



University  
of Houston  
Clear Lake

# **CIVIC IMPACT**

## LEARNER-CENTERED VOTER ENGAGEMENT

*Civic Action Plan 2022*

# **Civic Impact: *Learner-Centered Voter Engagement***

**UHCL's Civic Action Plan**

*Submitted May 2022*



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## EXECUTIVE SUMMARY

*Civic Impact: Learner-Centered Voter Engagement* is a civic action plan for the University of Houston–Clear Lake that provides the framework for empowering Hawks as informed voters and active citizens in their community. A living, breathing document, the plan provides practical avenues for building institutional capacity related to civic engagement. It includes an overview of institutional goals and existing programs and envisions a path forward for impactful and learner-centered civic education. It will guide the planning, implementation, and assessment of innovative programs and services to promote voter participation.

This plan will:

- define 2022 institutional priorities related to civic and voter engagement.
- identify strategies to achieve civic and voter engagement priorities, and
- set the stage for UH–Clear Lake to reaffirm its designation as a Voter Friendly Campus.

This plan was developed by the Office of Student Involvement and Leadership with support from the UHCL Civic Engagement Coalition and the Division of Student Affairs. It will be executed between June and December of 2022, to reflect the United States Mid-Term Election Season. The plan will be evaluated throughout the year and reconceptualized in January 2023.

The plan reflects the university’s understanding that civic and community engagement are foundational to the university’s growth per the strategic plan, and central to the formation of well-rounded Hawks.

## LEADERSHIP

The Office of Student Involvement and Leadership serves as the principal civic programming department across the institution. Programs and services related to civic learning and democratic engagement are coordinated primarily by the following program team:

- a full-time Community Engagement Coordinator who facilitates all service learning and civic engagement programming, as well as
- a work study-funded community engagement student staff member, and
- two Democracy Fellows sponsored by the Campus Vote Project.

The Coordinator for Community Engagement is responsible for the conceptualization, execution, and assessment of service learning and civic engagement programs. The two Democracy Fellows sponsored by the Campus Vote Project help execute voter engagement programs as part of their leadership role. The Work-Study Student Program Assistant joins the Democracy Fellows in reporting to the Coordinator for Community Engagement by providing primary support to community service initiatives and secondary support to civic engagement programs. The Coordinator for Community Engagement reports to the Assistant Director of Student Involvement and Leadership who provides oversight over the Leadership and Community Engagement area. The Assistant Director reports to the Director of Student Involvement and Leadership who reports to the Assistant Vice President for Student Engagement as part of the Student Engagement portfolio of the Division of Student Affairs.

The Coordinator for Community Engagement retains oversight over the execution of this campus plan. Civic engagement programs are embedded within the Leadership & Community Engagement area of the Office of Student Involvement and Leadership. The inclusion and integration of these programs as part of a student engagement office provides a failsafe that ensures that the plan is carried out in the absence of the Coordinator for Community Engagement.

### *Civic Engagement Coalition*

While the Office of Student Involvement and Leadership executes these programs and services, the Civic Engagement Coalition serves as the advisory board for the development of civic and voter engagement strategy at UHCL. The Coalition meets monthly during the academic year to provide feedback on current initiatives, advise on potential collaborations and partners, and guide future initiatives. Founded in 2020 as part of the Voter Friendly Campus designation initiative, this diverse group of students, staff, faculty, and community partners are key to our democratic engagement.

*Current membership includes:*

- Mohammad-Mehdi Ali Khan, Coalition Chair
- Oscar Lázaro, Coalition Student Chair
- Empress-Akira Sullivan, Coalition Student Chair
- Cierra Davis, Member – Staff (Student Housing and Residential Life)
- Doug Peterson, Member – Community (Harris County Precinct 2)
- Darius Provost-Evans, Member – Student (Clear Lake Young Democrats Student Organization)
- Dr. Jay Theis, Member – Faculty & Community (Lone Star College, Center for Civic Engagement)
- Dr. Pilar Goyarzu, Member – Faculty & Staff (Student Involvement and Leadership)
- Dr. Se-Hyoung Yi, Member – Faculty (Political Science)
- Dr. Wanalee Romero, Member – Faculty
- Jasmine Tolhurst, Member – Student (MOVE Texas Student Organization)
- Josafat Contreras, Member – Student (Orientation and New Student Programs)
- Dennis Quach – Student (Student Involvement and Leadership)
- Gabrielle Cruz, Member – Community (Harris County)
- Bianca Avery, Advisor – Community (Campus Vote Project)
- Jenna Greene, Advisor – Community (Campus Vote Project)
- Melissa Salinas, Member – Student (MOVE Texas Student Organization)



## Key Partners

Beyond the scope of the Coalition, we partner with several groups to bring together the success of our civic education programs for our students.

### UHCL DEPARTMENT PARTNERS

From facilitating the local elections to hosting collaborative programs, campus-wide collaborations allow for greater educational impact and logistical success.

#### *UHCL Department Partners:*

- Anthropology Program
- Women and Gender Studies Program
- Political Science Program
- Psychology Program
- Common Reader Program
- First Year Seminar Program
- Department of Liberal Arts
- College of Human Sciences and Humanities
- Student Housing and Residential Life
- Student Diversity, Equity and Inclusion
- Orientation and New Student Programs
- University Police Department
- Parking and Transportation Services
- Scheduling and Facilities, Management and Construction

### STUDENT ORGANIZATION PARTNERS

While many organizations have been invited in conversation related to civic learning, student organization engagement largely remains with the following groups. Initiatives to engage additional organizations are detailed in the next section.

