

[#Ask Every Student](#)
[#American Democracy Project](#)
[#All in Challenge](#)
[#Carnegie Foundation](#)
[#Civic Nation](#)
[#National Association Student Professional Administrators](#)
[#National Study Learn Voter Engagement](#)
[#Students Learn Students Vote Coalition](#)
[#Student Voter Research Network](#)

ALLEGANY COLLEGE OF MARYLAND

Student Voting Plan

August 26, 2024 to May 16, 2025

Our National Partner Organizations

**All-in One Campus / American Democracy Project/ Students Learn
Students Vote / Ask Every Student / Carnegie Foundation for the
Advancement of Teaching - Community Engagement Classification /
Civic Nation / National Association of Student and Personnel
Administrators / Student Vote Research Network**

Submitted by Dr. Diane McMahon &
Voter Registration Student Ambassador - David Okwubizu Ogbonna

Submitted on Dec.6, 2024 to:

Jennifer McLaughlin - jennifer.mclaughlin@maryland.gov - MD State Board of Elections
And Lee Towers - lee.towers@maryland.gov - MD State Board of Elections

Last years report was submitted on Dec. 14, 2023 to:
Derrick Coley - derrick.coley@maryland.gov - MHEC Executive Director of External Affairs

Executive Summary

The purpose of this plan is to increase student voting through our primary purpose of ensuring every student receives an education in [civic learning and democratic engagement](#) at Allegany College of Maryland [ACM]. ACM has one central campus in Cumberland, MD, and a small satellite campus located in Everett, PA. Last year the college had about 1800 full-time and part-time credit students.

Related to our primary purpose, we are looking to increase voter registration at our institution - with up to 70% of the student full-time population voting. (Our long-term goal is 100%). In 2020, during a presidential election year, ACM's voter registration rate was 61% as determined by our [National Study of Learning, Voting, and Engagement](#) [NSLVE] report conducted by Tufts University. This was an 8.1% increase in voter turn-out. We hope, with concerted effort, and attention to strategy, that we will move closer to our goal of having at least 70% of our students voting in the 2024 presidential election year.

Allegany College of Maryland (ACM) is a small community college located in the Appalachian mountains of rural Western Maryland. We are located near the city of Cumberland, MD, which has a population of about [18,751 residents according to the US Census Bureau](#).

Since the COVID pandemic, ACM has begun to offer more classes online (47%) as students have become acclimated to this modality of learning. We still have many courses available face-to-face on campus as well. To see our course catalog, visit this [link](#). In particular, we have a [growing on-line LPN-to-RN nursing program](#) that is enrolling students from 14 different states across the country, due to the level of national recognition and prominence this program has received.

VOTER REGISTRATION EFFORTS

At ACM, the Civic and Community Engagement Committee (CCEC), the College to Community Partnership Center staff, the Student Life Director, the Student Voter Registration Ambassadors, and the Student Voting Research Team, have supported voter registration planning efforts and voter engagement activities on campus.

Each of these groups support and assist in developing our voter engagement strategy. In particular, this year we have again had the added support of our student voter registration ambassador: Federal Work Study Student David Ogbonna. We have also had 17 Student Voter Registration Ambassadors - speak to classes, invite friends to the presidential debate watches, attend National Voter Registration Day and Polling Party days, and more. This active group spoke to 10 student clubs and organizations about the importance of voting prior to the general election.

With the support from our internal and external supporters, voter engagement efforts include new and innovative ideas. For example, this year we received a \$5,000 grant from the “Ask Every Student” - part of the [Students Learn Students Vote Coalition](#) to launch the expanded Student Voter Registration Ambassador Program. This program empowered us to target many different segments of the campus in Cumberland, MD and also in Everett, PA. With the results of our NSLVE report we were able to target low voter registration programs (like education and business students) and attend their classes - with student ambassadors speaking to why voting is important and how it is their right to vote based on constitutional amendments that our predecessors worked for to ensure that they could vote.

Additionally, the online “Introduction to Sociology” courses continued to developed civic-minded approach to learning utilizing sociological concepts as a lens to better understanding what democracy means to the nation, our community, and to them individually. Students watched videos, interacted in one-on-one conversations with their peers and national program participants, and created a final presentation that focused on how they understand democracy, civic, and community engagement as part of the course interactions and a 10+ hour volunteer effort that they engaged in.

The idea behind this strategy was to take a deeper dive into what it means to live in a democracy - and how we can promote equality - and the common good through our own personal responsibility and civic engagement efforts. Along with this understanding, students were taught that voting is a tool that they can use to support their communities and our country - as well as to have their own voice heard on social issues that are important to them.

This year we hosted several events on campus including Constitution Day and National Voter Registration Day (Sept. 17, 2024), two debate watching parties (Sept. 10 and Oct. 1, 2024), and National Voter Education Week tables with the local Election Board, and Allegany County Women’s Action Coalition representatives trained in student voter registration.

