that this is a bare minimum area of measurement in the grand scheme of civic learning and democratic engagement. This mindset is supported at the state level by the Commonwealth’s accrediting body (The State Council for Higher Education for Virginia, SCHEV), which requires all public institutions in the state to report on civic engagement as a core competency in their [Policy on Student Learning Assessment and Quality in Undergraduate Education](#). For the past two years, ODU staff members from the Offices of Leadership & Learning and Community Engagement have participated in SCHEV’s Day of Dialogue on Civic Learning & Engagement with the aim of learning more about how civic engagement is defined in the Commonwealth and to discover strategies for promoting and assessing civic engagement on campus.

With the push from SCHEV for ODU to measure civic engagement, ODU licensed a [module of questions from NSSE](#) about civic engagement and added them to the spring/summer 2023 Senior Student Satisfaction Surveys, which have historically high response rates due to the instrument being a graduation requirement. There were 2,270 graduating students who completed the civic engagement questions during this time period, and their responses are recorded in [this online ODU Civic Engagement Dashboard](#) and also outlined below:

- When students were asked to self-score their ability on several measures, with 1 being poor and 5 being excellent, they reported the following scores:
 - 4.10 for ‘Contribute to the well-being of their community.’
 - 3.97 for ‘Help resolve their disagreements with each other.’
 - 4.13 for ‘Lead a group in which people from different backgrounds feel welcomed and included.’
 - 4.03 for ‘Participate in a constructive dialogue with someone who disagrees with them.’
 - 3.83 for ‘Resolve conflicts that involve bias, discrimination, and prejudice.’
- When students were asked to self-rate their ability compared to the average person their age for **leadership ability**, **68.2% rated themselves above average**, 27.5% rated themselves average, and 4.3% rated themselves below average.
- When students were asked to self-rate their ability compared to the average person their age for **social and civic engagement ability**, **52.8% rated themselves above average**, 39.2% rated themselves average, and 8.0% rated themselves below average.
- When students were asked if, during the current school year, whether course-related or not, they have:
 - **Asked others to address campus or local issues**, **22%** reported that they did this often/very often.
 - **Asked others to address state, national, or global issues**, **26%** reported that they did this often/very often.
 - **Discussed campus or local issues with others**, **39%** reported that they did this often/very often.
 - **Discussed state, national, or global issues with others**, **55%** reported that they did this often/very often.
 - **Informed themselves about campus or local issues**, **43%** reported that they did this often/very often.
 - **Informed themselves about state, national, or global issues**, **65%** reported that they did this often/very often.
 - **Organized others to work on campus or local issues**, **19%** reported that they did this often/very often.
 - **Organized others to work on state, national, or global issues**, **20%** reported that they did this often/very often.
 - **Raised awareness about campus or local issues**, **26%** reported that they did this often/very often.
 - **Raised awareness about state, national, or global issues**, **35%** reported that they did this often/very often.

- When students were asked how much ODU emphasizes:
 - **Being an informed and active citizen, 63%** reported ODU emphasizes this quite a bit/very much.
 - **Being involved in an organization or group focused on important social, economic, or political issues, 60%** reported ODU emphasizes this quite a bit/very much.
 - **Discussing important social, economic, or political issues with others, 59%** reported ODU emphasizes this quite a bit/very much.
 - **Encouraging free speech and expression, 70%** reported ODU emphasizes this quite a bit/very much.
 - **Organizing activities focused on important social, economic, or political issues, 61%** reported ODU emphasizes this quite a bit/very much.
 - **Voting in campus, local, state, or national elections, 59%** reported ODU emphasizes this quite a bit/very much.
- When students were asked how much they feel encouraged to address important social, economic, or political issues:
 - **In course assignments, 51%** reported they feel encouraged quite a bit/very much.
 - **In course discussions, 54%** reported they feel encouraged quite a bit/very much.
 - **Outside of class, 53%** reported they feel encouraged quite a bit/very much.

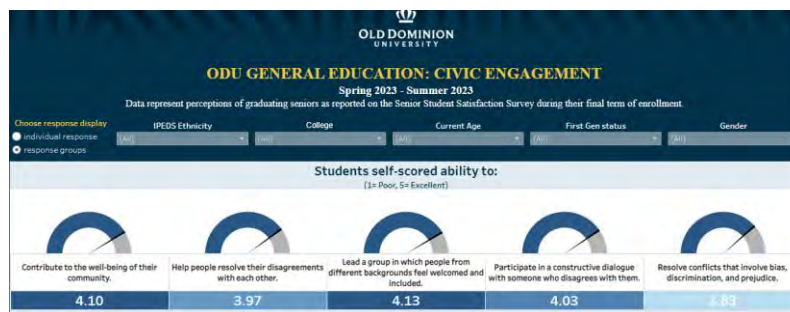


Image: Screenshot from ODU's Civic Engagement Dashboard:

<https://public.tableau.com/app/profile/divyaraj.thakaria7317/viz/CivicEngagementDashboard/CivicEngagementDashboard>

Civic Learning and Democratic Engagement in the Curriculum and Co-Curriculum

Building on student responses to the NSSE civic engagement questions, civic learning and democratic engagement are most emphasized in the curricula for specific programs, including the Political Science major/minor and Public Service minor. Specifically, Political Science focuses on the study of the state, government, and politics in the domestic and international realms. It is designed to give students an essential core of knowledge, and to develop their critical thinking and analytical skills. Students have the opportunity to study American politics, Virginia state and local politics, public law, international relations, and comparative politics, preparing students for political engagement and leadership. As a potential complement to this major, ODU's Public Service minor provides students with a solid theoretical foundation in the

study and practice of public service, preparing students for citizenship, leadership, and careers in governmental and non-profit agencies. The specific goals of this minor are to help prepare students to: deliver and manage public programs, address critical issues in social programs, provide public safety, preserve natural resources, improve the quality of life, build and bridge communities, strengthen democratic governance, address public service ethics, enter graduate level study in public affairs, lead change in public policy, and embrace civic responsibility.

Beyond these standout academic programs, some of ODU's general education courses offer further education in this area. As referenced above in student responses to the civic engagement questions in the senior satisfaction surveys, when students were asked if they agree that ODU's general education courses developed their ability to understand their social responsibility and engage in democracy, 85% reported that they agree or strongly agree.

Civic learning and democratic engagement are also present in the co-curriculum. Many methods for encouraging student participation are driven by student organizations and students who are hired as Democracy Fellows by the Campus Vote Project and supervised by the Office of Leadership & Learning. Democracy Fellows take on responsibilities for running nonpartisan voter drives, walk to the poll events, and other activities and communications. In addition, like many campuses, the university has politically-affiliated organizations, such as the Young Democrats and College Republicans. These groups have engaged in dialogue on candidates, results watch parties, and candidate visits to campus. These groups play an important role in encouraging voter registration turnouts and participation at the polls, though they have been in a rebuilding phase since the COVID-19 pandemic. More recently, in fall 2023, a group of students founded a brand-new student organization focused on non-partisan voter and civic engagement called Voters Innovation & Civic Engagement (VICE).