#### *Student Organization Partners:*

- Clear Lake Young Democrats
- Latinx and Indigenous Students Taking Action (LISTA)
- MOVE Texas Student Organization



## COMMUNITY PARTNERS

UHCL enjoys close relationships with several local and national partners to help execute voter engagement initiatives. Engagement with these organizations include campus visits and promotional material to monthly phone calls and financial support for institutional initiatives. We also have a close relationship with our local elections coordinator, the Harris County Elections Administrator, including both the voter registration and education branch as well as the polling site team.

### *Community Partners:*

- Campus Vote Project – Fair Elections Center
- ALL IN Campus Democracy Challenge
- League of Women Voters of the Bay Area
- National Vote Early Day
- National Voter Registration Day
- MTV Vote Early Challenge
- MOVE Texas
- Harris County Elections Administrator
- Harris County Precinct 2 – *Commissioner Adrian Garcia*



Each constituent group provides strengths that help propel this plan forward. Diversity in professional, academic, and service experience, gender, race, sexual orientation, ability, and geographical location are considered throughout such partnerships. Faculty and academic affairs involvement ensures that cross-campus collaborations are embraced, and that learning is embedded into the curricular experience. Student affairs departments help complement the co-curricular experience by providing collaborative opportunities that empower a diverse group of students from various spaces and backgrounds (i.e. residents, students of color, veteran students, etc.). Community organizations provide frontline civic education information and connect our students through high-impact opportunities through volunteering, internships, and even full-time roles in non-partisan civic education work. Most importantly, students guide the demand and nature of these programs and serve as an integral part of the planning and execution of these initiatives.

### ***Future Membership and Partner Consideration***

With the continued impact of COVID-19 and uncertainty as it relates to the “return to normalcy,” student, staff, and faculty participation has been difficult to solicit. As we continue to emerge from the pandemic, we are eager to establish partnerships with the following on-campus groups:

- Student Government
- Campus Activities Board
- Racial and ethnic affinity-based student organizations
- Residence Hall Association
- University Staff Association
- Marketing and Communications Department

Establishing relationships with these groups will allow civic education a greater platform for student and community outreach, embed civic learning into the leadership experience of marginalized communities, and further institutionalize democratic engagement. Further, in congruence with our desire to support civic engagement work comprehensively and inclusively, we seek:

- Representation from senior university leadership on the Civic Engagement Coalition – As the university transitions through a president and provost search, we remain in flux.
- Relationship with Brazoria County to help establish a polling site at the UHCL Pearland satellite campus.

# COMMITMENT

UHCL has a demonstrated history of supporting the formation of civic consciousness among its students. Our work is grounded in the theoretical frameworks of the

- Civic Learning and Democratic Engagement Theory of Change,
- *A Crucible Moment: College Learning & Democracy's Future*,
- the Active Citizen Continuum, and
- Kolb's Model of Experiential Learning.

The Carnegie Foundation for the Advancement of Teaching selected UHCL as one of 119 U.S. colleges and universities for its 2008 Community Engagement Classification. UHCL is also a five-time recipient of the President's Higher Education Community Service Honor Roll, the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning and civic engagement. Our passion for civic engagement was reinvigorated



through the commitment of senior university leadership who ensured that the value of civic participation was embedded into student learning and the university's [\*Impact 2025 and Beyond\*](#) strategic plan. As part of our commitment to the Voter Friendly Campus initiative and the ALL IN Campus Democracy Challenge, this plan supports our university's strategic plan in the following domains:

- Improve Collaborative Community Presence
- Improve Student Experience Process
- Improve UHCL Experience
- Increase University Recognition

UHCL has continued to provide **curricular** and **co-curricular** learner-centered experiences that prepare students to make meaningful contributions to their community and engage in service, civic and voter engagement.

## *Curricular*

UHCL continues to develop new academic programs and refine academic leadership as we approach our semi-centennial anniversary. Our academic commitment to civic learning is centered around two key experiences – the core curriculum and the university's *Quality Enhancement Plan*.

### *Core Curriculum*

As a state institution, the Texas Education Code §51.301 requires UHCL students to complete six semester hours of coursework in government/political science as part of the Core Curriculum, thus integrating civic learning as key to the graduating student's knowledge. In addition, the university's [\*First Year Seminar\*](#) program embeds civic engagement into the fabric of the academic class all new students are required to take: PSYC1300 – Learning Frameworks. The course is described as follows:

An inquiry around the broad, interdisciplinary concepts of civic engagement and citizenship for students to explicitly examine and engage in advanced critical thinking and cognition, acquisition of resources, introduction to research and service learning. This course promotes intellectual readiness by helping students build and find the resources to become personally responsible and active members of the university community, their education and their world.

### *Quality Enhancement Plan*

The Quality Enhancement Plan – [\*Becoming Aware: Global Engagement at UHCL\*](#) is part of the university's reaccreditation process with the SACSOC. The plan centralizes civic engagement at the core of student learning outcomes and provides a roadmap for the university to prepare students to thrive in an increasingly diverse global environment where the ability to adapt and be engaging, while appreciating diversity in all forms, represent marketable skills that will prepare students for whatever the future may hold. The QEP complements the university's strategic plan as it is learner-focused, embraces diversity, creates a service culture, fosters adaptability, and demonstrates the desire to provide a comprehensive civic education for our students.





## *Co-Curricular*

Civic learning and democratic engagement are largely spearheaded by co-curricular departments of UHCL, primarily in the Division of Student Affairs (DSA). DSA demonstrates a co-curricular commitment to civic education through its mission and values, co-curricular transcript, and the several programs, services, and recognition opportunities that highlight civic involvement. Subsequent sections of this action plan will further discuss strategies and initiatives that culminate in co-curricular civic learning.

### *DSA [Mission, Vision, and Values](#)*

The DSA Core Value of Service highlights civic duty as a function of the Division and a fundamental to students impacting positive change. The value is described as follows:

We are dedicated to civic duty, building better communities around our campus and beyond. Through service-oriented programming, we offer experiential learning opportunities — a value we embody through our support services provided throughout the division.