Because many of our students travel to our Maryland campus from Pennsylvania and West Virginia - as well as our online nursing students who are living in many other states - we were fortunate to work with [All-In Campus Democracy Challenge](#) to install a web-based Vote.org application on our <https://www.allegany.edu/register-to-vote/> page that connects our students to their state and local voting information pages. The site provides demographic information about how many students register to vote, verify their voting status, and what state they live in. (All personal information is confidential.) As of December 2024, 33 people registered through the page, and another 126 verified their voting status.

At ACM we use our educational platform, Brightspace, to post announcements to all ACM credit students about voter registration events and approaching voting dates. This year we partnered with Frostburg State University (FSU) to host a post-election discussion with students participating in one-on-one dialogues about their feelings about the election results and their hopes for the future.

We also work closely with our campus-community voter engagement partners- the Allegany County Women's Action Coalition, NAACP Chapter #7007, the Maryland Civic Education Coalition, and the Maryland League of Women's Voters, to come to our campus, or join us virtually, to promote voter education and registration events.

This past year, on January 16, 2024, we worked with the local NAACP, Chapter #7007, to host a MLK Jr. forum which was followed by a service activity, and a Diversity, Equity, Inclusion and Justice workshop and training. About 40 students and staff participated in the training and service activity. This was made possible by a small grant received from the Partnership Alliance, through Transform Mid-Atlantic.

Leadership

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

Our original founding efforts began with cross-curricular one-time activities and has expanded to include many deeper immersions into civic learning [ex. dialogues, summits, poster competitions, and extended volunteer commitments] along with expanded voter registration and education initiatives.

At the beginning of this journey, we worked primarily with The National Democracy Commitment Initiative [which was a coalition of about 100 community colleges], but it has since been disbanded. The original collaboration empowered us to learn about, and join with, the NSLVE community at Tufts University. For more than nine years, we have been reporting our voter registration efforts to NSLVE (National Study of Learning, Voting and Engagement) and they have provided us with student voting information from collected state voting records.

This past year we earned a [“Highly Established” \(Student Voting\) Action Plan award from All in Challenge](#). This came with a seal of recognition to verify our strategic action plans which focus on increasing nonpartisan democratic engagement by promoting civic learning, political engagement, and college student voter participation on campus. Action plan strength is determined by peers reviewing campus action plans using the [Strengthening American Democracy Action Planning Rubric](#).

ACM's administrative leadership is strongly committed to our civic engagement efforts at the college. Led by Dr. Kurt Hoffman, Sr. Vice President of Instructional Affairs, we have been able to charter a special functions committee at the college entitled the *Civic and Community Engagement Committee* that consists of administration, faculty, students, and staff working together along with external support from community leaders. Together the committee is charged with the goal of ensuring that voter registration efforts are embedded into the very fabric of the college. This committee usually meets monthly to review voter registration efforts, to work on embedding civic learning into our curriculum, and to institutionalize a culture of democracy and civic learning across all internal and external connection points.

The [ACM College to Community Partnership Center](#), is facilitated by Dr. Diane McMahon. She is the chair of the Civic and Community Engagement Committee. She is directly responsible for overseeing the implementation of our civic learning democratic engagement plan in partnership with our college, student, faculty, administration and community leaders.

To better involve the student body - the center and committee - work closely with the Student Life Director, Erin Yokum, who coordinates the work of the Student Government Association on campus and social activities. We also work closely with Jennifer Engelbach, Dean of Enrollment and Educational Services on campus, who helps ensure that we reach every student on campus when communicating about voter registration deadlines through our Navigate platform. Jennifer has also been integral in designating a “community engagement” course type, which students can choose to get more

involved with. “Community Engagement” classes focus on community projects that build personal and civic awareness. Jennifer has empowered every employee to reach students through student emails and our Navigate texting services. Announcements are also posted on Brightspace - the platform that students sign on to to access their assignments and grades.

This year our “Ask Every Student” grant empowered us to work with 17 students - training them and inviting them to lead, host and participate in student voter registration events on campus. Students received a \$75 stipend made possible by the grant. We were also able to purchase a new version of a Democracy Board - which is used yearly for students to post why they choose to vote in the college center.

A few years ago, the *Civic and Community Engagement Committee* worked to establish a polling place on campus through a partnership with the local Allegany County Election Board Director [contact: Diane Lobel] to move a polling site from an area that was no longer accessible in the city, to our campus, where free parking, bus transportation, and accessible parking is available to all resident citizens and all students. Increasingly, students have been using the voting site for provisional voting if they are away from their home county, and living on campus.

The first use of the new polling place occurred this past April, 2022, at ACM's Continuing Education building, which is located in Cumberland, MD, by the largest hospital in our region. Students received emails alerting them to the polling place and also encouraged them to take advantage of it. We will do that again in the future.