Shifting the focus to university departments, the [Office of Leadership & Learning's](#) mission is to develop civically engaged leaders through living-learning communities, service-learning and civic engagement, and leadership development programs. This unit is part of the Division of Student Engagement & Enrollment Services (SEES) and includes an Assistant Director for Service Learning. This role's primary focus is on creating opportunities for students to volunteer on campus and in the community, partner with instructional faculty who teach service-learning courses, support food insecurity efforts, and promote non-partisan student voter engagement. This office also manages a [webpage](#) that is dedicated to providing voter registration information for students.

In addition, ODU's Dean of Students has sent out key messages to the entire student population via campus announcements, encouraging participation in [ODU's Voter Registration Portal](#), walk to the poll days, and election day. Voter registration and voting is also encouraged through promotional giveaways in collaboration with social media participation utilizing the hashtag #ODUvotes. Furthermore, the Office of Institutional Equity & Diversity provides leadership and support on matters related to equity, diversity, respect, and inclusiveness for all members of ODU.

Finally, external to the university, the CIVIC Scholars Program is a unique partnership between the university and the CIVIC Leadership Institute, a prestigious community non-profit that inspires and equips successful executives to leverage their professional success into community leadership. This collaborative program targets high performing ODU students and engages them in a program focused on civic engagement, professionalism, and leadership development. Its curriculum includes regional education programming, community service experiences, professional events, and mentor connections.

Internal and External Barriers

While ODU facilitates several measures to encourage and assess civic learning and democratic engagement in the curriculum and co-curricular activities, there are internal and external barriers that limit the impact of these efforts. Internally, ODU does not have a staff member entirely/mostly dedicated to voter registration and engagement initiatives. While this is a portion of the position description for the Assistant Director for Service Learning in the Office of Leadership & Learning, it is only about 5% of this person's role. This challenge is compounded by the institution's rebuilding efforts post-COVID 19 and 'The Great Recession' of higher education personnel, which is why ODU was unable to produce an action plan for 2022-2023. Furthermore, voter engagement efforts are still at the 'grassroots' level and being led by individual departments and student organizations. Efforts have yet to occur at more institutional levels, such as student onboarding or university application processes. This may be further compounded by an upcoming major change which is supposed to be effective as of July 1, 2024 – Old Dominion University is to be integrated with the Eastern Virginia Medical School, and this gargantuan effort has consumed much of our institutional leaders' time and attention over the past couple of years and will continue to do so for years to come.

External barriers include new changes to the absentee voting application process for Virginians, which can create complications and rejected applications. In addition, there is a perception of a lack of voter influence in general elections for the state house, state senate, and federal house. Primary elections also are typically held over summer break in June when it is harder to communicate with ODU students. Another external barrier is communication of voter procedures and laws to students who are from out of state/region, as accessibility to voting varies often by location, and this can affect the 9.8% of out of state students who attend ODU. Along with this barrier, college students often have a lot of choice as to whether they wish to vote using their home address by absentee ballot or to vote based on their local/campus address, and sometimes too many options can lead to paralysis. Finally, we recognize as a diverse, inclusive campus community that some of our students are not able or willing to vote for personal reasons, including our 700+ international students, as well as Jehovah's Witness students who abstain from voting.

In this section, we have shared the institutional landscape, including student demographics, voter engagement trends, assessment of civic learning and democratic engagement, efforts to promote

student learning and engagement in the curriculum and co-curricular activities, and internal and external barriers to these efforts. The content presented in this part of the report heavily informs the goals and strategies outlined in the following sections of this plan.

Section 4: Goals

The ODU Votes Coalition invested time in considering ODU's commitment and current landscape of civic learning and democratic engagement to develop both long-term and short-term goals between now and the 2028 election. These goals were especially informed by data available from the institution's most recent NSLVE report (Appendix A), [ODU's Civic Engagement Dashboard](#) which was developed from questions asked in the spring/summer 2023 Senior Satisfaction Survey, [ODU's Voter Registration Portal](#), and information provided by non-profit organizations ALL IN and the Campus Vote Project. In discussing these goals, the group worked to ensure they follow the S.M.A.R.T.I.E. framework of being Specific, Measurable, Achievable, Realistic, Timebound, Inclusive, and Equitable.

Long-Term Goals

Below are the ODU Votes Coalition's long-term goals with a focus on the 2028 Presidential Election:

- 1) By the 2028 election, ODU will have maintained the voter registration and voter turnout rates for student voters from the 2024 election. Our goal for the 2024 election is to increase voter registration and voting rates by 4% to 89.9% and 73.6%, respectively. We feel that these are high goals to achieve and recognize our internal and external limitations referenced above, which is why we would like to maintain our goal from the 2024 election. We may reevaluate this goal in our 2026 action plan.
- 2) By the 2028 election, ODU students will reflect a higher percentage of comfortability engaging in conversations with peers and community members surrounding campus and community issues, when compared with the 2023 data. Specifically, student responses on the [civic engagement questions in the Senior Satisfaction Survey](#) will reflect:
 - a. A 10% increase in 'often/very often' responses (to total 49% of responses) to the question: "During the current school year, whether course-related or not, I have... discussed campus or local issues with others."
 - b. A 10% increase in 'often/very often' responses (to total 65% of responses) to the question: "During the current school year, whether course-related or not, I have... discussed state, national, or global issues with others."
 - c. A 10% increase in 'often/very often' responses (to total 53% of responses) to the question: "During the current school year, whether course-related or not, I have... informed myself about campus or local issues."

- d. A 10% increase in ‘often/very often’ responses (to total 75% of responses) to the question: “During the current school year, whether course-related or not, I have... informed myself about state, national, or global issues.”
 - e. A 0.10 increase on the 1 to 5 scale (to average 4.13) in the extent to which students identify that they have the capacity to ‘Participate in a constructive dialogue with someone who disagrees with them.’
- 3) By the 2028 election, campus engagement in [Old Dominion University's Voter Registration Portal](#) will quadruple from the goal numbers seen in fall 2024:
 - a. 528 voter registrations will be started (4x’s the 132 goal for fall 2024)
 - b. 448 voter registrations will be completed (4x’s the 112 goal for fall 2024)
 - c. 7,536 voter registration portal clicks will occur (4x’s the 1,884 goal for fall 2024)
 - d. 2,816 voter registration portal hits will occur (4x’s the 704 goal for fall 2024)
 - 4) By December 15, 2027, the 2028 ODU Votes Coalition Campus Action Plan will be submitted to ALL IN for feedback.
 - 5) By the 2028 election, ODU will have added an intake question during the general university application or as an aspect of student onboarding to ask students if they are currently registered to vote. This information will be utilized to specifically engage with non-registered, accepted students to the university.