**Impact:** Students learn the importance of dedicated service to others, and they go on to affect positive change in their communities.

### *Co-Curricular Transcript*

The League of the Rising Hawks, also referred to as the 4 Pillars of Student Engagement, was established by DSA as a co-curricular transcript for student success, retention, and celebration. The program is designed like a menu where students can pick and choose programs and experiences to help complete and achieve specific student engagement goals. Students complete experiences aligned with the different pillars to achieve digital badges using our Anthology Milestone platform. Two of the four pillars directly contribute to the promotion of civic consciousness: Community Engagement, and well as Social Justice and Advocacy; they are defined here:

**Community Engagement:** Develop the healthy, respectful, and collaborative relationships needed to build better communities and demonstrate an understanding of the importance of volunteerism and civic responsibility.

**Social Justice and Advocacy:** Develop the skills and knowledge to build diverse communities, integrate a personal code of ethics, and identify your role in creating positive social change. This includes a demonstrated understanding of power and systemic injustice, and the importance of engaging in global citizenship.

#### *Campus Co-Curricular Student Engagement Programs*

From panels and workshops to our summer voter education series, there are several opportunities offered to students each month to engage in dialogue and increase their knowledge as voters and global citizens. Whether it is civic values workshops and tabling or hosting the local county for educational workshops and polling sites, these programs form the bulk of our commitment to civic engagement.

## LANDSCAPE

UHCL was founded in 1974 as an upper-level institution part of the University of Houston System. In 2014, the university expanded to welcome freshmen and sophomore students to the campus. The institution began with 1,069 students and 60 faculty and has since grown to include over 6,758 undergraduate and 2,386 graduate students. In its short history, UHCL has earned a reputation as a student-centered, community-minded, and partnership-oriented university. We maintain strong connections to area industries, organizations, schools and individuals that enhance the region's educational, economic, cultural, scientific, and professional environment.

UHCL is a Hispanic-Serving Institution (HSI) with almost 40% of students identifying as Hispanic and students of color making up 65% of the student population (i.e. majority minority). UHCL opened its first residence hall, Hunter Hall, in 2019 and remains a primarily commuter campus. About half of the student population are Harris County residents.

### *Land Acknowledgement*

UHCL is situated on the traditional and ancestral home of the *Karankawa*, *Akokisa*, *Coahuiltecan*, and *Atakapa-Ishak* people. We honor and respect them and their sacred land, which was forcibly taken through genocide, and to this day holds meaning and connection to many Indigenous people. As we advance our commitment to equity and inclusion, we must consider the ways in which government and civic education has historically been used to abuse and oppress marginalized communities. As such, we must be intentional in developing strategies that are conscious of these issues.



# NATIONAL STUDY OF LEARNING, VOTING AND ENGAGEMENT

In 2021, UHCL became a participant in the National Study of Learning, Voting and Engagement (NSLVE), sponsored by the Tufts University Jonathan M. Tisch College of Civic Life. A copy of the report is available in the appendix.

Key findings from our 2020 Campus Report are as follows:

<i>UHCL Registration Rate</i>	<i>UHCL Voting Rate</i>	<i>All Institutions Voting Rate</i>	<i>State of Texas Voting Rate</i>
<b>81.1%</b>	<b>62.8%</b>	<b>66%</b>	<b>66.73%</b>

1. UHCL's voting rate is 3% below the national institutional average. However, since the 2018 election, UHCL has witnessed a jump in the voting rate from 48% to 62.8% - a substantial increase of almost 15%!
2. UHCL students are registering to vote, but not turning out to the polls to vote.
3. A large majority (85%) of UHCL students vote early. Students who vote, vote early!
4. The voting rates of Asian, Hispanic, Multiracial, and Race Unknown students are below the overall UHCL voting rate.
5. Students ages 40+ demonstrated the highest voting rates with an average of 72%. Student age groups of 18-21, 22-24, and 25-29 have voting rates below the institutional rate, with ages 25-29 having the lowest rate at 59%.
6. The voting rate of male students (60%) falls below the institutional voting rate.
7. While the voting rate of graduate students is above average at 69%, the voting rate of undergraduate students remains below average at 61%.
8. First and second years students have voting rates below average at 56% and 59%, respectively.

# GOALS

## Short-Term Goals

GOALS	
Goal 1	By December 2022, UHCL will increase the number of <b>student-led</b> civic and voter engagement initiatives to two programs per month. Most civic and voter engagement initiatives at this time are department-sponsored and staff-organized.
Goal 2	By December 2022, UHCL will increase and sustain active membership of the Civic Engagement Coalition by 50%. Emphasis will be placed on recruiting members from student affairs departments, local civic and voter engagement organizations, and civic educators from peer institutions.
Goal 3	By December 2022, UHCL will establish and execute a Voting 101 educational initiative. This will be an intentional workshop, posters, and marketing campaign that emphasizes voter education and turnout, particularly for specific marginalized and underrepresented groups per the NSLVE.

## Long-Term Goals

GOALS	
Goal 1	By 2028, UHCL will increase its student registration rate from 81.1% to 90%.
Goal 2	By 2028, UHCL will increase its student voting rate from 62.8% to 70%.
Goal 3	By 2028, UHCL will be an established and consistent early voting polling site for Harris County. In 2020, 85% of UHCL students voted early.