Our student registration ambassador, David Ogbonna, played a key role in developing this year's voter registration plan, and will continue to be active in leading our efforts in the spring.

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

At the local and state level, our civic engagement partners include the local chapter of the [Allegany County Library's Choose Civility Committee](#) [contact: Renee Mason], the

[Allegany County Public Schools Service Learning Division](#) [contact: Kara Kennel], the local [NAACP #7007](#) chapter [contact: Tifani Fischer], the [Allegany County Women's Action Committee](#) [contact Sarah Parsons], [Frostburg State University](#) [contact Patrick O'Brien], and the [MD League of Women Voters](#) [contact: Genie Massey]. ACM also belongs to a state education collaboration known as the [MD Civic Education Coalition](#), [contact: Lena Morreale Scott] and were fortunate to plan and host their 2023 Western Maryland Civic Action Youth Summit engaging ACM students with Allegany County Public High School and Garrett County Public High students.

Civic and community engagement is deeply embedded in the work of our college. It is reflected in our strategic plan, and in our master education plan. A 1/3rd faculty position is dedicated in the campus budget to lead the work of the College to Community Partnership Center and the work of our Civic and Community Engagement Committee.

The goals of civic engagement are also embedded in our General Education Learning Outcomes. Faculty have the option to include a rubric that focuses on “personal and civic responsibility” in their syllabuses. If they do, it signifies that they are involving their students in civic and community engagement opportunities. About 35 courses are currently using the rubric. Likewise, we track our voter registration activities and outcomes very closely to report to the Maryland Higher Education Committee and the Maryland State Legislature as dictated by external regulatory processes.

Commitment

The ACM community has institutionalized its commitment to voter registration and civic and community engagement in several ways! For example, civic engagement is explicitly listed in our 2021-2024 [Educational Master Plan](#) where “Civic Engagement” is a prioritized goal within it. Likewise, our college’s 2021-2024 [Strategic Plan](#) recently promoted the college as an Anchor Institution [Goal 3.1] focusing specifically on student engagement, which includes the activities listed in this voter registration engagement plan. Currently

The college has also established a [General Education Learning Outcome \[GELO\]](#) goal that focuses on “Personal and Civic Responsibility” and faculty utilize the voter engagement activities included in this plan, to help institutionalize the learning outcomes in their syllabi and classroom curriculum. Last year, we designated the college’s SOCIOLOGY 101 course - as a course that has embedded within it components of civic learning, community engagement, and democratic understanding - to ensure that all

students received an education in these areas. This course is taken by about 70% of our student population. Other courses can choose to do the same - if they do we identify them as community engagement courses that track personal, cultural and civic responsibility through the third level of [our PCR rubric](#).

The college holds annual workshops on civic engagement, at least one a semester. This can occur in response to a current need or in our annual professional development workshops that happen at the end of the academic year.

Each year we honor civically engaged faculty and students with civic engagement awards at our All College ceremonies. We have a wall of student civic engagement award plaques in our Humanities building on campus that lists all the students that have won this award over the past ten years under the title of “Allegany College of Maryland’s Democracy Commitment.”

Landscape

ACM is located in a rural area of Maryland, surrounded by the Appalachian Mountains. Over 91% of our students receive financial aid due to their low level of incomes. Over 80% of our students live in the surrounding areas and states that border Allegany County, which includes Pennsylvania and West Virginia. Over 70% of our students are first generation college students.

The West Virginia border is about 5 miles away from our main campus, the Pennsylvania border about 10 miles and the Virginia border about 50 miles away. About 10% of our students live on campus, many of these students come from the larger “down state” cities and counties of Baltimore and Washington, DC. This creates a diverse integration of ethnicities and races at our institution, which helps diversify the perspectives of the students, while they learn from each other within formal (ex. classes) and informal (ex. sports) civic engagement activities at the college.

Our three county administrators identify as republican. In Cumberland, the City Council and the local Board of Education Identify as nonpartisan. Polarization has been evident in community interactions. For this reason, ACM has prioritized the goal of dialogues and discussions, which promote an understanding of diverse viewpoints by our students and many events are organized that include both the campus and our community leaders and residents to understand perspectives across divides.

ACM closely tracks civic engagement efforts, specific to activity, venue, hours spent, faculty involved, and location. These are recorded by individual faculty members, student organizations, students, club leaders, and our administrative staff.

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

In Maryland, voters may [request a mail-in ballot](#) for the May primaries from the State Board of Elections or [local board](#). Mail-in voting is available and no excuse is required. The last day to request a mail-in ballot is 14 days before the election. You can return your mail-in ballot request form through the mail, in person or at your [local election office](#), or [online](#). Voter ballots must be received or postmarked by 8 p.m. on Election Day in order to be counted.

