

# STRENGTHENING AMERICAN DEMOCRACY

A Guide for Developing an Action Plan to Increase Civic Learning,  
Political Engagement, and Voter Participation Among College Students

FOURTH EDITION, AUGUST 2023

## ABOUT THE STUDENTS LEARN STUDENTS VOTE COALITION

Colleges and universities are leaders in cultivating generations of informed, engaged community members needed for democracy to thrive. With nearly 20 million college students in the United States, institutions of higher education have a responsibility to help their students overcome the structural and psychological obstacles that new voters often face. Additionally, they can instill the importance of democratic participation, which can inspire lifelong participation in our democracy.

Recognizing the importance of getting college students more engaged in our democratic processes, **the Students Learn Students Vote (SLSV) Coalition** was founded in February 2016 to design and advance a shared agenda around student voting and political learning in higher education.

The SLSV Coalition is the national hub and largest nonpartisan network in the United States dedicated to increasing college student voter participation. SLSV convenes and connects hundreds of campuses, nonprofit partners, students, and philanthropic leaders with each other, and with resources and programming towards achieving the vision of ensuring that every student has easy and equal access to participate in every election. It uses data, relationships, celebration, and easy-to-follow planning structures, to help campus and local leaders register and turn out more student voters every year. The SLSV Coalition is a fiscally-sponsored project of NEO Philanthropy, a 501(c)(3) organization. The organization is governed by an executive committee and a rotating advisory board of representatives from coalition partner organizations, higher education institutions and associations, local election officials, and students.

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# FOREWORD

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Six years ago, members of the Students Learn Students Vote Coalition published the first *Strengthening American Democracy* campus action planning guide in an effort to help institutions of higher learning graduate more civically-informed and -active students for our democracy.

Since then, nonpartisan campus civic engagement space has transformed thanks to the remarkable work of voter mobilization and nonpartisan democratic engagement efforts proliferating on campuses and in communities throughout the country. Students, campus faculty and administrators, as well as local and national organizations, have taken the principles of the guide and put them into practice, making their mark on our democracy in the process.

Year-round support and planning around campus democratic engagement efforts, guided in part by an action plan, enabled campuses to increase their student institutional voting rates to 66% in 2020 up from 52% in 2016 (as noted in the Institute for Democracy and Higher Education's (2021) *Democracy Counts 2020: Record-Breaking Turnout and Student Resiliency*). Thanks to initiatives like ***Ask Every Student***, which integrates voter registration into existing campus processes designed to reach every eligible student, colleges and universities have more available resources and strategies to help them strive for the full student voter participation of every eligible student.

Most importantly, these resources and strategies have proven to be powerful tools in efforts to promote diversity, equity, inclusion and justice, within the nonpartisan democratic engagement space and among campus populations as a whole. By definition, "strengthening American democracy" requires approaching voter participation with an eye toward equity and parity – something that leaders in our space have long emphasized.

However, these same areas of progress also serve as reminders of how much we have yet to achieve. As we move closer to a truly inclusive democracy with parity among all demographics, we focus even more on the still-too-great distance between that goal and our present reality. We're also cognizant of the new and evolving conditions that may necessitate different solutions in the service of the same goals.

This 4th edition of the *Strengthening American Democracy Guide* addresses some of the evolving conditions that have emerged in our space, including changing election laws and timelines as well as new state-based regulations such as Minnesota's **HF1830** (joining existing statutes like Maryland's **Student and Military Voter Empowerment Act** and **California's Student Civic and Voter Empowerment Act**).

This resource also includes updated support for how to use the Guide and assess progress via a rubric, as well as the interactive and digital ***Votes & Ballots*** tool to help leaders create and evolve dynamic action plans. Additional resources from across the Coalition can be found in the **SLSV Resource Library**.

In all, we hope that the following content will fortify your efforts to educate the next generation of civically informed and democratically active students, while offering a useful framework for the institutionalization of this work on campuses everywhere. We look forward to your feedback and thank you for all that you do for our students, and our democracy.

# ACTION PLANS

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# INTRODUCTION

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This is a guide designed to help faculty, staff, students, and other campus stakeholders write strong action plans to increase nonpartisan civic learning, political engagement, and voter participation on college and university campuses. It provides a framework for developing and documenting institutional goals and strategies for fostering a civic ethos on campus and institutionalizing elements of democratic engagement into the curriculum and co-curriculum that persist regardless of election cycles. This guide is not meant to be prescriptive and should be adapted to your institutional context.

Completing the action planning process can help an institution assess current efforts, set short- and long-term goals, plan and implement strategies and tactics, assess progress towards goals, and continuously work to improve democratic engagement efforts. This work can and should be collaborative and occur in a team setting. Depending on the campus, this may be accomplished in a committee, coalition, task force, or working group. The hope is that through this process, the institution will be able to garner additional support and resources, change culture, improve systems and policies, build lasting capacity, and ultimately institutionalize nonpartisan democratic engagement efforts.

This fourth edition of the guide includes the self-assessment rubric originally released with the second edition of the guide. The fourth edition focuses more on how an institution might consider its strategic capacity to do this work, how to leverage additional support through programs like federal work-study, and to continue to prioritize diversity, equity, and inclusion in an institution's action plan. It also highlights efforts regarding voter mobilization and the *Ask Every Student* program as well as the importance of succession planning within an institution's leadership to ensure continuity of the work. It is strongly suggested that completed action plans be shared on the institution's website, along with campus National Study of Learning, Voting, and Engagement (NSLVE) reports. Together, these demonstrate an institution's belief in transparency and its commitment to broadening and deepening civic learning, political engagement, and student voter participation.

# THE ACTION PLANNING PROCESS

Your action plan is a roadmap that documents specific strategies for starting new programs and initiatives, or improving existing ones. It should help you take your goals and break them down into steps so that desired results can be achieved and help you increase efficiency and accountability. Action planning is the process used to develop and document the action plan.

The following steps are a guide for carrying out the action planning process in general. Feel free to amend them as needed to work within your institution and surrounding community's culture.