Short-Term Goals

To build up to the coalition’s long-term goals, we have outlined the following short-term goals for the 2024 and 2026 elections:

- 1) By the 2024 election, increase voter registration and voting rates by 4% to 89.9% and 73.6%, respectively.
- 2) By the 2026 election, increase voter registration and voting rates by 4% (exact target goals will be included once ODU receives its 2022 NSLVE Report).
- 3) By the 2026 election, ODU students will reflect a higher percentage of comfortability engaging in conversations with peers and community members surrounding campus and community issues, when compared with the 2023 data. Specifically, student responses on the [civic engagement questions in the Senior Satisfaction Survey](#) will reflect:
 - a. A 5% increase in ‘often/very often’ responses (to total 44% of responses) to the question: “During the current school year, whether course-related or not, I have... discussed campus or local issues with others.”
 - b. A 5% increase in ‘often/very often’ responses (to total 60% of responses) to the question: “During the current school year, whether course-related or not, I have... discussed state, national, or global issues with others.”
 - c. A 5% increase in ‘often/very often’ responses (to total 48% of responses) to the question: “During the current school year, whether course-related or not, I have... informed myself about campus or local issues.”

- d. A 5% increase in ‘often/very often’ responses (to total 70% of responses) to the question: “During the current school year, whether course-related or not, I have... informed myself about state, national, or global issues.”
 - e. A 0.05 increase on the 1 to 5 scale (to average 4.08) in the extent to which students identify that they have the capacity to ‘Participate in a constructive dialogue with someone who disagrees with them.’
- 4) By the 2024 election, campus engagement in [Old Dominion University's Voter Registration Portal](#) will quadruple from the numbers seen in fall 2023:
 - a. 132 voter registrations will be started (4x’s the 33 in fall 2023)
 - b. 112 voter registrations will be completed (4x’s the 28 in fall 2023)
 - c. 1,884 voter registration portal clicks will occur (4x’s the 471 in fall 2023)
 - d. 704 voter registration portal hits will occur (4x’s the 176 in fall 2023)
 - 5) By December 15, 2023, the 2024 ODU Votes Coalition Campus Action Plan will be submitted to ALL IN for feedback. By December 15, 2025, the 2026 ODU Votes Coalition Campus Action Plan will be submitted to ALL IN for feedback.
 - 6) By September 2024, the ODU Votes Coalition will have ‘pitched’ to the Monarch Orientation and/or Admissions Teams the idea to add an intake question during the general university application or as an aspect of student onboarding to ask students if they are currently registered to vote.
 - 7) By May 2024, ODU’s President will sign the ALL IN Higher Education Presidents’ Commitment to Full Student Voter Participation.

To summarize the ODU Votes Coalition’s short- and long-term goals, we would like to achieve the following in the Monarch community:

- Increase voter registration and engagement rates;
- Increase constructive conversations among students around important local, state, and national issues;
- Increase use of the ODU Voter Registration Portal; and
- Increase our overall engagement in strategically working towards student civic learning and democratic engagement.

Section 5: Strategy

To achieve our short- and long-term goals, the ODU Votes Coalition plans to collaboratively implement various civic learning and democratic engagement strategies. Some of these strategies will be specifically student-facing efforts, while others will involve a higher-level of focus, working with campus administrators to elevate the efforts and update administrative processes to help achieve our shared goals.

Student-Facing Strategies

Student-facing strategies will focus on in-person tabling events, social media, emails and flyers, student-focused events, and curriculum focused on building students' constructive dialogue skills. For tabling events, we will leverage ODU's Campus Vote Project Democracy Fellow, as well as the Office of Leadership & Learning's student staff and members of the student organization VICE, to staff tables outside, in the student university center, the dining and residence halls, library learning commons, and in academic buildings of colleges that have the lowest amount of voter engagement at ODU (i.e., Colleges of Business, Engineering & Technology, and Sciences). These tables will provide information regarding voter education, registration, and the ODU Voter Registration Portal. We also will share helpful resources for researching ballot information and issues (i.e., Ballotpedia.org, vote411.org, vpap.org), as well as free transportation services provided by Hampton Roads Transit and Lime scooters and bikes for election day/voting. Collaborating and utilizing student support for this initiative will be the most beneficial, as it will motivate students to speak with students, creating what we hope to be a comfortable and approachable environment for students to converse and learn.



Image: 2023 ODU Student Voter Engagement Handout

Similarly, a comfort area for students is also social media, which is why we intend to utilize various social media platforms (e.g., @olddominionu, @volunteerodu, @oduinclusive) to intentionally meet students where they are and provide them opportunities to learn and grow in this area of civic engagement. This strategy will expand with the usage of reels, videos, how-to guides, and other opportunities beyond those available online, such as taking students to the polls directly, via shuttle, walking, and more. This will be a collaborative effort between University

Communications, the Office of Leadership & Learning, and the Office of Institutional Equity & Diversity, with leadership for content development coming from the Democracy Fellow and Assistant Director for Service Learning in Leadership & Learning.

Additional student-facing messaging strategies will include a campuswide email message from an ODU administrator (likely the Vice President for Student Engagement & Enrollment Services) on National Voter Registration Day that promotes voting, the [ODU Voter Registration Portal](#), and upcoming campus events. This effort will be coordinated by the Director for Leadership & Learning. In addition, Leadership & Learning and University Communications will work together to create a flyer with a QR code that links to the ODU Voter Registration Portal. This flyer will be displayed digitally on television screens in the library, student university center, and residence halls. Print versions of the flyer also will be displayed in high-traffic student areas, such as residence halls, the dining hall, student recreation center, library, and student success center, as well as in the academic buildings frequented by students from the Colleges of Business, Engineering & Technology, and Sciences.

Several events also will be hosted for students to help facilitate voter education and engagement. Tabling will be especially present on National Voter Registration Day and Constitution Day. Also in early September, the Office of Leadership & Learning will invite local civic engagement and voter registration nonprofits (i.e., Norfolk Democrats and Republicans, UpVote Virginia, South Hampton Roads League of Women Voters) to host tables at the 2024 ODU Experience Guaranteed Fair, which is a large, outdoor tabling event that connects ODU students with academic, volunteer, and other experiential learning opportunities at ODU and in the community. Since ODU is located right next to a satellite early voter polling location, the Democracy Fellow and Leadership & Learning also will host at least one Walk to the Polls Day. ODU's Student Government Association also plans to sponsor free shuttles to transport students to voting locations on election day. It is also likely that the brand-new student organization, VICE, will host nonpartisan student voter engagement events as the group identifies ways to meet points and standards for student organizations set by SGA, and the Office of Leadership & Learning staff plans to support and promote those efforts. In addition, ODU Athletics plans to host walking information sessions with a QR code/half sheet regarding voter registration and information. The Freedom of Expression Team, which is co-led by the Office of Institutional Equity & Diversity and Student Engagement & Traditions (an office within the Division of SEES), will host events during the second week of October in recognition of Free Speech Week. Finally, the Department of Political Science and Geography will host Political Science Week/Day in alignment with National Voter Registration Day, as well as a panel and open forum closer to the election to overview specific issues on the ballot and provide general non-partisan voter information.