Students can sign up to [track their mail-in ballot](#) on their Board of Elections website. To vote in person, Marylanders can vote during early voting or on election day. Early voting is held for 8 days. Any state resident can vote early at any early voting center in the county that they live in. The General Election Day was **November 5, 2024**. To vote in person on election day, a student would need to visit their [assigned polling place](#) or they can [provisionally vote](#) at our campus polling site if they are from Maryland.

TRENDS

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

General Trends Related to Current Civic and Community Engagement at ACM

Trends

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

Some of the data behind this information, and more, can be found at the ACM Community Engagement Report 8.15.22 - [at this link](#). Our reporting efforts indicate that there has been improved tracking of community and civic engagement efforts by our faculty and staff, that more faculty are engaged in having students getting involved in their communities,

In 2020, ACM received Carnegie Classification recognition for developing a plan that engages our community partners in the civic engagement work of the college. A self-study group was formed and the application was created to apply for the status. Since then, our tracking of community engagement indicates a deeper level of civic engagement with our community partners and our students. As well, more faculty are becoming involved with these efforts. We are beginning to work on recertification next year and will submit a new application in April 2025.

2015
to
2024
Community
Engagement
Data

Total Students and Community Service Hours		
	Hours	Students
2015-16	1075	353
2016-17	2014	421
2017-18	2592	448
2018-19	5494.5	483
2019-20	5915	404
2020-21	7279	1569
2021-22	14064	709
2022-23	18669	1268
2023-24	19950	2137
Total Students		
15-16		353
16-17		421
17-18		448
18-19		483
19-20		404
20-21		1569
21-22		709
22-23		1268
23-24		2137
Total Staff		
	New	Continuing
15-16	26	
16-17	58	
17-18	43	22
18-19	38	21
19-20	46	31
20-21	40	33
21-22	33	47
22-23	70	48
23-24	67	50
Total Organizations		
15-16	36	
16-17	51	
17-18	68	
18-19	128	
19-20	51	
20-21	75	
21-22	203	
22-23	319	
23-24	307	
Community Engaged Events		
	Not Recorded	
15-16		121
16-17		159
17-18		174
18-19		41
19-20		73
20-21		274
21-22		385
22-23		449
23-24		

Past Data Trends

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

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

The College to Community Partnership Center helps strengthen these goals by offering more intensive experiences like Voter Registration and Education. Below is the

established framework of the rubric. This GELO is assessed every two to three years by an assessment team and the results help drive where more intensive interactions will occur in the Educational Master Plan.

General Education Learning Outcomes at ACM Institutionalize Course Expectations

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

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

Strategy & Goals:

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

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

Two years ago we piloted a small sample group of 4-5 courses that include civic and community engagement in their course structure - that were designated as "community engagement" courses in our online course catalog. This year that number has expanded to 37 courses that will be added into the catalog. Each will provide students with the option of choosing a course that requires engagement in the community - which we have found to be popular with the students - and research shows that learning increased when using this modality.

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

We have offered voter education for faculty to integrate lessons into their classes with presentations offered by our ***Student Voter Registration Ambassadors***. We also engaged our civic engagement committee within our Volunteer Registration training which is required by the state of Maryland for individuals that are assisting with voter registration events. Voter registration is a primary goal for the committee to focus on.

About 300 students (of our total of 1800) annually enroll in the college's online Introduction to Sociology course. This curriculum was developed with a national Student Vote Research Network grant. This course looks at the sociological concepts included in an introduction course related to the concept of democracy. **In particular it explores the tools of voter registration and ballot look up sites** (ex. Ballotpedia and League of Women Voters 411 vote) **and how to cast a vote for social issues that students are interested in.**

Our overall goal is to ensure that we **“ask every student”** if they are registered to vote, and to provide the assistance that they need to do so. Although we strive for 100% voter registration, we hope to reach 70% this year. This will be an 8% increase from our previous NLSVE report.