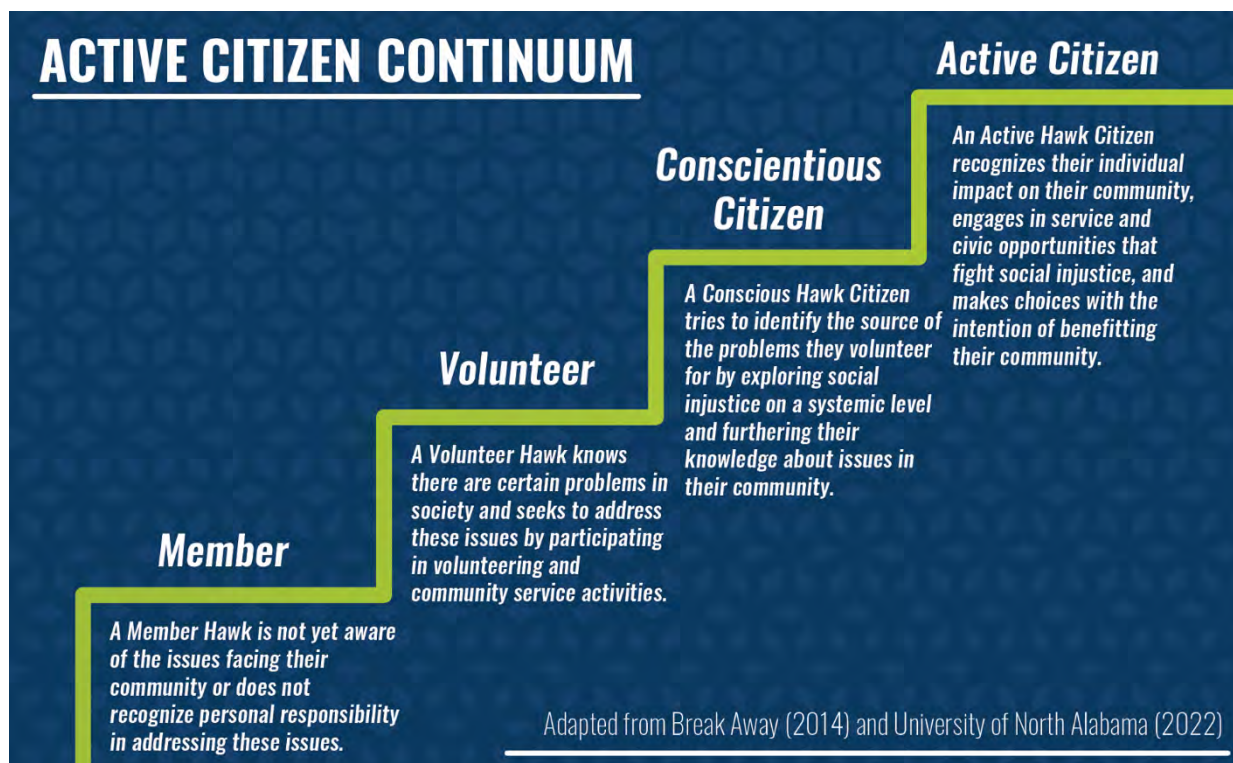
# STRATEGY

The following section explores the theoretical framework and practical strategies we seek to employ to achieve our goals. We are committed to a programmatic and civic action philosophy that is grounded in three principles.

GROUNDING PRINCIPLES OF THE UHCL CIVIC ACTION STRATEGY	
<b>Non-Partisan</b>	We maintain programs and opportunities that are politically neutral and do not endorse any political party or activity. By extension, we welcome participation and discussion with all groups on campus.
<b>Inclusive</b>	We seek to advocate for marginalized groups and invite them to decision-making spaces. We welcome a diversity of thought and establish programs and services to meet the diverse needs and experiences of the student body.
<b>Intentional</b>	Rather than host programs for the sake of hosting them, we seek high student impact and critical student learning. Our work is grounded in student development theory and models of civic consciousness.

## *Active Citizen Continuum*

We adopt the Active Citizen Continuum as a framework to promote student civic and community engagement. When students participate in our learning experiences, we invite them to expand their understanding of themselves and their experience as it relates to the greater community. The Active Citizen Continuum maps a pathway for students to deepen their social awareness and become engaged and active citizens.



More information about the Continuum and an accessible version is available [here](#).



## Strategy Details

The following tables enumerate five strategies UHCL will employ to achieve our goals. Each strategy is described, initiatives are listed, metrics for success are established, and responsible parties are identified.

STRATEGY 1: STATIC EDUCATIONAL PROGRAMMING	
<i>Description: Passive educational opportunities that include displays or tables for students to interact with.</i>	
<i>Initiatives:</i> <ul style="list-style-type: none"><li>▪ Bulletin Boards</li><li>▪ Voter Education Tabling</li><li>▪ Library Displays</li></ul>	<i>Metrics for Success:</i> Number of participants engaged, voter registrations achieved each month.
<i>Responsible Person(s):</i> Democracy Fellows	



## STRATEGY 2: ACTIVE EDUCATIONAL PROGRAMMING

*Description: Programs and services that actively engage student participation and promote student learning.*

*Initiatives:*

- Civic Holiday Celebrations
  - Constitution Day
  - Vote Early Day
  - National Voter Registration Day
  - Election Heroes Day
- Hosting Harris County for Polling Sites for both Early Voting and Election Day
- Election Night Watch Parties
- Panel Discussions and Civic Dialogues
- Movie nights and discussions
- Deliberative Dialogue Program
- Voter Registration Drives
- Volunteer Deputy Voter Registrar Initiative – recruitment and training of students and staff
- Canvassing at Hunter Residence Hall and University Forest Apartments
- Cultivate and support civic-oriented student organizations
- MTV and CVP Vote Early Challenge – to promote early voting on campus.

*Metrics for Success:*  
Number of event attendees, student learning outcomes achieved at a 90% learning and event satisfaction rate.

