#Ask Every Student
#American Democracy Project
#AIII 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 25, 2025 to May 15, 2026

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

Submitted on Dec 9, 2025 to:

Maryland Higher Education Commission Online Form

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Submitted online on Dec. 10, 2025 to
be posted on the college's website at Allegany.edu/vote.

Executive Summary

The purpose of this plan is to increase **nonpartisan** student voting to **all eligible voters** through our institutional goal of ensuring every student receives an education in civic learning and democratic engagement at Allegany College of Maryland [ACM]. ACM has one central campus located in a rural area of Maryland near 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 student voter registration at our institution - with the intention of having at least 70% of our full-time students 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 strategic planning, that we will move closer to our goal of having at least 70% of our students voting in Presidential election years.

Allegany College of Maryland (ACM) is a small rural community college located in the Appalachian mountains of western Maryland. We are located near the city of Cumberland, MD, which has a population of about 18,643 residents according to the US Census Bureau.

Since the COVID pandemic, ACM has begun to offer more classes online (47%). As students have become more acclimated to this modality of learning, we have expanded our outreach efforts to include online platforms, where (29%) of our students are in online only classes. We still have many courses available face-to-face on campus as well and have (43%) of our students in face to face classes only. The remainder is in a blend of online and face to face classes. For more information view our IPEDS link here.

To see our course catalog, visit this link. In particular, we have a growing nationally recognized on-line LPN-to-RN nursing program that enrolls students from 14 different states across the country in our online courses.

VOTER REGISTRATION EFFORTS

At ACM, the Civic and Community Engagement Committee (CCEC), the College to Community Partnership Center staff, and the Student Life Director, support 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, we target student clubs and organizations and outreach to eligible student boters to review nonpartisan voter registration information and to talk about the importance of voting prior to elections.

With the support from our internal and external partners, voter engagement efforts include new and innovative ideas from committee members. For example, this past year we received a $7,000 grant from the “Ask Every Student” - an initiative of the Students Learn Students Vote Coalition to launch the Faculty Voting Ambassador program at ACM. This program empowered us to target many different program areas at 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 will attend their classes - and target student clubs and associations aligned with them.

Additionally, the online “Introduction to Sociology” courses continue to develop a civic-minded approach to learning utilizing sociological concepts as a lens to better understanding what democracy means to the nation, our community, and to each student individually. Students watched videos related to voting and democracy, interacted in one-on-one conversations with their peers and national program participants involved with BraverAngels.org, and Unify American, to create final presentations that explain how they engage in democracy, and civic and community engagement, as part of the course interactions and assignments. This includes a 10+ hour volunteer service requirement within their community at an organization of their choice.

The idea behind this strategy is to take a deeper dive into what it means to live in a democracy and be civically engaged - and how we can give every student the opportunity to voice their thoughts and opinions to promote the common good. In particular, our general education goals focus on developing student’s own sense of personal responsibility, cultural awareness, and civic engagement for future life opportunities. Along with this understanding, students are 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 be heard on social issues and needs that are important to them.

This past 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. We plan on doing the same in the coming year.

Because some of our students attend our Maryland campus from other states (32%) - including Pennsylvania and West Virginia - and some participate in classes online only from other states - we were fortunate to receive from All-In Campus Democracy Challenge a web-based Vote.org application - which is embedded in our https://www.allegany.edu/vote/ page and connects students to information about registering to vote in their home state.

The site also provides demographic information related to how many eligible students have registered to vote through the form on our website, and also verifies their voting status, and what state they live in. (No personal information is displayed and all information is kept confidential by Vote.org which hosts the app.) Through the website as of early Dec. 2025 The following statistics were gathered. Of those students using the site in 2025 - 10 Started Registrations; 8 Completed Registrations: 72 Voter Registrations were checked. *In Maryland, most students register to vote when they complete their driver's license application forms*.

At ACM we use the educational learning platform, Brightspace, to post announcements to all ACM for credit students about voter registration events and approaching voting dates and special events related to civic holidays and National Voter Registration day. These announcements also connect students to our https://www.allegany.edu/vote/ page if they need to check to see if they are registered to vote or need information on how to do so.

We continue to partner with Frostburg State University (FSU), and our local Allegany County Choose Civility chapter based out of the Allegany County Library System, to host civility discussions with our students so they might participate in discussions to learn more about voting and how to engage in respectful and civil dialogue with those that they may disagree with. An event is now in planning for the Spring 2026 semester.