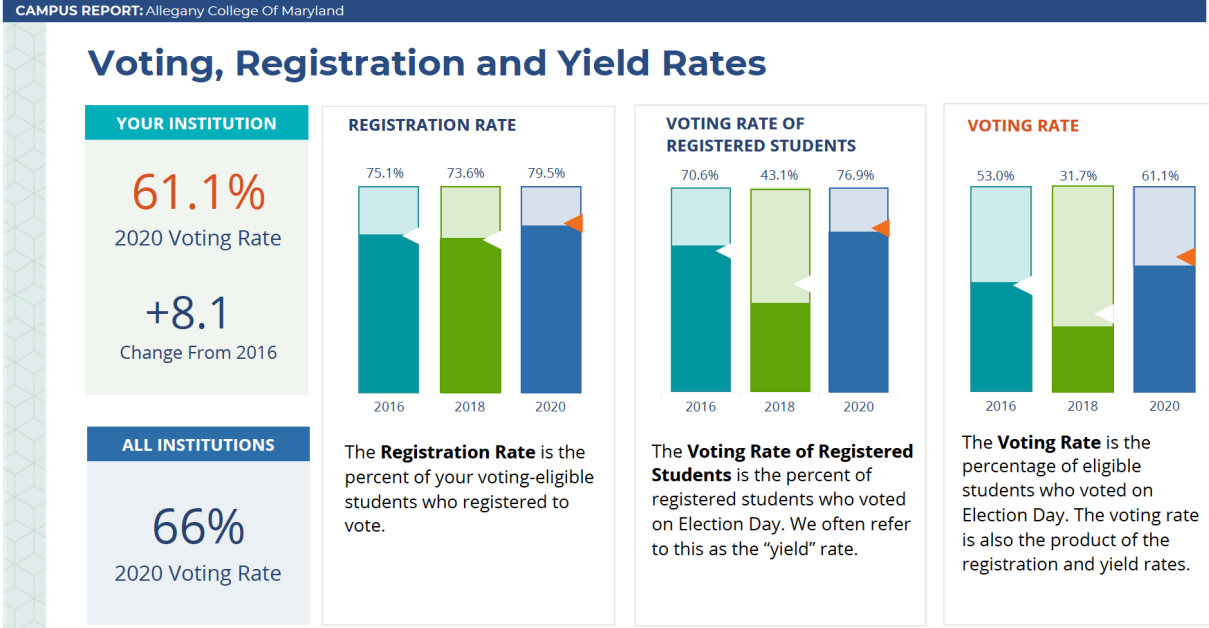
In the end, we will work to reach **1,260 students or more** (at least 70% of ACM students) in each election. We will primarily use **Vote.org - Rockthevote.org - and TurboVote.org** - along with internet connected laptops - to assist students to register to vote if needed. Students will also have the option to use cell phones to look up information.

We also have a newly developed Register-to-Vote web page with support from our national partner All In Challenge. The site helps ACM students located in different states get to the correct online election site to register to vote. You can view that at <https://www.Allegany.edu/register-to-vote>. This site is powered by Vote.org.

We follow up with every student that asks for support. For those who may not be involved, or asking for support, we use our NSLVE report to target student programs that have lower student voter turn-out. (See more below.)

MOST RECENT PRESIDENTIAL RACE NSLVE REPORT:

- Below is information from our most recent NSLVE 2020 report. (The 2024 report is not out yet.) The following data has helped guide us as we planned current interactions with faculty and students.
- Please note that there has been a general increase in student voter registration by **8.1% from 2016 to 2020**. We will continue to work on bringing the voting registration rate up in the coming year with the activities described in this plan.



- ACM is about 5% below the registration rate for all 2020 institutions. (This information is not broken out to represent community colleges.) During the last presidential election, we received a grant to help cover the cost of sending out a letter to all students to encourage them to vote. In our rural area, this was particularly helpful because of broadband access limitations, and because of the diverse dynamic of our students - some who work, some who are parents, many who live in other states and are enrolled in our nationally acclaimed LPN to RN nursing program. A physical letter helped us ensure that every student was reached in this voter education campaign.

Looking Closer

Voting and Registration Rates

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

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

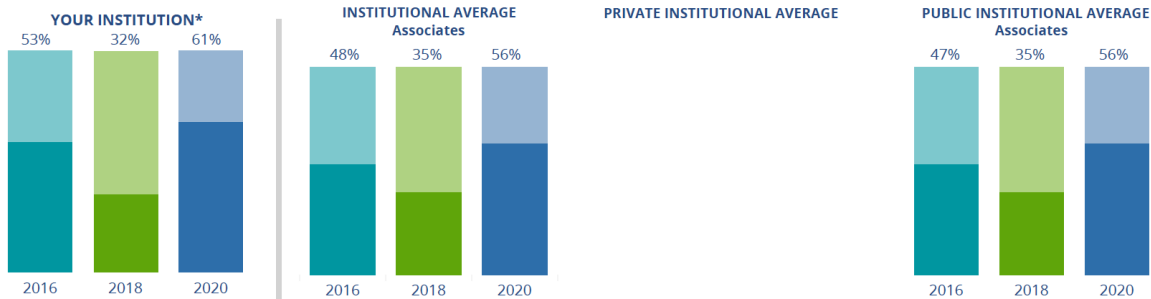
We use IPEDS-derived estimates of NRAs when institutions do not submit non-resident alien status data to NSC, or we cannot verify the accuracy of the reported counts. This estimate is given by "IPEDS estimated non-resident aliens" on this page. If you believe the number of international students reported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

Overall, there has been a decrease in registered students. Our registration rate increased slightly even though registered students dropped. Due to the start of COVID in the spring of 2020 the rates of registered students again dropped. It is only this year that we see a leveling up back to pre-COVID registration numbers.