In addition to these messaging and special event efforts, there are two areas in which ODU is starting to invest in teaching students constructive dialogue skills through the curriculum. First, Dr. Jesse Richman, Associate Professor of Political Science and International Studies and ODU Votes Coalition Member, has been working with his department chair to develop a one credit course with student learning outcomes, such as: helping students resolve their disagreements

with each other and participating in a constructive dialogue with someone who disagree with them. In addition to these efforts, ODU has partnered with a national student affairs organization, NASPA, and the Constructive Dialogue Institute to pilot an online learning platform with guided dialogue practice, called [Perspectives](#). This tool will be leveraged in undergrad and graduate level courses in Public Administration and Communication in spring 2024 to hopefully expand into other courses in fall 2024.

Campus-Facing Strategies

Other efforts related to civic learning and democratic engagement will take place at an institutional level to help create an atmosphere in which students, as well as faculty and staff, are encouraged to engage in voting and voter engagement activities. These efforts will involve engaging with faculty and leaders in Academic Affairs, sharing civic engagement data and resources with campus partners, partnering with the Monarch Orientation and Admissions offices, and identifying ways to help the Monarch community engage with political candidates and issues.

The ODU Votes Coalition hopes to enlist interested faculty in promoting voter engagement to the students in their classes. The Director for Leadership & Learning plans to reach out to ODU's Center for Faculty Development and the Vice Provost for Faculty Affairs and Strategic Initiatives to request their aid with this effort. Specifically, we will identify opportunities to share [ALL IN's Nonpartisan Messaging & Tools for Faculty and Academic Affairs](#) to offer ODU faculty examples for syllabus language and campus portal announcements they can use to encourage voter participation.

In considering ways to develop a campus culture that is wholly committed to civic learning and democratic engagement, several members of the ODU Votes Coalition have identified spaces in which we can share key data with different groups on campus to demonstrate our community's strengths and areas of improved engagement. Key data to be shared include NSLVE data to show voting statistics, especially by academic discipline. Other important data include student responses compiled in [ODU's Civic Engagement Dashboard](#), an overview of the ODU Votes Campus Action Plan, and the Constructive Dialogue Institute's [Perspectives](#) training opportunity. We plan to reach out to the following entities to request an opportunity to share this information: Provost's Council, Faculty Senate, Administrative/Professional Faculty Senate, Student Government Association, Student Success & Innovation Committee, Monarch Task Force for Inclusive Excellence, SEES (Student Engagement & Enrollment Services) Leadership Council, Freedom of Expression Team, and other relevant campus partners/groups that may be identified through this process. The commission plans to begin this work in the spring 2024 semester to help inform planning efforts for fall 2024 and the 2024 United States Presidential Election.

In addition to the groups referenced above, the ODU Votes Coalition also plans to lay groundwork with the Monarch Orientation and Admissions teams to identify ways to achieve one

of our long-term goals: to have added an intake question during Monarch Orientation, general application to the University, or other on-boarding processes, that students if they are currently registered to vote. We hope to accomplish this by the 2028 Presidential Election.

Finally, a stretch goal for 2024 is to identify ways to engage the campus community with political candidates and issues. Specifically, the Student Government Association would like to host a town hall in which they bring candidates to campus to speak with students. SGA may find support with these efforts from the Department of Political Science and Geography, Community Engagement, and Leadership & Learning. If a Town Hall event is not possible, SGA at minimum plans to update their website to include links to voting information, including the ODU Voter Registration Portal, and statements from political candidates. They hope to arrange their website theme around controversial dialogue, helping students communicate civically, and make meaning out of what they are hearing about issues affected by the election.

Section 6: Reporting

The ODU Votes Action Plan implementation is only going to be achievable by garnering support from campus partners. While several of our strategies will be carried out by members of the coalition, we hope to extend beyond these campus entities to engage other partners within the community in developing a culture at ODU where every student, faculty, and staff member is encouraged to vote, to know that their vote makes an impact, and to recognize that there are available dialogue tools to constructively address differences of opinion.

As referenced in the Strategy section, there are a variety of campus partners with whom we would like to share the action plan, institutional NSLVE data (Appendix A), the [ODU Civic Engagement Dashboard](#), and [Perspectives](#) from the Civic Dialogue Institute as a helpful tool for building constructive dialogue skills. Key groups from Academic Affairs to whom we will reach out include Faculty Senate and Provost's Council, which is made up of the Provost, leaders within the Provost's team, and academic deans. In the co-curricular realm, Student Engagement & Enrollment Services has a leadership council consisting of directors, executive directors, associate vice presidents, and the Vice President of SEES to whom the Director for Leadership & Learning will present this information during a bi-weekly meeting. We also plan to reach out to leaders from ODU's newly formed Administrative/ Professional Faculty Senate, which consists of non-teaching professional staff members from various divisions across the institution. Other entities to whom we will reach out are the Student Success & Innovation Team and the Monarch Task Force for Inclusive Excellence. Sharing this information with members of ODU's Student Government Association will also be key to garnering their enthusiastic support of updating their website, hosting a Town Hall for political candidates, and sponsoring transportation to voter locations on Election Day. Finally, the Freedom of Expression Team will be a key partner to engage with in early spring 2024, as this group is responsible for submitting a Free Speech and Intellectual Diversity Plan to Virginia's Secretary of Education by March 1, 2024, and there is some overlap with this reporting requirement and our ODU Votes Campus Action Plan.

In addition to engaging with key campus stakeholders, ODU Votes also would like to share information more globally with both the internal and external community. First, the Office of Leadership & Learning plans to add a copy of the 2024-2025 ODU Votes Action Plan and our most recent NSLVE data on our [Voter Registration website](#), once the plan has been reviewed by ALL IN and we receive our 2022 NSLVE report. In addition, we would like to intentionally engage local civic engagement and voter registration nonprofits. These groups include Norfolk Democrats and Republicans, UpVote Virginia, and South Hampton Roads League of Women Voters. At minimum, these groups will be invited to ODU's Experience Guaranteed Fair in early September. In addition, these groups may be engaged to assist with other voter engagement efforts on campus via the leadership of ODU's SGA, Department of Political Science and Geography, and Office of Institutional Equity & Diversity.