*Responsible Person(s):*

Coordinator, Community Engagement, Student Program Assistant – Community Engagement, & Democracy Fellows

### STRATEGY 3: COMMUNITY DEVELOPMENT

*Description: Opportunities for students to engage with community organizations and partners.*

*Initiatives:*

- Invite local and national civic and voter engagement organizations to campus
- Continue fostering relationships with the Campus Vote Project, ALL IN, as well as fellow institutions
- Maintain and seek out external grants and funding
- Host city, council, and state representatives for student dialogues and town halls
- Expand the Civic Engagement Coalition membership
- Facilitate alumni engagement and participation
- Harris County election judges trainings
- Community service programs with local non-profits focused on civic learning
- Foster a relationship between UHCL Pearland and Brazoria County

*Metrics for Success:*  
Number of participants engaged, partners reached.

*Responsible Person(s):*

Coordinator, Community Engagement

#### STRATEGY 4: ACADEMIC PARTNERSHIPS

*Description: Collaborating with faculty and academic affairs units to establish curricular experiences, embrace civic learning as an interdisciplinary concept, and reach students attending classes only.*

*Initiatives:*

- Voting 101 classroom presentation
- Civic values identification workshops
- Establish an inventory of classes and programs that include civic learning outcomes.
- Establish an inventory of faculty with civic engagement research interests.
- Further discussion and collaborations to promote civic-oriented internships for course credit and experiential opportunities for classroom learning.
- Work with departments with low voting rates according to the NSLVE to improve voting rates among these students.
- Explore university holiday or no classes initiative for Election Day, as well as other incentives for voter turnout.

*Metrics for Success:*

Number of participants established, student learning outcomes achieved at a 90% learning and satisfaction rate.

*Responsible Person(s):*

Coordinator, Community Engagement



## STRATEGY 5: TECHNOLOGY AND MARKETING

*Description: Use of student and voter engagement platforms, as well as university marketing strategies to promote voter participation on campus.*

### Initiatives:

- TurboVote Interface and Anthology Engage for Voter Engagement
- [UHCL GetInvolved](#) – UHCL's student engagement platform.
- Milestone and Guided Paths
- Recognition of “Civic Leadership” in student awards, Milestone, or other programs.
- Social Media Outreach and Education Campaigns
- Establish a voter education and Election Day polling site campaign with UHCL Marketing Communications.

*Metrics for Success:*  
Number of participants engaged, social media engagement metrics.

### Responsible Person(s):

Coordinator, Community Engagement & Democracy Fellows



## REPORTING

This plan will be shared internally throughout the Division of Student Affairs and through the university's Core Leadership. This includes meetings with senior university leadership, campus partners in academic affairs, and with student government. The plan will be shared on the UHCL website, embedded within the [Civic Engagement programs](#) area of the website, along with data and information used to inform the plan (i.e. NSLVE reports, previous campus reports, etc.).

## EVALUATION

The campus plan will be evaluated through qualitative and quantitative methods to ensure effectiveness of programs and achievement of institutional goals. This includes post-event surveys, focus groups, and informal evaluation strategies at various campus programs. Assessment will be guided and coordinated by the Coordinator for Community Engagement.

Evaluation of this plan will occur on a monthly basis and involve an assessment of the metrics for success of each of the strategies listed in the Strategy section. Evaluation will focus on two primary metrics, the number of students engaged and the achievement of learning outcomes. Evaluation information will be tracked using *UHCL GetInvolved*, the university's student engagement platform. The plan will be reviewed at each Civic Engagement Coalition meeting and relevant data will be presented to the advisory board to ensure adherence to the campus plan. At the conclusion of the 2022 plan, the plan will be evaluated by the Student Involvement and Leadership team and the Civic Engagement Coalition to determine steps for the 2023 plan and provide updates to senior leadership and shared governance regarding progress of institutional goals. Evaluation will engage all stakeholders and campus partners discussed in the Leadership section.



# APPENDIX





October 2021

# Student Voting Rates for University Of Houston-Clear Lake

## 2020 NSLVE Campus Report



Jonathan M. Tisch  
College of Civic Life



INSTITUTE FOR DEMOCRACY  
& HIGHER EDUCATION



**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.

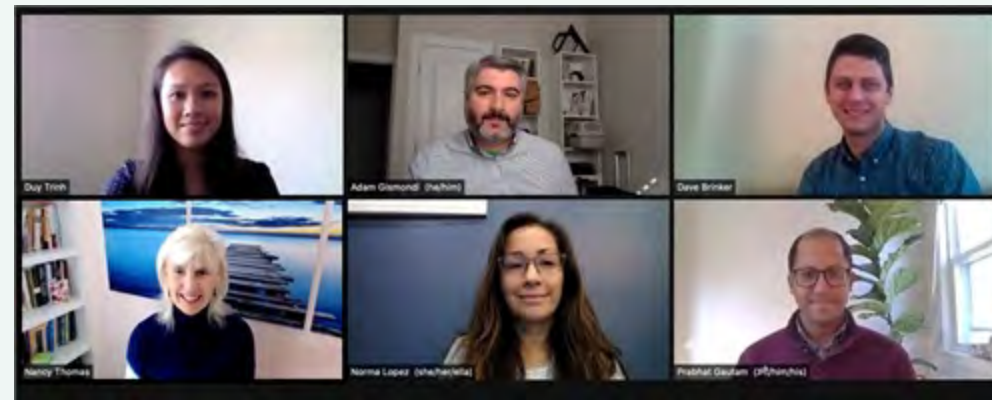
College and university students participated in record-breaking numbers in the 2020 election. In 2016, the Average Institutional Voting Rate was 53%. This year, it jumped to 66%. We encourage you to review Democracy Counts 2020, our most recent national report.