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, inviting them to

come to our campus, or join us virtually, to promote student voter education and to learn more about eligible student voting events.

This coming year, on January 26, 2026, we will host an MLK event that focuses on connecting students to one-on-one discussions with volunteers from across the nation about bridging partisan divides and creating space for trusting conversations with people that they have different views with. This will occur in partnership with BraverAngels.org and we will follow their guidelines so students can learn skills related to speaking to others about views different than their own.

Leadership

For the past twelve 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 in their communites] 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.

In recent years ACM 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 validity 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 works toward the goal of ensuring that student voter registration efforts are embedded into the very fabric of the college. This committee usually meets monthly to review voter registration efforts, to create plans, 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 to our community.

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 - our Civic and Community Engagement Committee - works closely with the Student Life Director, Erin Yokum, who coordinates the work of the Student Government Association on campus and within 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 is listed in the college catalog. This empowers students with the choice of getting more involved with “Community Engagement” classes which focus on community projects that build personal, cultural, and civic awareness and strengthen their career readiness skills. Jennifer has helped promote voter registration in the past through emails sent through our Admissions Office Navigate texting services.

This year our “Ask Every Student” Students Learn Students Vote grant gave us the opportunity to work with 5 faculty members to design nonpartisan student voter registration and engagement learning modules to embed in their Spring 2026 classes. Faculty will receive stipends for their work designing the modules which will be shared with our funder. These five faculty come from different program areas on campus and can reach increasing numbers of students that they work with in class and in their program areas.

A few years ago, the Civic and Community Engagement Committee worked to establish a polling place on our Cumberland campus through a partnership with the local Allegany County Election Board Director [Contact: Diane Lobel]. This enabled the local county 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 our on campus voting site to vote, some provisionally, if they are away from their home county, and living on campus.

The first use of the new polling place occurred in 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.

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 Students Learn Students Vote Coalition, which helps us promote non-partisan voting with a plethora of tools and trainings. We are also very involved with the regional Transform Mid-Atlantic Campus Compact chapter, which also prioritizes the importance of voting.

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. At ACM, 40% of a FTE faculty position is dedicated, in the campus budget, to lead the work of the College to Community Partnership Center, and support and connect to 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 39 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

ACM has institutionalized its commitment to voter registration and civic and community engagement in several ways! For example, civic engagement is explicitly listed in our 2025-2028 Educational Master Plan where "Community Engagement" is a prioritized goal within it - "Increase effective collaboration with business, industry, and other educational partners." Likewise, our college's 2024-2028 Strategic Plan focuses on community engagement which can be viewed on the President's page here.

As stated above, 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 online 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. At this time we have a total of 39 courses identified this way on our website.

The college holds annual professional development programs that include civic engagement workshops, at least once a year. This can occur in response to a current need, or be included in our annual professional development workshops that occur 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 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." Most recently the President of the college won the Civic and

Community Engagement award for his many accomplishments that connect the work of our college to community needs.

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 income. 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 deeper 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 primary and general election 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. 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

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 *Duplicates*
23-24	2137 *Duplicates*

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	
15-16	Not Recorded
16-17	121
17-18	159
18-19	174
19-20	41
20-21	73
21-22	274
22-23	385
23-24	449

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.