Section 7: Evaluation

Evaluation plans relate directly to goals discussed in section four of this action plan, as well as the strategies identified to achieve those directives referenced in section five. Specifically, there are five areas of evaluation we will pursue during and after the 2024-2025 action plan period, including: use of NSLVE data (Appendix A), redistribution of civic engagement questions to graduating seniors, pulling reports from the [ODU Voter Registration Portal](#), systematic reviews of the 2024-2025 ODU Votes Campus Action Plan, and event-specific assessment.

First, ODU will continue to participate in NSLVE and utilize these reports to assess ODU student voter engagement. Specifically, we will identify if our overall voter registration and engagement goals for the 2024, 2026, and 2028 elections within our action plan have been met. We also will look at the report to observe demographic trends in voting, as well as to identify academic disciplines from which students have the lowest amount of voting engagement so that we can continue to target the appropriate colleges. We believe that, if we engage students in academic disciplines who are less likely to vote, that this will help improve our overall voter engagement rates at ODU. The data will help inform the goals, strategies, and other plans to be outlined in the 2026-2027 ODU Votes Campus Action Plan.

In addition, the Office of Leadership & Learning plans to partner with the Office of Institutional Effectiveness & Assessment in cost-sharing for the use of [NSSE civic engagement questions](#) to be used on the spring/summer 2025 Senior Satisfaction Survey. These responses will be examined to identify our progress towards our short-term goals related to increasing students' likelihood to discuss and inform themselves about campus, local, state, national, and global issues, as well as their capacity to participate in a constructive dialogue with someone who disagrees with them. These data, along with NSLVE report results, will be shared with campus groups identified in the Reporting section (six) of this action plan in spring 2026 as we gear up for the 2026 midterm elections. This sharing out of information can help relevant campus partners in the curricular and co-curricular realms identify needed areas for improvement to better plan how to support students in their civic learning and democratic engagement.

Third, the [ODU Voter Registration Portal](#) will also be utilized in fall 2024 for two major purposes. First, we will identify if we achieved our goals to quadruple usage related to accessing the portal and starting and completing voter registration forms. Second, we will examine the success of our strategies in getting students to access the portal. This will include examining user engagement with the portal after tabling events, campus-wide messages and social media posts, and special events during which the ODU Voter Registration Portal is promoted. This information will be used to identify which efforts to continue, discontinue, or adjust for our 2026-2027 action plan.

Fourth, this action plan itself will be utilized to evaluate our progress in pursuing our goals and strategies set forth by the ODU Votes Coalition. This involves external review of this plan by ALL IN and the Campus Vote Project, as well as an internal review. Specifically, we will gather the ODU Votes Coalition together in spring 2024 to begin early planning for strategies outlined for the fall and to strategize on how to best connect with the various groups on campus with whom we would like to share our NSLVE data (Appendix A), [ODU Civic Engagement Dashboard](#), and an overview of this action plan. This plan will be reviewed again in late summer 2024 to further build out our strategies and to ensure we have met other goals outlined, such as verifying that the President's Commitment to Full Student Voter Participation has been signed and connecting with the Monarch Orientation and/or Admissions Teams to share the idea of adding an intake question during the general university application or as an aspect of student onboarding to ask students if they are currently registered to vote. These check-in moments will be used to identify areas of accomplishment, as well as needed next steps and adjustments.

Finally, we will evaluate voter engagement events in two ways. First, we will look at overall event participation to identify needed adjustments to future event content and promotional strategies. Second, we plan to utilize the university's Qualtrics system to develop a standardized, simple post-assessment that can be used across voter engagement events. Responses to the survey questions will be used to make programmatic improvements and adjustments to the campus action plan in 2026. Questions used on this survey will include:

- Was this helpful? Why or why not?
- What did you learn?
- What ideas do you have for future voter engagement?

This concludes the 2024-2025 ODU Votes Campus Action Plan. We thank you for your time invested in reviewing, evaluating, and offering feedback on this report. Please direct questions, comments, and suggestions to Dr. Jenn Grimm, Director for Leadership & Learning and ODU Votes Coalition Chair, at jgrimm@odu.edu or (757) 683-7651. We look forward to hearing from you!



October 2021

Student Voting Rates for Old Dominion University

2020 NSLVE Campus Report

October 2021

Dear Colleagues:

We are pleased to send this tailored report containing your students' voting rates for 2020. This report contains three years of relevant topline data: 2016, 2018, and 2020. As always, we disaggregate the data so you can better identify and address gaps in participation.

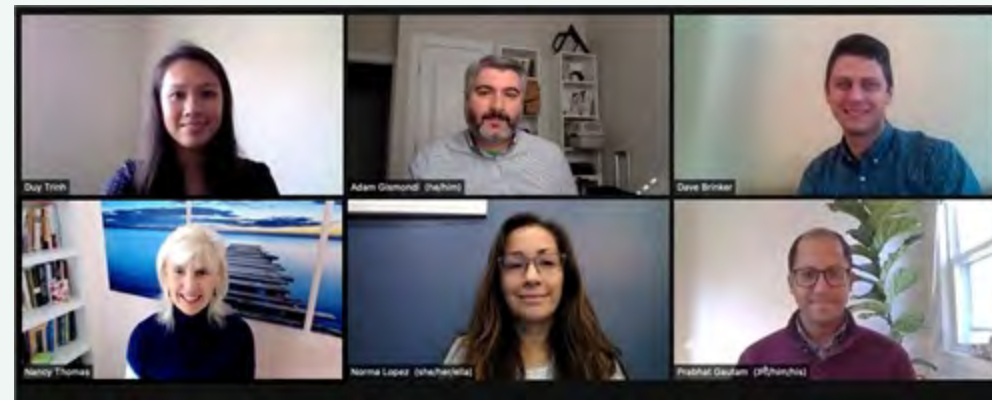
College and university students participated in record-breaking numbers in the 2020 election. In 2016, the Average Institutional Voting Rate was 53%. This year, it jumped to 66%. We encourage you to review Democracy Counts 2020, our most recent national report.

As in past years, we urge you to share this report widely and strategically, particularly with faculty who, in 2020, were often the most consistent communicators with students about ever-changing voting conditions and deadlines. We also urge you to review our recommendations for engaging elections to cultivate a robust and healthy campus climate for political engagement, discourse, equity, and participation: Election Imperatives (2019) and the more recent Election Imperatives: A Time of Physical Distancing and Social Action. Since "pervasive political discussions" and attentiveness to the campus culture around speech and academic freedom are among our top recommendations, we direct you to our discussion guides on talking about your NSLVE report, on free speech and inclusion, and on hot topics, our Making Sense of ... guides.

Finally, we always encourage you to work with us. Help us help you get better data by reaching out. Email IDHE@Tufts.edu for more information. And as always, watch your inbox for our periodic newsletter, IDHE Update, for announcements about upcoming releases and new resources.

Congratulations on engaging your students in the 2020 election. Remember, student political learning is a year-round objective. Elections may be episodic, but student political engagement should not be.