**1.**

## ASSIGN LEADER(S)

Action planning requires group collaboration and individual leadership. For best results, choose a leader to facilitate the process. The leader may be internal, though an external facilitator can provide a neutral voice in discussions.

**2.**

## ASSEMBLE A TEAM AND DEVELOP A TIMELINE

A team helps establish a collective vision. Start by building a list of who you want and recruiting them to a low stakes introductory meeting. Aim for a diverse team representing appropriate constituent groups, internal and external. Help those who want to be involved set clear expectations for their roles. The campus team should update the action plan every two years for midterm and presidential elections and include plans for local and primary elections.

**3.**

## ASSESS CURRENT WORK AND OUTCOMES

If you're new to the space, start by asking the stakeholders you know who they know that engages in voter education and outreach. Campuses are dynamic places! If you're updating your plan, do your due diligence to see if new student groups, faculty, or departments are engaged in election work.

This process should help you know what's already happening and help you identify areas for improvement.

**4.**

## SET SMARTIE GOALS

Use the data you collected from your assessment to set goals that motivate your team and will make the biggest impact for student civic engagement.

## 5.

### PLAN WORK

Work with your team to strategically plan activities that will assist you in accomplishing goals. If you're new to action planning, feel free to take ideas that have worked at other campuses ([see example plans here](#)). If you have a well-developed civic engagement coalition, feel free to design new activities to achieve your evolving goals.

## 6.

### DOCUMENT PLAN

Write an action plan that captures the goals and activities you've agreed on, and the timeline for making it happen. This document should serve as your team's roadmap for success.

## 7.

### IMPLEMENT PLAN

Work with your team to make the plan a reality! Host regular meetings to check-in on your goals versus actuals and keep each other accountable to the plan.

## 8.

### ASSESS PROGRESS TOWARDS GOALS

Use data to analyze the impact of what you did and determine next steps.

## 9.

### REVIEW THE PLAN

Your plan should be a living document, so revise it as needed based on how things went. If you hit your goals, how can you build on your success to do even better next time? If you didn't, what adjustments should be made?

Did you know...

Your campus can receive recognition for its nonpartisan action plan through programs like the **Voter Friendly Campus** and ALL IN **Highly Established Action Plan Seal**?

Your campus also has the opportunity to receive feedback and to resubmit your institutional plan up to two times per cycle through the ALL IN program? Action plans can be submitted to [actionplans@civictionation.org](mailto:actionplans@civictionation.org) on **December 15, 2023, May 31, 2024,** and **October 1, 2024.**



# GUIDING PRINCIPLES

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These principles should be kept in mind as the institution develops its action plan. A strong action plan, designed to increase civic learning, political engagement, and voter participation among college students should be:

## **COMPREHENSIVE**

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Strategies and tactics should focus on local, state, and federal elections; include election and non-election related programming; and be nonpartisan. Strategies and tactics should focus on registering, educating, and turning out eligible students; and engaging all students in civic learning and the democratic process.

## **CONTINUOUS**

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Strategies and tactics should occur every semester or term of every year, not just during an election cycle.

## **INTEGRATED**

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Strategies and tactics should be curricular and co-curricular.

## **INTENTIONAL**

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Goals, strategies, and tactics should be informed by data and evidence-based research.

## **PERVASIVE**

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Strategies and tactics should occur across campus and reach all students.

## **DEEP**

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Strategies and tactics should not be marginal or add-ons. They should be embedded in the curriculum and co-curriculum of the campus and tied to the institution's learning outcomes.

## **INNOVATIVE**

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Strategies and tactics should improve existing efforts and include new and original ideas.

## **INCLUSIVE**

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Campus coalition, goals, strategies and tactics authentically bring traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

## **EQUITABLE**

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Goals, strategies, and tactics should focus efforts on and distribute resources to campus populations that have historically engaged in civic learning, democratic engagement, and voter participation at lower levels.

# KEY TERMS

Definitions of frequently used terms are included to provide a common understanding of terminology used within higher education and this document. The SLSV Coalition recognizes that these terms carry different connections and interpretations depending on an institution's context; however the goal is to ensure that through this document all parties are informed of the meaning of the words as they are used in the action planning context.

<b>CIVIC ENGAGEMENT</b>	is any act intended to improve or influence a community through deliberation, collaboration, and reciprocal relationships and community-building.
<b>CIVIC LEARNING</b>	is promoting the education of students for engaged citizenship through democratic participation in their communities, respect and appreciation of diversity, applied learning, and social responsibility.
<b>CURRICULUM</b>	is an academic course of study; the knowledge students are expected to learn in the classroom.
<b>DEMOCRATIC ENGAGEMENT</b>	is a combination of promoting the education of students for engaged participation through democratic mechanisms and principles in their communities, respect and appreciation of diversity, applied learning, and social responsibility.
<b>DEMOCRATIC PARTICIPATION</b>	is civic engagement that involves democratic processes (e.g., when an organization puts a matter to a vote and there is individual participation).
<b>FULL PARTICIPATION</b>	occurs when all students are asked to participate in the democratic process.
<b>INSTITUTIONALIZATION</b>	is the process of integrating nonpartisan civic engagement and education into an institution's existing operations and culture in a sustainable way. This work happens not just in federal election years, but all years, and lasts long after any one person or team's time on campus.
<b>NATIONAL STUDY OF LEARNING, VOTING, AND ENGAGEMENT (NSLVE)</b>	offers colleges and universities an opportunity to learn their student registration and voting rates and, for interested campuses, a closer examination of their campus climate for political learning and engagement and correlations between specific student learning experiences and voting. <a href="https://idhe.tufts.edu/nslve">https://idhe.tufts.edu/nslve</a>
<b>POLITICAL ENGAGEMENT OR POLITICAL PARTICIPATION</b>	is civic engagement that emphasizes governmental institutions and/or power (e.g., voting in a local, state, or federal election). Participating in the political process also occurs by making one's own opinions and beliefs known outside of the electoral process (e.g., protesting, campaigning, performing jury duty, running for office, community organizing).
<b>S.M.A.R.T.I.E.</b>	is an acronym used to guide goal-setting: Specific, Measurable, Ambitious, Realistic, Time-bound, Inclusive, and Equitable.
<b>VOTER REGISTRATION</b>	is the process of successfully completing the application to be able to cast a ballot in an election.
<b>VOTER EDUCATION</b>	is the curricular and co-curricular activities offered to students and designed to facilitate civic learning, political engagement, and increase participation in elections.
<b>VOTER MOBILIZATION</b>	is the act of implementing tactics to encourage potential voters to follow through with becoming voters.