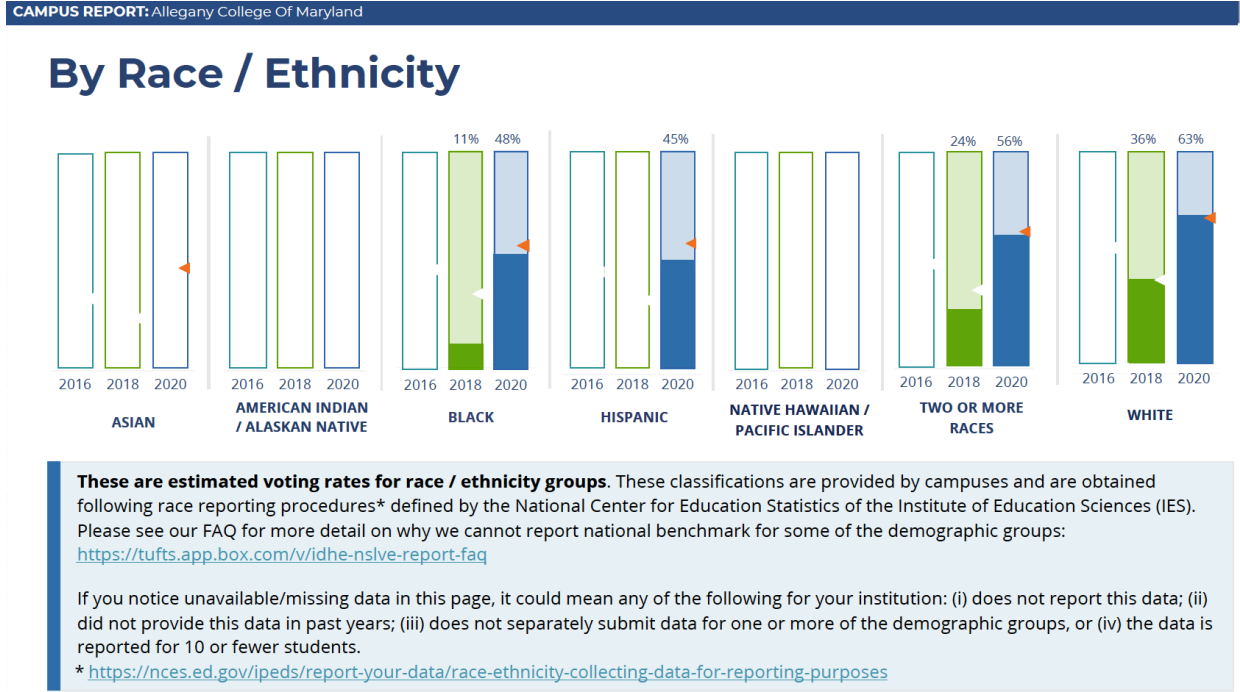
By Institution Types



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.