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](mailto: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

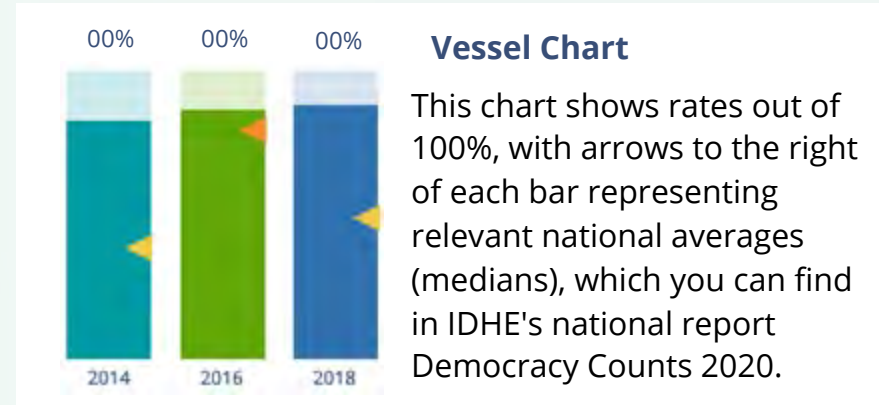


**(Top Row from left) Duy Trinh, Program Administrator; Adam Gismondi, Director of Impact; Dave Brinker, Senior Researcher;**  
**(Bottom Row from left) Nancy Thomas, Director; Norma López, Postdoctoral Scholar; Prabhat Gautam, Data Manager.**

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

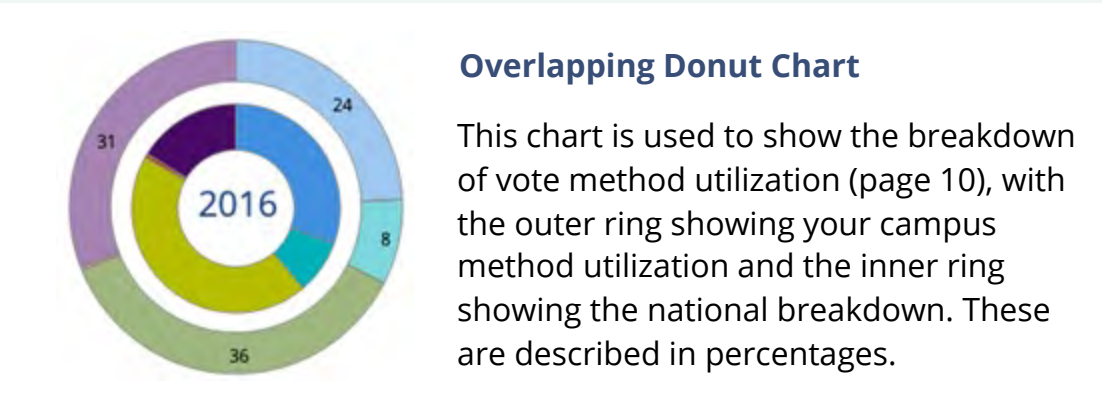
This report presents data on student voter participation rates for your campus. The topline counts on page 5 tells you how many students voted, but we encourage you to look carefully at the data on subsequent pages to learn who voted. Data are presented in the form of vessel charts, overlapping donut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



# Voting, Registration and Yield Rates

YOUR INSTITUTION

62.8%

2020 Voting Rate

+12.7

Change From 2016

ALL INSTITUTIONS

66%

2020 Voting Rate

REGISTRATION RATE

Year	Registration Rate
2016	75.7%
2018	79.8%
2020	81.1%

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

VOTING RATE OF REGISTERED STUDENTS

Year	Voting Rate of Registered Students
2016	66.2%
2018	60.6%
2020	77.4%

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

Year	Voting Rate
2016	50.1%
2018	48.3%
2020	62.8%

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

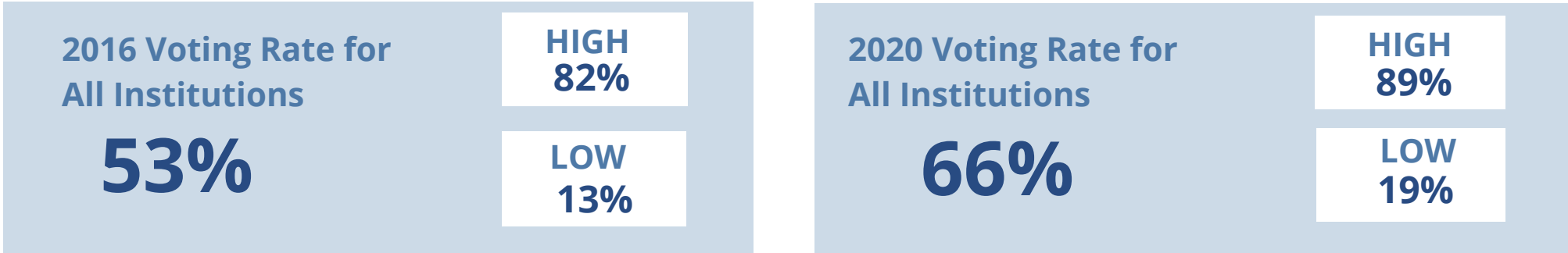
## Voting and Registration Rates

	2016	2018	2020	2016-2020 Change (p.p.)	
Total Student Enrollment	8,369	8,742	8,946	↑	577
(Age under 18/Unknown)	-	-	-		-
(NSC reported non-resident aliens)	1,256	520	349	↓	-907
(FERPA records blocked)	97	96	83	↓	-14
(Non-Degree Seeking Students)	64	52	53	↓	-11
Total eligible voters	6,952	8,073	8,461	↑	1,509
Number of students who registered	5,260	6,440	6,865	↑	1,605
Number of students who voted	3,482	3,901	5,313	↑	1,831
Registration Rate %	76	80	81	↑	5
Voting Rate of Registered Students %	66	61	77	↑	11
Voting Rate %	50	48	63	↑	13