# TEMPLATE AND GUIDING QUESTIONS

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# I EXECUTIVE SUMMARY

This section provides a summary of the campus democratic engagement action plan. It should be clear, concise, and allow the reader to easily understand what the campus is doing and why. It distills the plan into just a few paragraphs or pages so that the reader can rapidly become acquainted with the action plan. Consider sketching out an executive summary as a starting point and then revisiting and finalizing as the final step in your action plan development.

The following questions should be addressed in the executive summary.

## GUIDING QUESTIONS

- 1.** Which individuals (e.g., name(s), title(s), department(s)) and/or organizations developed this plan?
- 2.** Why is your institution invested in creating a plan to map out civic learning and democratic engagement efforts? How does this plan tie to broader institutional norms/values/strategic plans?
- 3.** Where will this action plan be implemented? For instance, provide the following details: name of the institution, the number of campuses the work will take place at, campus locations (city and state), in-person, online, hybrid.
- 4.** When does this action plan start and end? How does this action plan focus on both short-term and long-term goals? When will it be updated?
- 5.** How will this action plan be implemented? Who's in charge? What unit/office/division will be facilitating the effort?
- 6.** What strategies were employed to make sure this plan was equitable and included a diverse audience?

## II LEADERSHIP

The leadership section of a campus action plan describes the team that is responsible and accountable for the institution's efforts to increase civic learning and democratic engagement among its students. Designating a leader(s) and establishing a working group that includes a variety of stakeholders increases the likelihood of success, long-term sustainability, and the institutionalization of civic learning and democratic engagement efforts on campus. Including representatives from on-campus departments and student groups, as well as off-campus organizations, ensures efforts are collaborative and coordinated, and that a variety of perspectives are taken into consideration. The working group should reflect your campus and community, with intentional and equitable inclusion of diverse voices. Campus coalitions can grow and evolve over time to best meet the civic learning and democratic engagement needs of your institution. The group should strive to build a leadership team over time that is reflective of your campus community including diverse partners. Beyond the recruitment of diverse working group members, it's important to consider and describe how exactly members will be involved in order to leverage their strengths and promote inclusivity as central to your success. When you are building your voter engagement efforts, consider how you will maintain continuity. Importantly, if your coalition includes student leaders, be aware when there will be turnover because of graduations. Succession planning can be a key feature to ensure that the work continues especially when transitions occur.

### GUIDING QUESTIONS

- 1.** Who are the working group members and how are they involved? How is the working group ensuring there is diversity within the campus' voting coalition?
  - a.** What senior administrative leaders (e.g., college president, provost, dean of students) are involved, and what role do they play? What role do you wish senior administrative leaders would play on your campus?
  - b.** What academic departments and which faculty within academic affairs are involved? (e.g., faculty senate members, political science professor(s), fine arts department)
  - c.** What units within student affairs are involved and which administrators are involved? (e.g., office of new student involvement, director of student life, office of diversity and inclusion)
  - d.** Which students and student organizations are involved? (e.g., student government, issue-based student organizations)
  - e.** What community and/or national (private, nonprofit, government) organizations are involved? (e.g., League of Women Voters, ALL IN Campus Democracy Challenge, Campus Vote Project) How do national and local partners support your institution's efforts?
  - f.** Is the working group coordinating with the local election office? If so, with whom and how? If not, what is your plan to get the local election office involved? If local election officials have refused to collaborate with you, what other elected and non-elected levers can be used to increase support for poll worker recruitment or determining polling locations?

### GUIDING QUESTIONS CONT.

- 2.** Who is this person(s) and/or office(s) held accountable to, what is their reporting line? If student-staff or community members are involved, how can they be compensated for their involvement?
- 3.** What are working group members' unique strengths and, with those in mind, what are their responsibilities?
- 4.** How will people be brought into the coalition who currently are not there? Why have these individuals/groups been identified to join? Which groups have traditionally been underrepresented within your mobilization efforts and how does your working group work to strategically involve members of those groups?
- 5.** How is the working group inclusive of different campus and community stakeholders?
- 6.** Does the working group have the support of upper administrators (e.g., president, provost, chancellor, vice president of student affairs) who can help advocate on behalf of the working group?
- 7.** What other offices on campus need to be involved? (e.g., website or portal management, registrar, university relations)
- 8.** How often will the working group meet and communicate? Identify who is responsible for communicating amongst the group and how the group will meet (e.g., in-person, virtually, over email).
- 9.** How are you keeping working group members engaged over time and addressing stakeholder turnover?
- 10.** If someone in the working group stops showing up and doing the work or needs to step away, what steps will be taken to ensure the efforts continue?
- 11.** What is your leadership succession plan? Is leading this work part of someone's job description? How will this work continue if key leaders change roles or leave the institution?

## III COMMITMENT

This section describes how the institution demonstrates its commitment to increasing civic learning, political engagement, and voter participation. A public institutional commitment is critical for improvement across campus; it signals to all stakeholders that these efforts are significant and long-term. Before action planning begins, the working group should first explore the process's underlying context, motivations, and commitment. This process also evaluates if voter registration information is featured in campus-wide materials, if the campus supports placing a polling location on campus and is willing to make a building available, and examines how voter registration is embedded in the campus culture by being included in processes that all new students go through every year, even in non-general or midterm election years.