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



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

CAMPUS REPORT: Allegany College Of Maryland

Looking Closer

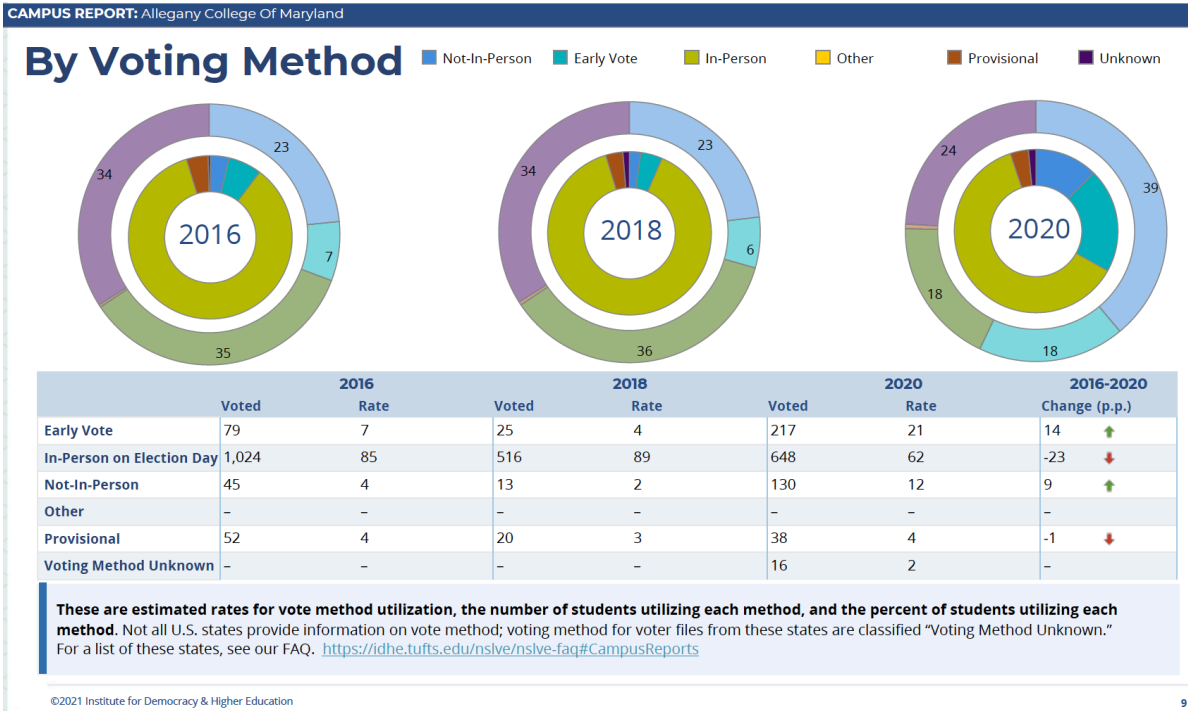
By Race/Ethnicity

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

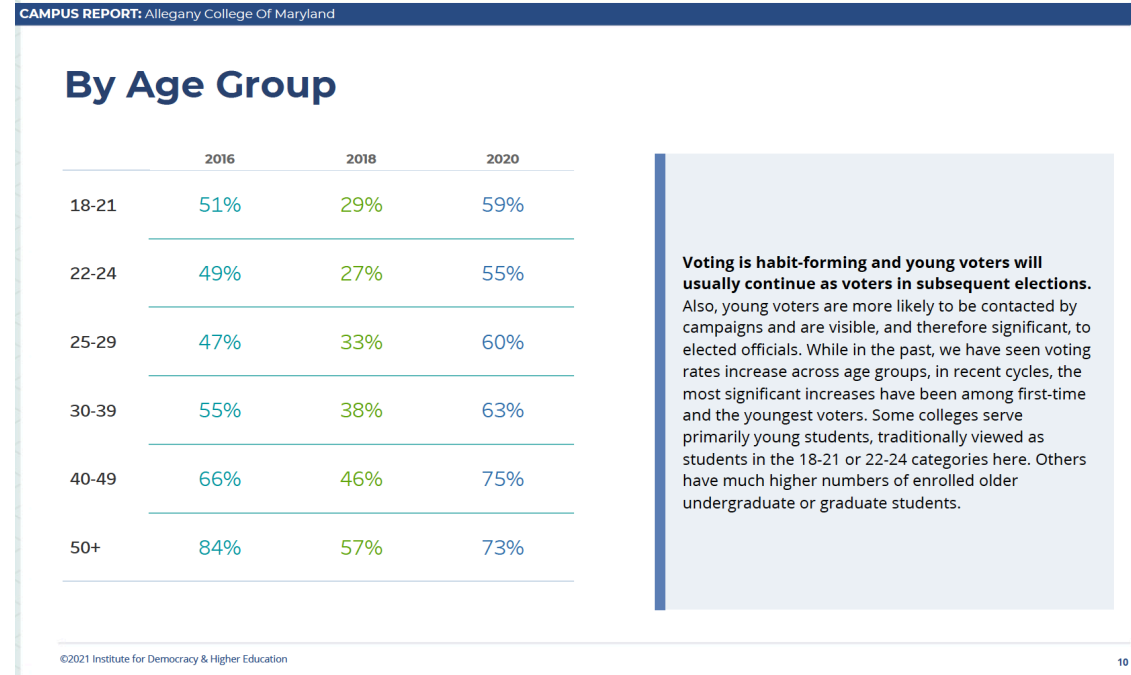
	2016			2018			2020			2016-2020 Change (p.p)
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	
Asian	-	-	-	20	-	-	18	-	-	-
American Indian/Alaska Native	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	239	26	11	202	97	48	-
Hispanic	-	-	-	30	-	-	40	18	45	-
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-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

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There is a significant increase in ACM rates of voting among all race/ethnic groups between 2018 and 2020.



As you can see, no in person voting increased between 2016 and 2020 - attributed to COVID restrictions. There was a significant increase in early voting between 2018 and 2020. In person voting decreased, for the same reasons, between 2018 and 2020.



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

CAMPUS REPORT: Allegany College Of Maryland

Looking Closer

By Age Group

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

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

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

CAMPUS REPORT: Allegany College Of Maryland

Looking Closer

By Sex

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

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

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

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

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

CAMPUS REPORT: Allegany College Of Maryland

Looking Closer

By Education Level / Undergraduate Class Year

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

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

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

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

CAMPUS REPORT: Allegany College Of Maryland

By Field of Study

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

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

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

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Interestingly, the communications and technology majors had the largest increase, followed by health professions, while there was no increase for the education majors.

We continue to approach all majors and programs, but this past year we put more emphasis on our education and business majors at the college - with the goal of increasing student voting rates in these areas..