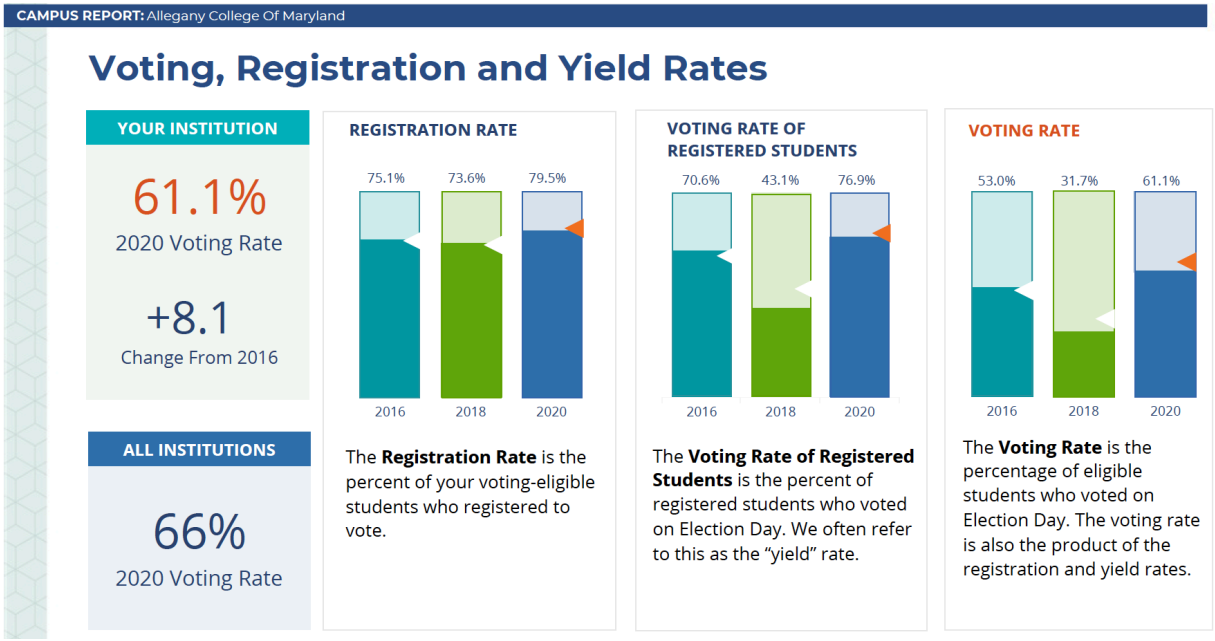
We also have a newly developed Register-to-Vote web page with support from our national partner All In Challenge. The site helps ACM students located in different states get to the correct online election site to register to vote. You can view that at https://www.Allegany.edu/register-to-vote. This site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

2020 PRESIDENTIAL RACE NSLVE REPORT:

- Please note the 2024 NSLVE report for ACM is due to be released in mid-January 2026. Once these results have been received the information below will be updated.

- 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.

CAMPUS REPORT: Allegany College Of Maryland

Looking Closer

Voting and Registration Rates

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

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

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

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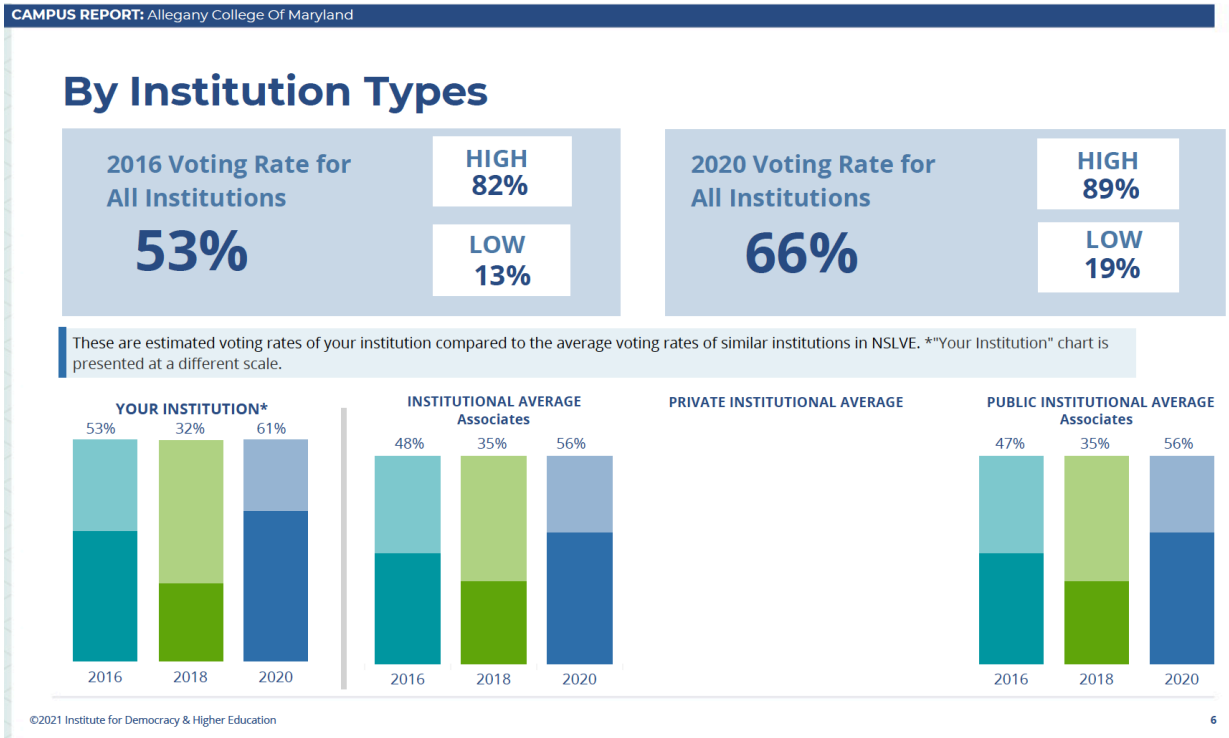
Overall, there has been a decrease in registered students. Our registration rate increased slightly even though registered students dropped. Due to the start of COVID in the spring of 2020 the rates of registered students again dropped. It is only this year that we see a leveling up back to pre-COVID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