All the Best,
IDHE Team



(Top Row from left) Duy Trinh, Program Administrator; Adam Gismondi, Director of Impact; Dave Brinker, Senior Researcher;
(Bottom Row from left) Nancy Thomas, Director; Norma López, Postdoctoral Scholar; Prabhat Gautam, Data Manager.

We also want to acknowledge and thank **Syed Golam Mohaimen, M.S. student in Data Science at Tufts University** for his contributions toward the creation of these reports.

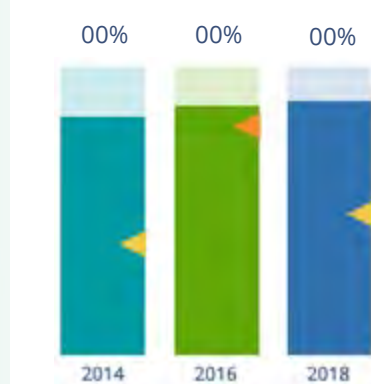
In This Report

This report presents data on student voter participation rates for your campus. The topline counts on page 5 tells you how many students voted, but we encourage you to look carefully at the data on subsequent pages to learn who voted. Data are presented in the form of vessel charts, overlapping donut charts, and tables.

	2014			2018			2014-2018
	Enrolled	Voted	Rate (%)	Enrolled	Voted	Rate (%)	Change (p.p.)
Asian	-	-	-	-	-	-	-
American Indian/ Alaska Native	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-

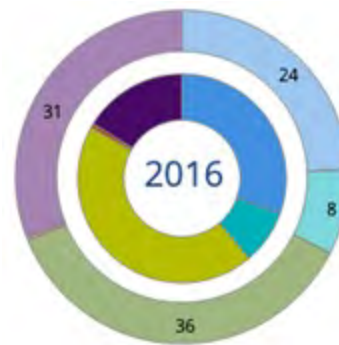
Tables

The tables show, on the left-side columns, the numbers of students and the rates from 2016, 2018, and 2020. On the left-side, percentage point (p.p.) changes between 2016 and 2020. A red down arrow indicates a decrease, a green up arrow indicates an increase, and a yellow arrow pointing to the right indicates no change. "-" in these tables indicates that the data is unavailable/missing, or is available for 10 or less students.



Vessel Chart

This chart shows rates out of 100%, with arrows to the right of each bar representing relevant national averages (medians), which you can find in IDHE's national report Democracy Counts 2020.



Overlapping Donut Chart

This chart is used to show the breakdown of vote method utilization (page 10), with the outer ring showing your campus method utilization and the inner ring showing the national breakdown. These are described in percentages.

Voting, Registration and Yield Rates

YOUR INSTITUTION

69.6%

2020 Voting Rate

+10.3

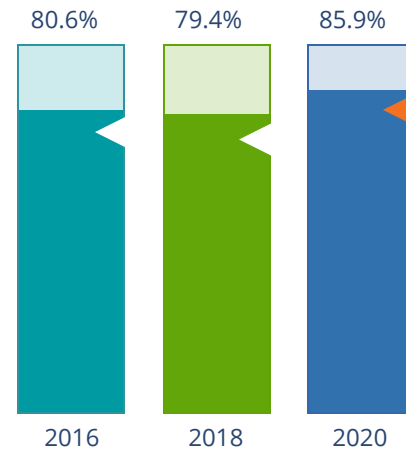
Change From 2016

ALL INSTITUTIONS

66%

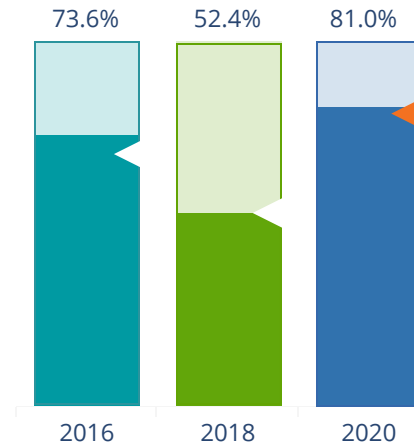
2020 Voting Rate

REGISTRATION RATE



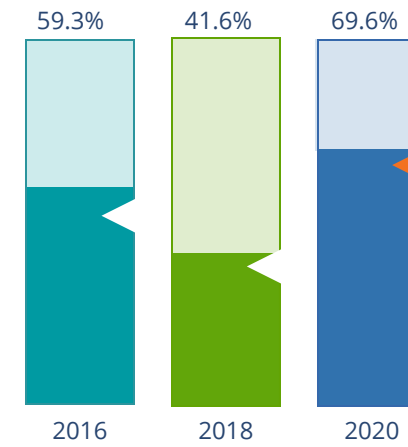
The **Registration Rate** is the percent of your voting-eligible students who registered to vote.

VOTING RATE OF REGISTERED STUDENTS



The **Voting Rate of Registered Students** is the percent of registered students who voted on Election Day. We often refer to this as the “yield” rate.

VOTING RATE



The **Voting Rate** is the percentage of eligible students who voted on Election Day. The voting rate is also the product of the registration and yield rates.

Looking Closer

Voting and Registration Rates

	2016	2018	2020	2016-2020 Change (p.p.)
Total Student Enrollment	24,443	23,544	23,794	↓ -650
(Age under 18/Unknown)	-	-	-	-
(IPEDS estimated non-resident aliens)	763	726	606	↓ -156
(FERPA records blocked)	-	-	-	-
(Non-Degree Seeking Students)	535	368	257	↓ -278
Total eligible voters	23,140	22,447	22,926	↓ -213
Number of students who registered	18,659	17,828	19,694	↑ 1,035
Number of students who voted	13,732	9,336	15,953	↑ 2,221
Registration Rate %	81	79	86	↑ 5
Voting Rate of Registered Students %	74	52	81	↑ 7
Voting Rate %	59	42	70	↑ 10

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/nslve/nslve-recalculation-tool>.