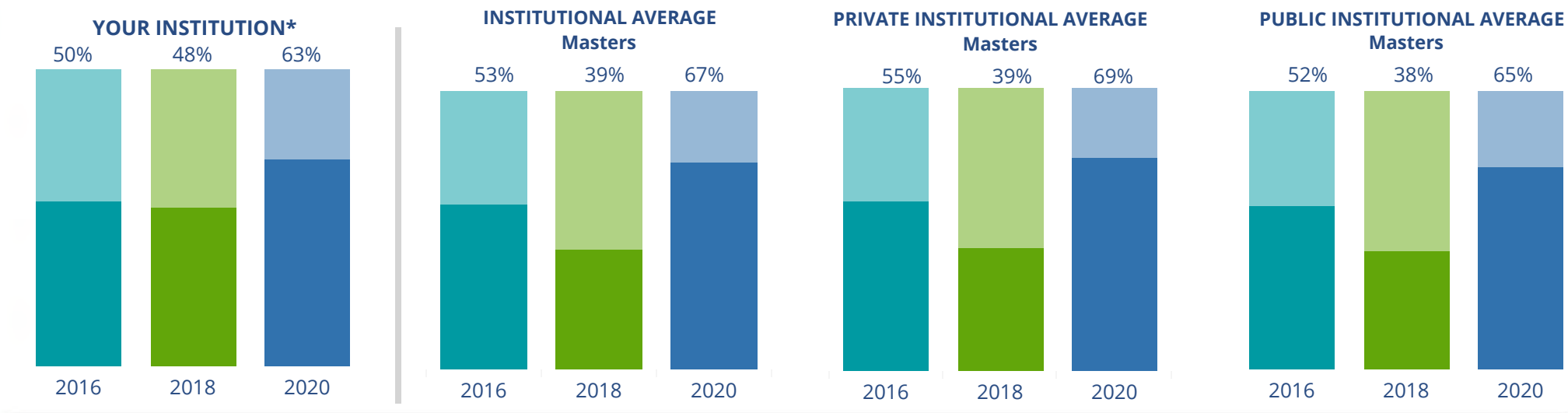
**This page provides the numbers we used to calculate your voting, registration, and yield rates.** The sub-categories under total student enrollment are the adjustments that we make to account for students who are ineligible to vote due to age or citizenship status. We also exclude, when correctly flagged,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

We have removed non-resident aliens (international students) based on your institution's enrollment submission to the National Student Clearinghouse. This is indicated by "NSC reported non-resident aliens" on this page.

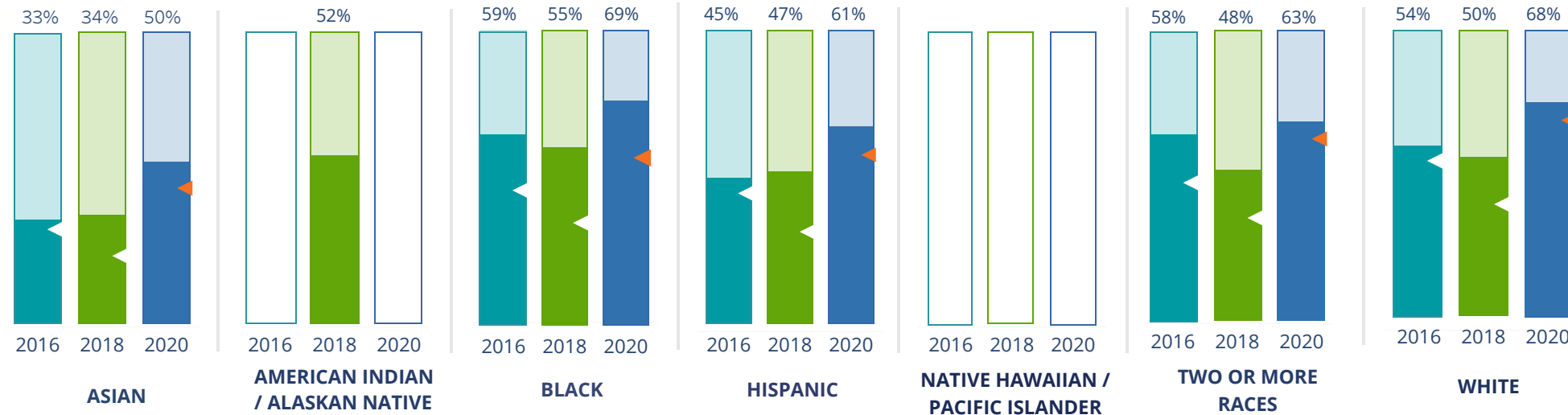
# By Institution Types



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-nsve-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

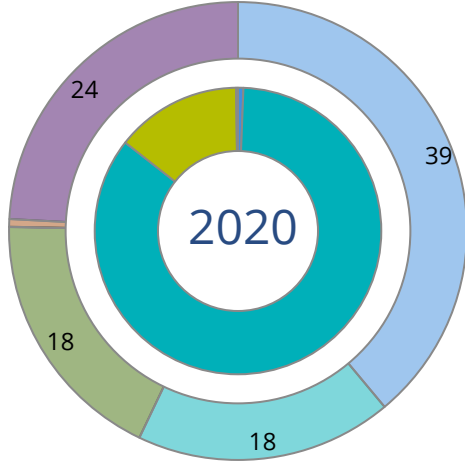
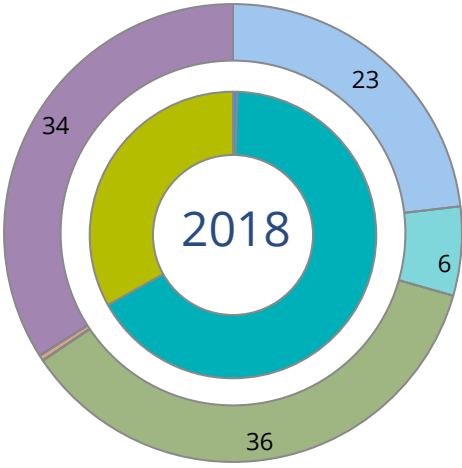
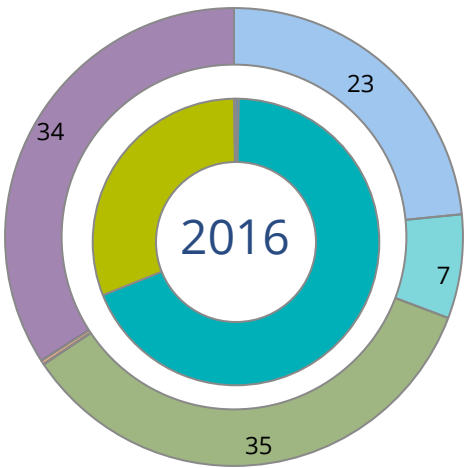
## By Race/Ethnicity