CAMPUS REPORT: Allegany College Of Maryland

By Institution Types

2016 Voting Rate for All Institutions: **53%** — HIGH 82% — LOW 13%

2020 Voting Rate for All Institutions: **66%** — HIGH 89% — LOW 19%

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

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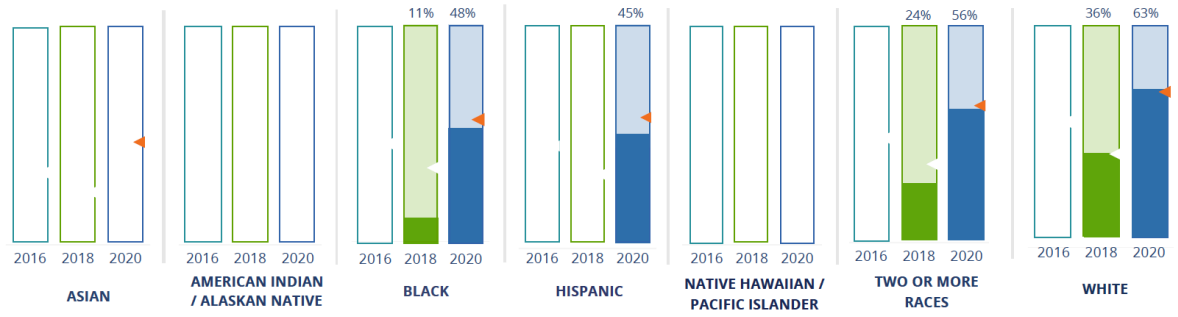
As noted, the voter registration rate increased across all institutions between 2016 and 2020. ACM averages in 2016, and 2020, were slightly better than other colleges.

CAMPUS REPORT: Allegany College Of Maryland

By Race / Ethnicity



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

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

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

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

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
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Change (p.p)
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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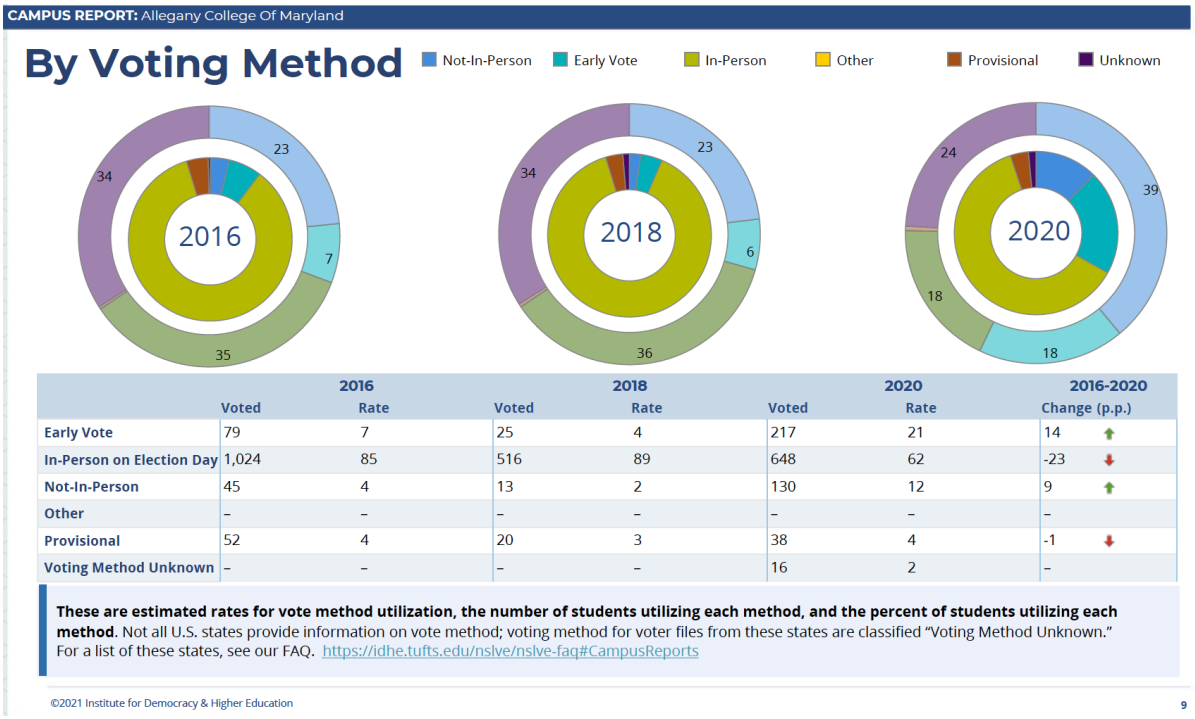
8