By Institution Types

2016 Voting Rate for All Institutions

53%

HIGH
82%

LOW
13%

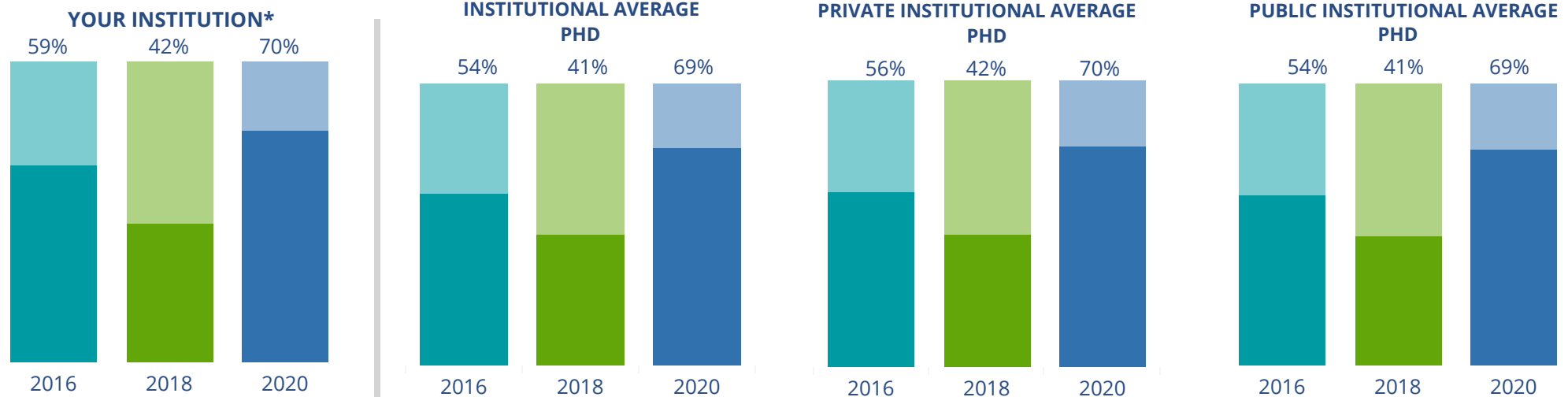
2020 Voting Rate for All Institutions

66%

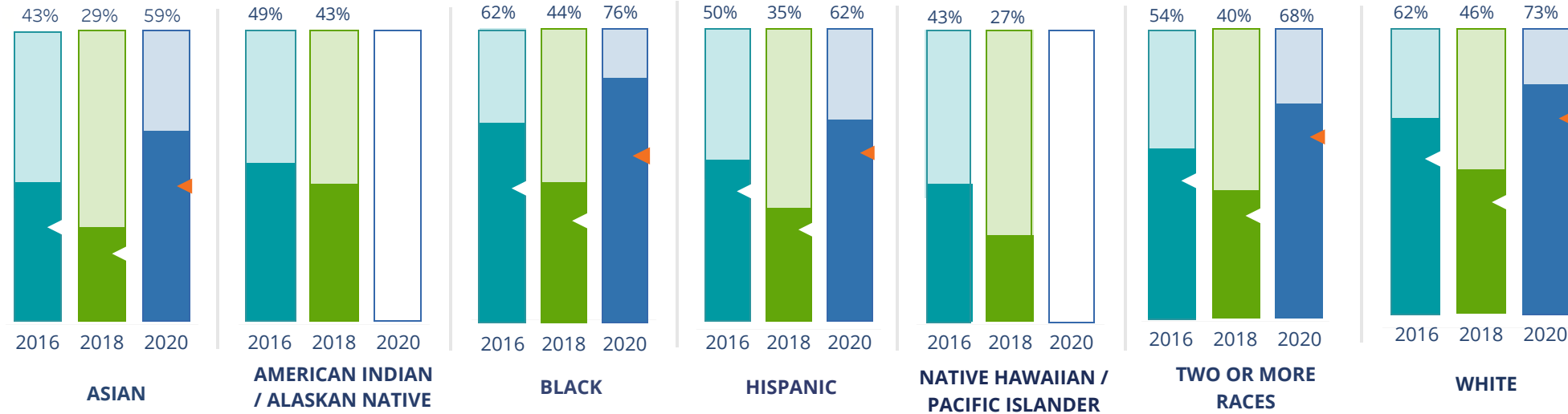
HIGH
89%

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.



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>

Looking Closer

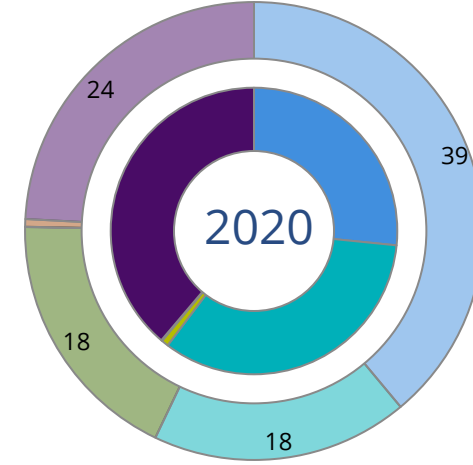
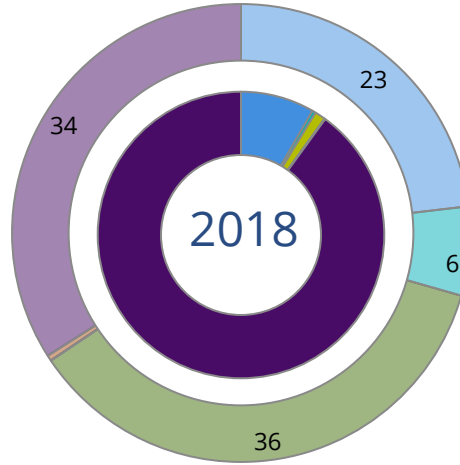
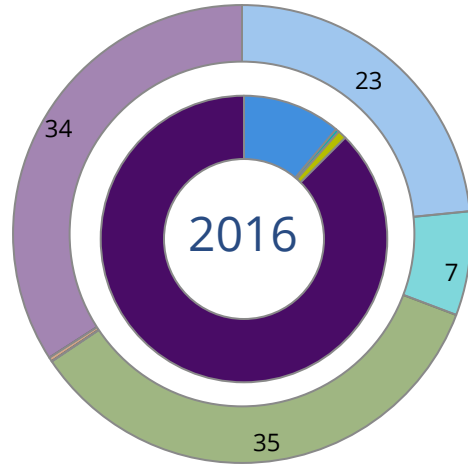
By Race/Ethnicity

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	999	432	43	774	226	29	317	188	59	↑ 16
American Indian/ Alaska Native	69	34	49	42	18	43	12	-	-	-
Black	6,172	3,808	62	4,544	1,975	43	1,905	1,439	76	↑ 14
Hispanic	1,824	908	50	1,355	478	35	583	363	62	↑ 12
Native Hawaiian/ Pacific Islander	58	25	43	52	14	27	22	-	-	-
2 or More Races	1,513	813	54	1,077	434	40	454	307	68	↑ 14
White	11,510	7,103	62	7,768	3,558	46	2,996	2,178	73	↑ 11
Race Unknown	1,738	609	35	7,547	2,633	35	17,235	11,460	66	↑ 31

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	50	0	35	0	5,378	34	33	↑
In-Person on Election Day	142	1	110	1	128	1	0	↓
Not-In-Person	1,524	11	774	8	4,237	27	16	↑
Other	-	-	-	-	-	-	-	
Provisional	-	-	-	-	-	-	-	
Voting Method Unknown	12,012	88	8,411	90	6,201	39	-49	↓

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>

By Age Group

	2016	2018	2020
18-21	54%	32%	69%
22-24	56%	40%	68%
25-29	56%	41%	61%
30-39	61%	50%	64%
40-49	72%	63%	77%
50+	82%	76%	85%

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.