**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	541	176	33	663	224	34	755	378	50	↑ 18
American Indian/ Alaska Native	17	-	-	23	12	52	-	-	-	-
Black	663	390	59	788	430	55	771	532	69	↑ 10
Hispanic	2,468	1,107	45	3,033	1,431	47	3,484	2,115	61	↑ 16
Native Hawaiian/ Pacific Islander	-	-	-	-	-	-	-	-	-	-
2 or More Races	197	115	58	248	118	48	286	179	63	↑ 4
White	3,079	1,654	54	3,289	1,651	50	3,065	2,069	68	↑ 14
Race Unknown	1,222	29	2	546	35	6	85	31	36	↑ 34

# 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	2,394	69	2,589	66	4,516	85	16	↑
In-Person on Election Day	1,075	31	1,293	33	756	14	-17	↓
Not-In-Person	-	-	19	1	33	1	-	
Other	-	-	-	-	-	-	-	
Provisional	-	-	-	-	-	-	-	
Voting Method Unknown	-	-	-	-	-	-	-	

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	46%	48%	62%
22-24	32%	41%	61%
25-29	38%	41%	59%
30-39	51%	48%	66%
40-49	62%	57%	73%
50+	67%	63%	71%

**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	
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Change (p.p)	
18-21	1,267	579	46	1,551	738	48	1,782	1,106	62	↑	16
22-24	2,422	772	32	2,297	945	41	2,252	1,376	61	↑	29
25-29	2,176	835	38	2,224	912	41	2,006	1,181	59	↑	21
30-39	1,478	750	51	1,638	792	48	1,530	1,008	66	↑	15
40-49	591	369	62	656	373	57	659	478	73	↑	10
50+	263	177	67	224	141	63	232	164	71	↑	3

# Looking Closer

## By Sex

	2016			2018			2020			2016-2020	
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Change (p.p)	
Female	5,034	2,329	46	5,381	2,527	47	5,437	3,492	64	↑	18
Male	3,163	1,153	36	3,209	1,374	43	3,024	1,821	60	↑	24

**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	5,458	2,541	47	6,123	2,783	45	6,385	3,881	61	↑	14
Graduate	2,614	859	33	2,359	1,061	45	2,009	1,391	69	↑	36
Class Unknown	125	82	66	108	57	53	67	41	61	↓	-4
CLASS YEAR											
First Year	167	44	73	311	47	145	280	56	158	↑	13
Second Year	367	46	168	2,809	44	1,245	2,307	59	1,350	↑	13
Upper Level	4,794	47	2,231	2,871	46	1,329	3,677	62	2,296	↑	16
ENROLLMENT STATUS											
Full-time	4,318	1,655	38	4,380	1,944	44	4,321	2,732	63	↑	25
Part-time	3,879	1,827	47	4,210	1,957	46	4,140	2,581	62	↑	15

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 RateChange (p.p)
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
Biological and Biomedical Sciences	444	204	46	532	230	43	614	346	56	↑ 10
Business, Management, and Marketing	1,692	760	45	2,055	920	45	1,972	1,228	62	↑ 17
Communication and Journalism	154	96	62	172	101	59	143	100	70	↑ 8
Communications Technologies/Technicians	38	18	47	21	12	57	18	12	67	↑ 19
Computer and Information Sciences	713	139	19	630	199	32	527	314	60	↑ 40
Education	397	235	59	336	210	63	301	242	80	↑ 21
Engineering and Engineering Technologies	717	82	11	456	143	31	569	323	57	↑ 45

**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	112	66	59	141	77	55	122	83	68	↑ 9
Family and Consumer/Human Sciences	–	–	–	13	–	–	22	16	73	–
Health Professions	408	174	43	635	284	45	557	375	67	↑ 25
History	140	81	58	144	79	55	159	114	72	↑ 14
Legal Professions and Studies	76	39	51	72	36	50	60	43	72	↑ 20
Liberal Arts and Sciences, and Humanities	88	40	45	100	35	35	106	40	38	↓ -8
Mathematics and Statistics	155	65	42	177	77	44	143	91	64	↑ 22
Multi/Interdisciplinary Studies	1,186	559	47	1,198	551	46	1,209	706	58	↑ 11
Natural Resources and Conservation	183	72	39	124	71	57	116	85	73	↑ 34
Parks, Recreation, Leisure, and Fitness Stu..	264	106	40	258	100	39	232	141	61	↑ 21
Physical Sciences	125	60	48	134	65	49	109	72	66	↑ 18
Psychology	613	296	48	617	300	49	685	429	63	↑ 14
Public Administration and Social Service P..	105	62	59	139	74	53	168	125	74	↑ 15

# By Field of Study

FIELDS	2016			2018			2020			2016-2020	
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Change (p.p)	
Social Sciences	283	155	55	305	151	50	310	210	68	↑	13
Visual and Performing Arts	156	76	49	162	79	49	204	142	70	↑	21
Unknown	111	71	64	106	57	54	67	41	61	↓	-3

# 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.

University Of Houston-Clear Lake

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.



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