### GUIDING QUESTIONS

- 1.** How does the mission and vision of your campus align with your work to increase student voter engagement in our democracy?
- 2.** How does the institution and its senior leadership demonstrate commitment to improving civic learning and democratic engagement? Leadership should be viewed as the campus/university president/chancellor, provost, and key administrative members. Is there an explicit, visible commitment on the part of the governing board, president/chancellor, and senior leadership?
  - a.** Is the commitment communicated within the institution? To whom, specifically, and how? How often?
  - b.** Is the commitment communicated outside the institution (i.e., to external stakeholders and the general public)? To whom, specifically, and how?
  - c.** Does the institution's commitment to civic learning and democratic engagement consider diversity, equity, inclusion, and justice tenets?
  - d.** Has the institution's senior leadership (e.g., president, provost, chancellor) made an outward commitment to democratic engagement? For instance, signing the ALL IN Presidents' Commitment to Full Student Voter Participation.
  - e.** If your campus is part of a system of campuses, is there an outward commitment to democratic engagement from that level?
- 3.** Is educating for civic learning and democratic engagement a pervasive part of institutional culture? Is it ongoing, consistent, systematic, and sustainable across programs, departments, and the entire institution? How do you know?
- 4.** How is the institution's commitment reflected in existing statements and documents (e.g., mission statement, vision, core values, strategic plan)? Has the institution created and implemented an action plan in previous years?
- 5.** What are the institution's overall civic, democratic, and/or political learning outcomes? Does this show up in other ways including graduate education, distance education, etc.? Is there a process in place to ensure that outcomes are measured and met?
- 6.** How is educating for civic learning and democratic engagement included in the general education curriculum and/or co-curriculum?

## IV LANDSCAPE

This section offers an overview of the nonpartisan democratic engagement at an institution. It describes the factors and dynamics that influence student voter turnout, such as what kind of voter engagement support your campus receives from leadership or the assistance put in place to make voting more accessible for students on your campus. Another example of important information you can incorporate in your landscape is a self-assessment of your current work.

A self-assessment of current work and data (e.g., established learning outcomes, assessment data, curricular and co-curricular activities, resources) provides the institution with a comprehensive understanding of current efforts and student engagement with those efforts. It also provides the opportunity for the institution to evaluate those efforts and determine areas of strength and those needing improvement.

It's important that when conducting an analysis of your landscape you reach out to as many stakeholders as possible to best understand the campus' reach and engagement. Stakeholders that you may want to engage include:

- faculty and department heads
- student government and student group leaders
- student affairs staff
- local election officials
- community partners (local and national)

### GUIDING QUESTIONS

- 1.** Are civic learning and democratic engagement overall campus learning outcomes? If so, what are the learning outcomes and how are they measured?
- 2.** Do you have access to assessment data for your campus? If so, what does assessment data show about the political climate and democratic engagement on campus? How does this data compare to that of peer institutions? See the following page for examples.
- 3.** How is civic learning and democratic engagement present in the curriculum?
  - a.** In which courses is it taught?
  - b.** In which courses is it listed as a learning outcome?
  - c.** Are courses connected to civic learning and democratic engagement available to all students or a particular group of students (e.g., only incoming first-years, political science majors)?
- 4.** How is civic learning and democratic engagement present in the co-curriculum?
  - a.** In which departments is this included?
  - b.** What initiatives, programs, and activities focus on this?
  - c.** What student groups and clubs are engaged?
  - d.** What are student leaders and student groups doing to participate with civic learning and democratic engagement?
- 5.** What internal barriers (e.g., limited funding, staff resistance, lack of leadership, declining student life activities) prevent the institution from being successful?
- 6.** What external barriers (e.g., election laws, voter ID laws, lack of proximity to polling location) prevent the institution from being successful?



### GUIDING QUESTIONS CONT.

- 7.** What is the demographic makeup of the institution's student body? Are there demographic groups that have lower rates of engagement? How is this information considered when mapping out civic learning and democratic engagement efforts?
- 8.** What internal and external factors lead to successes? For example, do you have the president's support (internal) or is your campus located in a full vote-by-mail state (external)?
  - a.** What internal and external resources are currently available to help the institution be successful? For example, does your campus have a full-time staff person to lead the work on your campus (internal) or does your campus utilize the Ask Every Student Toolkit for their voter registration efforts (external)?
- 9.** What additional resources are needed to help the institution be successful?

### ASSESSMENT DATA EXAMPLES

#### Ask Every Student First Step Form

[sls.vote/aesfirststep](https://sls.vote/aesfirststep)

The Ask Every Student First Step Form assists campuses in applying the Ask Every Student Framework to their campus context. After filling out the form, campuses will automatically receive a response with their answers and recommendations for how they can best use the Ask Every Student Toolkit for their context

#### Higher Education Research Institute and Cooperative Institutional Research Program

[heri.ucla.edu](https://heri.ucla.edu)

CIRP is a national longitudinal study of the American higher education system. The CIRP longitudinal program consists of the Freshman Survey (TFS), Young First College Year (YFCY) Survey, Diverse Learning Environments Survey (DLE), and the College Senior Survey (CSS).

## ASSESSMENT DATA EXAMPLES CONT.

### **Beginning College Survey of Student Engagement**

[bcsse.indiana.edu](http://bcsse.indiana.edu)

BCSSE collects data about entering college students' high school academic and co-curricular experiences, as well as their expectations for participating in educationally purposeful activities during the first college year.

### **National Study of Learning, Voting, and Engagement**

[idhe.tufts.edu/nslve](http://idhe.tufts.edu/nslve)

NSLVE offers colleges and universities an opportunity to learn their student registration and voting rates and, for interested campuses, a closer examination of their campus climate for political learning and engagement, as well as correlations between specific student learning experiences and voting.

### **National Survey of Student Engagement**

[nsse.indiana.edu](http://nsse.indiana.edu)

NSSE annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college.

### **Community College Survey of Student Engagement**

[ccsse.org](http://ccsse.org)

CCSSE provides information on student engagement. The survey asks questions that assess institutional practices and student behavior that are correlated highly with student learning and student retention.

This section describes what the team (whether that's a few leaders starting this work, a long-standing vote coalition, or anything in between) hopes to achieve. By setting goals, the team can flesh out a plan to achieve results and assess impact. It is suggested that prior to setting goals, there should be a clear vision of what the team wants civic engagement and voter access to look like at the institution. Long-term goals help the team achieve its vision for the institution – what would it actually look like for students on campus to be able to vote without impediment? Short-term goals break long-term goals into manageable parts — what barriers need to be eliminated for students to vote? How can the institution actually help make it easier for students to vote? Goals should be S.M.A.R.T.I.E. – specific, measurable, ambitious, realistic, time-bound, inclusive, and equitable.