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 Change (p.p)
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
18-21	9,980	5,348	54	9,853	3,110	32	10,387	7,145	69	↑ 15
22-24	4,861	2,730	56	4,645	1,863	40	4,405	2,998	68	↑ 12
25-29	3,742	2,110	56	3,478	1,427	41	3,418	2,097	61	↑ 5
30-39	3,253	1,998	61	3,213	1,614	50	3,331	2,126	64	↑ 2
40-49	1,339	963	72	1,286	804	63	1,276	983	77	↑ 5
50+	708	583	82	684	518	76	707	604	85	↑ 3

Looking Closer

By Sex

	2016			2018			2020			2016-2020	
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Change (p.p)	
Female	13,095	8,116	62	9,295	4,224	45	3,715	2,693	72	↑	11
Male	10,787	5,615	52	7,387	2,742	37	3,042	1,979	65	↑	13

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>

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	19,465	10,984	56	18,603	6,971	37	18,984	12,823	68	↑	11
Graduate	4,417	2,747	62	4,458	2,296	52	4,388	3,009	69	↑	6
Class Unknown	-	-	-	98	69	70	152	121	80	-	-
CLASS YEAR											
First Year	-	-	-	-	-	-	-	-	-	-	-
Second Year	-	-	-	-	-	-	-	-	-	-	-
Upper Level	-	-	-	-	-	-	-	-	-	-	-
ENROLLMENT STATUS											
Full-time	16,943	9,304	55	17,005	6,120	36	16,709	11,238	67	↑	12
Part-time	6,940	4,428	64	6,154	3,216	52	6,815	4,715	69	↑	5

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.

By Field of Study

FIELDS	2016			2018			2020			2016-2020	
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Change (p.p)	
Area, Ethnic, Cultural, and Gender Studies	57	40	70	50	26	52	42	30	71	↑	1
Biological and Biomedical Sciences	1,454	827	57	1,441	503	35	1,382	914	66	↑	9
Business, Management, and Marketing	3,487	1,890	54	3,321	1,204	36	3,032	1,946	64	↑	10
Communication and Journalism	27	18	67	21	13	62	17	13	76	↑	10
Computer and Information Sciences	809	415	51	878	325	37	1,634	1,000	61	↑	10
Education	2,613	1,611	62	2,169	1,079	50	2,418	1,808	75	↑	13
Engineering and Engineering Technologies	3,242	1,663	51	3,142	1,050	33	3,109	1,913	62	↑	10

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-nslve-report-faq>

By Field of Study

FIELDS	2016			2018			2020			2016-2020 Change (p.p)
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
English Language and Literature	1,377	824	60	1,290	592	46	1,250	892	71	↑ 12
Foreign Languages, Literatures, and Linguistics	70	48	69	54	21	39	67	56	84	↑ 15
Health Professions	3,511	2,151	61	3,367	1,373	41	3,439	2,411	70	↑ 9
History	260	180	69	236	125	53	238	179	75	↑ 6
Liberal Arts and Sciences, and Humanities	1,015	621	61	767	435	57	425	338	80	↑ 18
Mathematics and Statistics	168	98	58	145	61	42	149	91	61	↑ 3
Multi/Interdisciplinary Studies	1,021	645	63	1,654	628	38	1,080	730	68	↑ 4
Parks, Recreation, Leisure, and Fitness Studies	260	136	52	483	142	29	636	447	70	↑ 18
Philosophy and Religious Studies	32	21	66	34	15	44	26	20	77	↑ 11
Physical Sciences	364	175	48	344	126	37	374	237	63	↑ 15
Psychology	1,320	785	59	1,281	508	40	1,523	987	65	↑ 5
Public Administration and Social Service Professions	183	134	73	164	106	65	179	149	83	↑ 10
Social Sciences	1,907	1,039	54	1,595	652	41	1,606	1,116	69	↑ 15

By Field of Study

FIELDS	2016			2018			2020			2016-2020 Change (p.p)
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
Visual and Performing Arts	659	381	58	626	285	46	614	432	70	↑ 13
Unknown	47	30	64	97	67	69	163	130	80	↑ 16

About This Report

Thank you for participating in the National Study of Learning, Voting, and Engagement.

Since NSLVE's launch in 2013, nearly 1,200 colleges and universities have signed up to receive their voting rates for the 2012, 2014, 2016, 2018, and 2020 federal elections.

Along with others, your institution's participation in this study has allowed us to build a robust database of over 50 million college student records, about 10 million for each election year, that serve as a foundation for innovative research on college student political learning and engagement in democracy.

NSLVE is a signature initiative of the Institute for Democracy and Higher Education (IDHE) at Tufts University's Jonathan M. Tisch College of Civic Life. The mission of IDHE is to shift college and university priorities and culture to advance political learning, agency, and equity. We achieve our mission through research, resource development, technical assistance, and advocacy.

About the Data

The voter registration and voting rates in this report reflect the percentage of your institution's students who were eligible to vote and who actually voted in the 2016, 2018, and 2020 elections.

These results are based on enrollment records your institution submitted to the National Student Clearinghouse (NSC) and publicly available voting files collected by L2 Political.

Enrollment lists are adjusted by deducting students under age 18 (at the time of the election), people identified as non-degree seeking and those identified by campuses as "nonresident aliens" (NRAs) (the federal government's category for mostly international students). Unfortunately, not all campuses report NRAs to NSC. For those campuses, we use IPEDS to calculate the number of NRA students on each campus and adjust NSC enrollment numbers to estimate the number of students to remove. We also quality check NRA removals by verifying that there is little to no discrepancy between the number of international students reported by the campus to IPEDS and to NSC. We cannot adjust subgroup analyses absent identification of NRAs verified by the process above. We welcome closer partnerships with individual colleges and universities to provide more accurate rates. For more on the data and the matching process, see our FAQ on Campus Reports.

Old Dominion University

Thank you for the work you do to improve your students' political learning and engagement. We hope that you find your NSLVE report useful. For up-to-date news on NSLVE data, resources, and to sign up for our newsletter visit: <https://idhe.tufts.edu>.

References: IDHE encourages report recipients to share this report as broadly as possible, including posting it on the college or university's website. When doing so, please use the following citation: Institute for Democracy & Higher Education: National Study of Learning, Voting and Engagement. (2021). 2016, 2018, and 2020 report for _____ [name of institution]. Medford, MA.



Barnum Hall
163 Packard Ave.
Medford, MA 02155

tischcollege@tufts.edu
617.627.3453



Institute for Democracy & Higher Education:
National Study of Learning, Voting, and Engagement
Barnum Hall, Medford, MA 02155

Follow Us on Twitter: @TuftsIDHE
NSLVE@tufts.edu
617.627.0620