CAMPUS REPORT: Allegany College Of Maryland

By Field of Study

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

Culinary students and mechanics dropped in enrollment status during the COVID outbreak, those numbers are now increasing. It is interesting to note that our natural resources and conservation program [Forestry] has had an increase in voting rates. We have already reached out to all faculty and provided voter education training. 40 FTE faculty participated in the Maryland Voter Registration training last year. At that time we surveyed our faculty and offered stipends to those who participated in the training, with support from an “Ask Every Student” grant that we received.

Anticipated Challenges:

The past three and a half years have seen added challenges to outreach efforts, as we continue to recover with more in-person events after the impacts of COVID and the need to protect our students, faculty, staff and community partners from the inherent dangers.

Since the occurrence of COVID we see that more and more students have transferred to online classes. We also have more enrolled students who live in other states due to the increasing popularity of our online LPN to RN program. This creates the added challenge and opportunity to make sure all students are served with digital and technological tools that are easily accessible on our website. We have met this

challenge by adding on a vote.org dashboard that was made possible through our partnership with ALL IN CHALLENGE.

We also have seen an up-tick in more face to face interactions this past year, although we continue to see COVID occurrences. The www.allegany.edu/register-to-vote site is easy to refer students to.

To stay up to date on the changing voting environment, we also promote using the <https://alerts.howto.vote> so students can find out what their state is doing to safeguard voters in the upcoming elections, as well as track changing voting laws.

Other social media apps that quickly connect students to the information that they need to know about voting are promoted including: [Vote 411](#) [League of Women Voters], [Ballotpedia](#), and [Activote](#).

Reporting:

ACM reports NSLVE student voter registration activities to our leadership, Board of Trustees, the college community, our civic and community engagement committee, our voter registration leadership team, our community partner organizations, and our local leaders, through press releases and news stories.

We are supported by our voter registration collaborations with state and national organizations, including: All-in Challenge, Students Learn Students Vote Coalition, MD Civic Education Coalition, Ask Every Student and Civic Nation - which provide us with “best practice” tools to promote our efforts on campus and in the community.

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

Additionally, ACM publishes a yearly community engagement report that includes # of events, # of participants, # of hours, # of organizations, type of events and breakouts of students, employees, and community member participation in them.

The report details a description of what occurred and is available for faculty, staff and administration to view so that others can adopt similar civic approaches that people are using on campus. Likewise, we track the level of involvement in the activity - hours

served - showing if students took the time to reflect or write a report in class - and if it was a one time or ongoing effort.

Faculty and staff report their community engagement activities at the end of each academic year as well. This includes voter registration and education information, it also includes an civic or community event that involved their participation as a representative of the Allegany College of Maryland.

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

Evaluation of Goals:

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

- We will evaluate our progress by reviewing the results of our [NSLVE](#) report and incorporating what we learn into our strategic planning efforts.
- Two years ago we conducted our third [NASCE assessment](#) which students completed via a survey conducted by Siena College in partnership with our IRB department. The last time the NASCE was conducted was in the spring of 2020. A previous one occurred in spring 2019.
- The next NASCE assessment will occur in Spring 2026. As you can see, we have received very detailed reports from Siena College which are then reviewed in our Civic and Community Engagement committee. We use the results to plan our future strategic goals and target areas that we have not yet focused on to increase civic and community engagement on campus.
- We will also continue to complete the [CCSSE](#) assessment on campus with a large percentage of the student population.
- We use a Microsoft Outlook 365 excel tracking sheet and send out end of the year Microsoft forms where we gather data from ACM faculty and also from ACM students. We then summarize community engagement information for board, faculty, and community reports.

- We will be conducting a community leader survey this year to gauge how we are partnering with organizations that need our support and are actively looking for college engagement opportunities through our [College to Community Partnership Center](#) for the purpose of re-certification as a Carnegie Community Engagement Classification institution.

This information is reviewed by the [Senior Vice President of Instructional Affairs, Dr. Kurt Hoffman](#), and presented to the President's Action Team [PAT] who are administrative leaders in our organization, which ensures that the data is available and integrated into the ACM Strategic Plan and Educational Master Plan. These documents guide all programming efforts at our college, which next connect to our program directors, and the faculty that they work with. This year we are putting more focus on communicating this information through our program and department directors - so they can make sure that it is distributed to all faculty on campus.

Succession Plan:

This work of this plan is institutionalized into the culture, strategy, and educational master plans for our community. The Civic and Community Engagement Committee, which leads the efforts of this plan, is an ongoing committee that is built into the structure of our organization. The program coordinator of the College to Community Partnership Center, chairs the committee. If the chair leaves, there will be another program coordinator hired to take this position. The Civic and Community Engagement committee, as structured by the President's Leadership Team, must include faculty, students and administrators on campus - including the director of the Student Life Center. The committee is very active and usually has about 9-11 students, faculty, staff, and leadership serving on it.

Submitted by Dr. Diane McMahon, Faculty Director - College to Community Partnership Center and the Chair of the Civic and Community Engagement Committee and our Student Voter Registration Ambassador, David Ogbonna.