As you set your goals, prioritize institutionalization: incorporating civic engagement into the fabric of your institution (defined further on page 10). The best goals have a long-lasting impact such that voter access and turnout continue long after your time at the institution.

## GUIDING QUESTIONS

### LONG-TERM GOALS

1. What is the long-term vision the team hopes to achieve for the institution?
2. What knowledge, skills, and capacities (learning outcomes) does the institution want students to achieve and graduate with in order to be active and informed?
3. What are the outcomes the team wants to see at the institution over the next 10 years?
4. Are the goals S.M.A.R.T.I.E. (specific, measurable, ambitious, realistic, time-bound, inclusive, and equitable)?
5. Do the goals contribute to expanding access to voting for a diverse set of students?
6. Are these goals informed by principles of diversity, equity, inclusion, and justice?
7. Are these goals informed by data and research?

### EXAMPLES

- » By 2028, student voting rates at the institution will increase by 20 percentage points compared to 2020 turnout levels to 68%, with students of color voting at the same rates as white students.
- » By 2028, implement the Ask Every Student tactic to add electoral engagement to “First Year 101” class syllabi as a learning objective to the course.
- » By 2028, incorporate civic learning and democratic engagement into the general education curriculum.
- » By 2028, secure an on-campus polling location in a highly-trafficked area of campus.

## GUIDING QUESTIONS CONT.

### SHORT-TERM GOALS

- 1.** What outcomes does the institution need to reach during the next three years to stay on track to reach its longer-term vision? How do the goals of the campus voting coalition contribute to the institution's overall equity and inclusion goals? How do the goals support the institution's strategic plan?
- 2.** What resources does the institution need to ensure its longer-term vision is within reach?
- 3.** Who does the institution need to involve in order to reach its longer-term vision?
- 4.** Does your campus voting coalition have the capacity and/or support to achieve this goal?
- 5.** Does the goal fit the SMARTIE framework (specific, measurable, ambitious, realistic, time-bound, inclusive, and equitable)?
- 6.** Does the goal solve an immediate issue student voters face?
- 7.** Is the goal informed by data and research?
- 8.** What does your institution need to do to best mobilize voters for the next election (whether local, state, federal primaries or general elections)?

### EXAMPLES

- » By 2024, student voter registration rates at the institution will increase by 15 percentage points compared to 2020 registration levels to 92%.
- » By 2024, the institution will incorporate civic learning and democratic engagement into 25% of courses
- » By 2024, the team will solidify the practice of the president sending a letter to all students every semester about the importance of being civically engaged and participating in elections.
- » By 2024, student voting rates at the institution will increase by 10 percentage points over 2020 turnout levels, with students of color voting at the same rates as white students.
- » By 2024, at least 30% of our team/working group leadership will represent marginalized communities on our campus.
- » By the end of 2024, the institution will raise \$25,000 from alumni to be used to carry out the tactics in this plan to increase nonpartisan voter engagement.
- » By the end of 2024, the team will establish a relationship with the local election official and invite them to join our working group

# VI STRATEGY

The strategy section of a campus action plan summarizes how an campus coalition intends to build a culture and infrastructure that supports nonpartisan civic learning, political engagement, and voter participation. Put simply, it outlines a strategic plan for this work. A campus’s strategy should include a plan for achieving short- and long-term goals, and should consider the means of achieving what is laid out in the other segments of an action plan. Development of a strategy should include consideration of the coordination of campus departments and staff, programmatic efforts, volunteer and student groups and individuals, and, ultimately, the infusion of a broad civic ethos into the mission of the institution.

Strategy can be infused into culture and infrastructure through a variety of methods; there is no one methodology for all campuses to follow. For instance, while many campuses are able to quickly articulate a variety of programmatic approaches, (e.g., listing tabling days for voter registration or campus debate watch parties), it is just as important for campuses to be exploring long-term strategy.

To support short- and long-term strategic capacity, campus coalitions are encourage to utilize resources such as Federal Work-Study, the Ask Every Student program, and the Civic Holidays (see examples on page 22 & 23).

## CELEBRATE THE CIVIC HOLIDAYS 2024

**Sept 17**  
**Constitution Day & National Voter Registration Day**

**Oct 7-11**  
**National Voter Education Week**

**Oct 24**  
**Vote Early Day**

**Nov 4**  
**Election Hero Day**

### September

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

### October

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### November

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## SHORT-TERM GUIDING QUESTIONS

This section should describe shorter-term tactics for improving student voter registration, education, and turnout around elections (e.g., by including election deadlines and dates in a campus calendar of events). You can find numerous examples of successful campus strategies for student voter registration, education, and turnout in the bi-annual Voter Friendly Campus Report.

1. What is the work?
  - a. What are the planned activities and initiatives related to voter registration, voter education, voter turnout and mobilization, and voter access?
  - b. What would it take to Ask Every Student on campus about participating in our democracy? For resources and tools to do so visit: [www.studentvoting.org](https://www.studentvoting.org).
  - c. Where will each activity occur (e.g., in a public campus space, in the classroom, virtually)?
2. Who is responsible for implementing each planned strategy and tactic?
3. Who is the audience for each strategy and tactic?
  - a. What methods will be used to make strategies and tactics accessible to all?
  - b. Are you including tactics that focus on reaching every student, especially those from underrepresented backgrounds?
4. Where will each activity occur on and off campus?
5. When will the work happen and what preparations are required beforehand to make it happen? Are individuals consistently (i.e., quarterly, semesterly or yearly) trained to ensure conversations remain nonpartisan, culturally sensitive, accurate, and that the voter registration processes result in zero errors?
6. Why is each strategy and tactic being implemented, and what is the goal for each activity?

Consider ways into which your campus can increase strategic capacity through the nonpartisan civic learning, political participation and student voter tactics your institution implements.

- Campuses are able to use **Federal Work-Study** funds to support nonpartisan engagement efforts through student employment programs. In April 2022, the US Department of Education's **Dear Colleague Letter** made this possible. You can find details on utilizing said funds here: <https://www.studentvoting.org/federal-work-study>
- Many institutions are able to increase strategic capacity by implementing **Ask Every Student** tactics into processes that reach all of their students who are eligible to vote. These could be pathways like course integration, orientation, parking pass pick up and others. All of these processes are open sourced in the *Ask Every Student* Toolkit available at <https://www.studentvoting.org/toolkit>.

## LONG-TERM GUIDING QUESTIONS

Consider and describe long-term strategies for further developing a campus ethos and set of experiences that help students develop the knowledge, skills, and attitudes needed for full participation in our democracy. Such strategies might consider staffing, curricular offerings, cross-campus collaborations, and ways in which civic learning, political engagement, and voter participation are woven into campus communications and campus-wide events from orientation to convocation and graduation. These strategies should be aligned with your short-term goals described in the previous section.

1. How would you describe a campus committed to educating for civic learning, political engagement, and voter participation? What would it look like and how would you know this commitment existed? (I.e., “We have a campus coalition with one full-time staffer, one student lead, and three student support volunteers every fall and spring semester. We have committed funding for at least two 50-100-person events per academic year.”)
2. How might your institution deepen capacity and competence related to diversity, equity, and inclusion in tandem with civic learning, political engagement, and voter participation?
3. What will it take to build toward this vision of sustained commitment beyond a single election cycle (e.g., resources, curricular offerings, staffing)?
4. Where does work need to happen in order to institutionalize this vision (e.g., faculty senate, student government, division of student affairs)?
  - a. Who is responsible within your working group for catalyzing or leading each effort? One step further, how would you know that this commitment has been institutionalized?
  - b. Does your coalition have a succession plan that continually involves and builds up new student leaders, as well as provides for staffing transitions?
5. On what timeline will efforts to enact this vision occur? (Think in terms of years; e.g., in year one your institution will accomplish x In year two your institution will accomplish x. And so on...).
6. How are you ensuring that your short-term tactics are embedded into the campus culture, and can outlast the individuals leading that effort (accounting for turnover/team member transition)?

Consider anchoring your tactics around **civic holidays**. A civic holiday is a day (or days) of action that is expressly focused on encouraging all citizens of the United States to be able to freely and confidently exercise their right to vote through community celebration. Here are a few you may want to consider integrating into your strategy:

- **National Voter Registration Day** - Third Tuesday in September
- **National Voter Education Week** - First week in October
- **Vote Early Day** - Thursday before Halloween
- **Election Hero Day** - Monday before Election Day

For more information about Civic Holidays visit: <https://civicholidays.org/>

## VII NSLVE AS A RESOURCE FOR COLLEGES & UNIVERSITIES

Run by the Institute for Democracy & Higher Education (IDHE) (<https://idhe.tufts.edu/>) at Tufts University's Jonathan M. Tisch College of Civic Life, the National Study of Learning, Voting, and Engagement (NSLVE) (<https://idhe.tufts.edu/nslve>) is a one-of-a-kind service to colleges and universities and a national database for research on student participation in democracy. More than 1,200 U.S. institutions across all 50 states and of every type participate in NSLVE. For each of these campuses, IDHE provides a report containing aggregate voter registration and voting rates for their students. With a database of 10 million de-identified records for the 2012, 2014, 2016, 2018, 2020, and 2022 elections, the NSLVE database is a robust research tool. IDHE also produces national, regional, and other comparative analyses as part of its research to advance political learning in higher education.

Participation in NSLVE is nonpartisan, easy, and protective of student privacy. To join NSLVE for the first time, or to reauthorize your campus you must submit a signed authorization form. More information on NSLVE, including FAQ, how the project works, and sample campus reports, can all be found on the [IDHE website](#).

### RECOMMENDED RESOURCES FOR UNDERSTANDING AND LEVERAGING YOUR NSLVE DATA

#### **IDHE Report**

Using Your NSLVE Reports Written by IDHE staff, this document is meant to help practitioners brainstorm ways to use NSLVE reports for impact on campus.

#### **IDHE's Data Portal and Visualizations**

For anyone interested in college student political engagement data, this area of the IDHE website allows users to engage directly with NSLVE data. The continuously-updated features on this page highlight everything from national comparisons and regional trends to more granular insights around particular elections.

#### **Election Imperatives**

Based off of IDHE research, this report is centered on 10 major recommendations for colleges and universities looking to build community and capacity around civic and political learning.

#### **The IDHE Toolkit**

is designed as a living set of resources, the IDHE Toolkit provides a variety of ways for institutions to use NSLVE data and other tools in tandem to promote campus climates for student political learning and engagement.



## VIII REPORTING

Reporting ensures that people have easy access to your campus action plans, NSLVE reports, and any other civic engagement data set available to the institution. Best reporting practices include sharing both your action plan and your data (e.g., your campus's NSLVE report(s), student surveys, evaluations reports from tools mentioned on page 17-18) publicly and with all relevant on- and off- campus stakeholders. Sharing data can be done by posting these items to your institution's webpage, with a third party — like the ALL IN Campus Democracy Challenge — as well as through campus voting coalition meetings, included in campus email communications or like newsletters, as well as publicly posting them on campus bulletin boards (both digital and/or physical).

Sharing your action plan allows your civic engagement efforts to increase their accountability and transparency to your campus community. It also allows interested members of your campus to find out about and subsequently join or support your efforts, amplifying your impact and reducing duplicative or siloed efforts.

As part of the reporting process, it is encouraged for campuses to be as detailed as possible and continually retool their democratic engagement action plan to ensure the short- and long-term goals set forth in the plan are being met. If the goals change, these updates should be reflected in the plan in real time, and updated wherever your plan has been shared.

### GUIDING QUESTIONS

- 1.** How will this action plan be shared both internally and externally? Please state where the plan will be shared, keeping in mind to share the report with multiple stakeholders.
  - a.** Internal sharing within your campus community can look like sharing during departmental meetings, student organization gatherings, and with community partners.
  - b.** External sharing can look like allowing action planning programs with nonprofit partners (e.g., Andrew Goodman Foundation, ALL IN Campus Democracy Challenge, Voter Friendly Campus) to publish your action plan, posting the plan on your institution's website, social media, newsletters, on event platforms such as Engage, etc.
- 2.** Will the data used to inform the plan, such as your institution's NSLVE report, be made public? If so, how? This could take place by posting the report on your institution's website and social media, sharing with on- and off-campus stakeholders, etc.
- 3.** How will this plan be shared with your campus voting coalition and/or team to ensure it is used to execute student voting work on campus? Sharing this plan with all campus organizations and groups, community partners, and any others in your coalition allows everyone working on democratic engagement to have access to data and reporting to be able to plan and strategize programming.

# IX EVALUATION

This section describes how the nonpartisan democratic action plan and its impact will be evaluated, how the institution will know if it is making progress, and when its goals have been reached. Included in this section should be what information (data) will be collected, as well as how it will be collected, analyzed, and used for improvement. Evaluating the work should be a continual process, so the action plan can be adjusted to reach the institution's goals. Evaluation should not be limited to using data from the National Study of Learning, Voting, and Engagement, though it is a vital resource in measuring student voter behavior for the campus.

## GUIDING QUESTIONS

1. What is the purpose of the evaluation?
2. What does the institution want to know and be able to do with the information gathered?
3. Who is the audience for the evaluation?
4. Who will carry out the evaluation? Is there an Institutional Research office representative involved? Faculty who are already studying related research questions? Student Affairs educators carrying out programmatic and long-term learning assessments?
5. When will the evaluation be carried out and completed?
6. What impact is already being measured for other related initiatives, like the Carnegie Foundation's Classification for Community Engagement?
7. What information (data, evidence) must be collected and how will it be collected? What are the performance measures and indicators of success?
8. How will information (data, evidence) be analyzed?
  - a. How will the results of the evaluation be shared?
  - b. How will the success of diversity, equity, and inclusion efforts within the plan be evaluated, beyond NSLVE race/ethnicity breakdown information?
9. Will efforts to evaluate be limited to one person/one area of your campus or be part of a larger campus effort?
10. What are your institution's metrics for success? Share what worked, what didn't, why, and how things will be altered for future action plans.
11. What progress has been made toward each short- and long-term goal?

## GUIDING QUESTIONS CONT.

- 12.** Were efforts utilized to advance or implement the Ask Every Student framework?
  - a.** Integrating voter registration or GOTV (mail-in ballots, early voting, voter ID asks) into existing processes
  - b.** Executing individualized voter registration and democratic engagement tactics
  - c.** Institutionalizing tactics to be a sustainable part of campus culture?
- 13.** Were efforts advanced regarding diversity, equity, inclusion, and justice priorities on campus?
- 14.** Which efforts were most successful in contributing to shifts in NSLVE and other data?
  - a.** What could be done to improve upon data metrics? For instance, if there was a big voter registration push, but voter registration data in NSLVE didn't change much, how can we improve on that?
- 15.** What are your key performance indicators, and did you satisfy expectations?
- 16.** Was campus administration supportive of civic learning and democratic engagement efforts? What can be done to get university officials to sign the ALL IN Presidents' Commitment to Full Student Voter Participation?
- 17.** How can student research projects support evaluation measures?
- 18.** What resources do we need next year to advance civic engagement and reach long-term goals?
- 19.** What are the next steps for how evaluation information will be shared?

# SELF-ASSESSMENT RUBRIC

To assist campus stakeholders with self-evaluating their institution's democratic engagement work, this rubric was developed to supplement the publication, *Strengthening American Democracy: A Guide for Developing an Action Plan to Increase Civic Learning, Political Engagement, and Voting Rates among College Students* (Vol. 4).

It is intended to help colleges and universities develop and evaluate their institutional democratic engagement action plans. Action plans are the institution's roadmap to documenting specific strategies for starting new programs and initiatives, or improving existing ones to improve civic learning, political engagement, and voting on their campus.

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

# DEMOCRATIC ENGAGEMENT ACTION PLAN RUBRIC

2023

**DEMOCRATIC ENGAGEMENT = CIVIC LEARNING + POLITICAL ENGAGEMENT + STUDENT VOTER PARTICIPATION**

This rubric was developed to supplement the publication, *Strengthening American Democracy: A Guide for Developing an Action Plan to Increase Civic Learning, Political Engagement, and Voter Participation Among College Students* (4th Ed.).

Language in the rubric can and should be adapted to fit the context of an individual campus.

<b>CIVIC ENGAGEMENT</b>	is any act intended to improve or influence a community through deliberation, collaboration, and reciprocal relationships and community-building.
<b>CIVIC LEARNING</b>	is promoting the education of students for engaged citizenship through democratic participation in their communities, respect and appreciation of diversity, applied learning, and social responsibility.
<b>CURRICULUM</b>	is an academic course of study; the knowledge students are expected to learn in the classroom.
<b>DEMOCRATIC ENGAGEMENT</b>	is a combination of promoting the education of students for engaged participation through democratic mechanisms and principles in their communities, respect and appreciation of diversity, applied learning, and social responsibility.
<b>DEMOCRATIC PARTICIPATION</b>	is civic engagement that involves democratic processes (e.g., when an organization puts a matter to a vote and there is individual participation).
<b>FULL PARTICIPATION</b>	occurs when all students are asked to participate in the democratic process.
<b>INSTITUTIONALIZATION</b>	is the process of integrating nonpartisan civic engagement and education into an institution's existing operations and culture in a sustainable way. This work happens not just in federal election years, but all years, and lasts long after any one person or team's time on campus.
<b>NATIONAL STUDY OF LEARNING, VOTING, AND ENGAGEMENT (NSLVE)</b>	offers colleges and universities an opportunity to learn their student registration and voting rates and, for interested campuses, a closer examination of their campus climate for political learning and engagement and correlations between specific student learning experiences and voting. <a href="https://idhe.tufts.edu/nslve">https://idhe.tufts.edu/nslve</a>
<b>POLITICAL ENGAGEMENT OR POLITICAL PARTICIPATION</b>	is civic engagement that emphasizes governmental institutions and/or power (e.g., voting in a local, state, or federal election). Participating in the political process also occurs by making one's own opinions and beliefs known outside of the electoral process (e.g., protesting, campaigning, performing jury duty, running for office, community organizing).
<b>S.M.A.R.T.I.E.</b>	is an acronym used to guide goal-setting: Specific, Measurable, Ambitious, Realistic, Time-bound, Inclusive, and Equitable.
<b>VOTER REGISTRATION</b>	is the process of successfully completing the application to be able to cast a ballot in an election.
<b>VOTER EDUCATION</b>	is the curricular and co-curricular activities offered to students and designed to facilitate civic learning, political engagement, and increase participation in elections.
<b>VOTER MOBILIZATION</b>	is the act of implementing tactics to encourage potential voters to follow through with becoming voters.

# DEMOCRATIC ENGAGEMENT ACTION PLAN RUBRIC

2023

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

# ACKNOWLEDGEMENTS

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**Chuck Black**

Midwest Regional Manager  
Campus Vote Project, Fair Elections Center

**Grace Wilder**

Program Associate  
Democracy Works

**Cathy Copeland**

Director, The American Democracy Project  
American Association of State Colleges  
and Universities

**Jennifer Domagal-Goldman**

Executive Director  
ALL IN Campus Democracy Challenge, Civic Nation

**Jill Dunlap**

Senior Director of Research, Policy, and Civic Engagement  
NASPA

**Stephanie King**

Senior Director, Strategic Initiatives  
ALL IN Campus Democracy Challenge, Civic Nation

**Sithara Menon**

Campus Engagement & Support Coordinator  
Students Learn Students Vote Coalition, NEO Philanthropy

**Amy Moscovitz**

Senior Graphic Designer  
Creative Alliance, Civic Nation

**Bianca Rosales**

Associate Director of Partnerships  
Students Learn Students Vote Coalition, NEO Philanthropy

**Caroline Smith**

Director of Programs  
The Andrew Goodman Foundation

**Dan Xie**

Political Director  
Student PIRGs

# CONTRIBUTING ORGANIZATIONS



## ALL IN CAMPUS DEMOCRACY CHALLENGE

[allinchallenge.org](http://allinchallenge.org)

ALL IN Campus Democracy Challenge empowers colleges and universities to achieve excellence in nonpartisan student democratic engagement. Through an intentionally-designed program that provides structure, support, and recognition, ALL IN works to improve civic learning, political engagement, and voter participation on more than 960 campuses nationwide. ALL IN believes higher education should play a role in developing an active and informed citizenry by educating students, motivating them to engage in American democracy, and instilling the value of lifelong participation.



## AMERICAN DEMOCRACY PROJECT

[aascu.org/programs/ADP](http://aascu.org/programs/ADP)

The American Democracy Project (ADP) is a multi-campus network focused on higher education's role in preparing the next generation of informed, engaged citizens for our democracy. ADP was established in 2003 through a partnership between the American Association of State Colleges and Universities (AASCU) and The New York Times. Membership is available to all AASCU institutions. The network currently consists of over 300 state colleges and universities and reaches 2.5 million undergraduate students nationwide.



## CAMPUS VOTE PROJECT

[campusvoteproject.org](http://campusvoteproject.org)

Fair Elections Center's Campus Vote Project works with universities, community colleges, faculty, students and election officials to reduce barriers to student voting and helps campuses institutionalize reforms that empower students with the information they need to register and vote. Campus Vote Project runs the Voter Friendly Campus program with NASPA.



## DEMOCRACY WORKS

[democracy.works](http://democracy.works)

Democracy Works is a nonpartisan, 501(c)(3) nonprofit organization committed to helping America vote, no matter what. A leading provider of election and voting guidance data, Democracy Works works directly with election officials, leading tech platforms and world-class partners to drive voter access and participation. Democracy Works tools include TurboVote, Voting Information Project, and Ballot Scout; Democracy Works also co-founded the Civic Alliance.



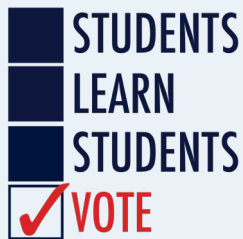
# CONTRIBUTING ORGANIZATIONS



## **NASPA**

[naspa.org](http://naspa.org)

NASPA is the leading association for the advancement, health, and sustainability of the student affairs profession. Our work provides high-quality professional development, advocacy, and research for 15,000 members in all 50 states, 25 countries, and 8 U.S. territories.



## **STUDENTS LEARN STUDENTS VOTE (SLSV) COALITION**

[solvcoalition.org](http://solvcoalition.org)

The Students Learn Students Vote (SLSV) Coalition is the national hub and largest nonpartisan network in the United States dedicated to increasing college student voter participation. The SLSV Coalition convenes and connects campuses, nonprofit partners, students, and philanthropic leaders with each other, and with resources and programming towards achieving the vision of ensuring that every student has easy and equal access to participate in every election. It uses data, relationships, celebration, and easy-to-follow planning structures, to help campus and local leaders register and turn out more student voters every year.



## **STUDENT PIRGS**

[studentpirgs.org](http://studentpirgs.org)

Students have the power to shape the future we will inherit. We work with professional staff at colleges and universities to make sure our peers have the skills, opportunities and training they need to create a better, more sustainable future for all of us. Our chapters on 35 campuses provide the training, professional support and resources students need to tackle climate change, protect public health, revitalize our democracy, feed the hungry and more. For over 40 years we've helped students to get organized, mobilized and energized so they can continue to be on the cutting edge of positive change.



## **THE ANDREW GOODMAN FOUNDATION**

[andrewgoodman.org](http://andrewgoodman.org)

The Andrew Goodman Foundation's mission is to make young voices and votes a powerful force in democracy by training the next generation of leaders, engaging young voters, and challenging restrictive voter suppression laws. The organization is named after Andrew Goodman, a Freedom Summer volunteer and champion of equality and voting rights who was murdered, alongside James Earl Chaney and Michael Schwerner, by the KKK in 1964 while registering Black Americans to vote in Mississippi.