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



CAMPUS REPORT: Allegany College Of Maryland

By Voting Method

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

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

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

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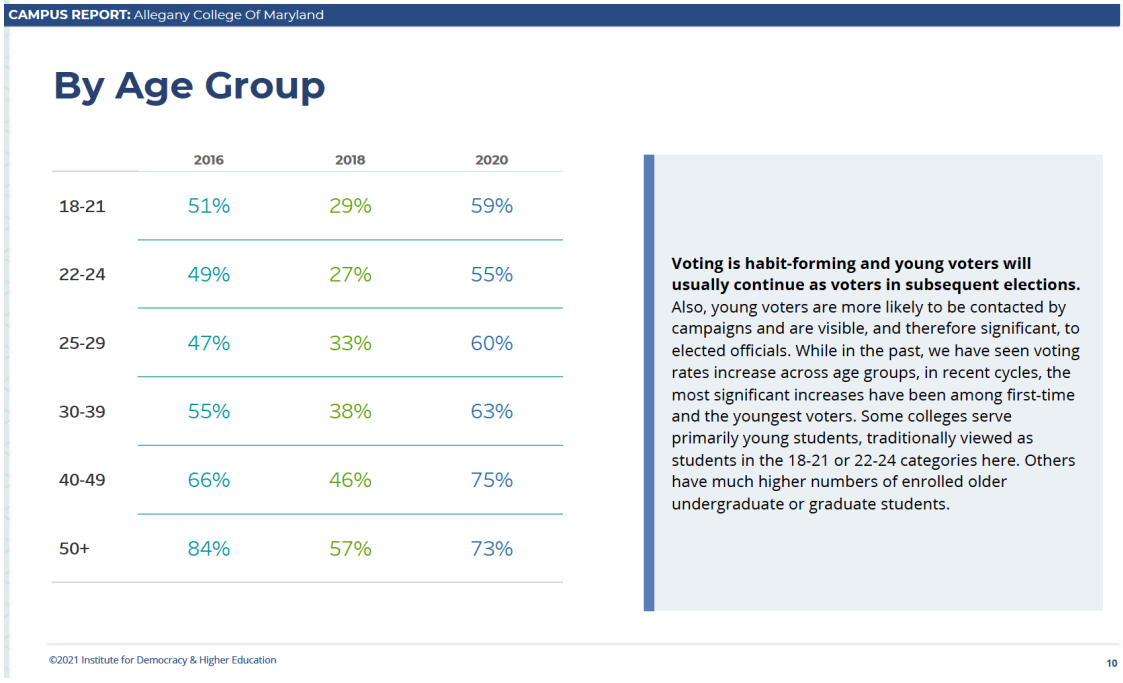
As you can see, no in person voting increased between 2016 and 2020 - attributed to COVID restrictions. There was a significant increase in early voting between 2018 and 2020. In person voting decreased, for the same reasons, between 2018 and 2020.



CAMPUS REPORT: Allegany College Of Maryland

By Age Group

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

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

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

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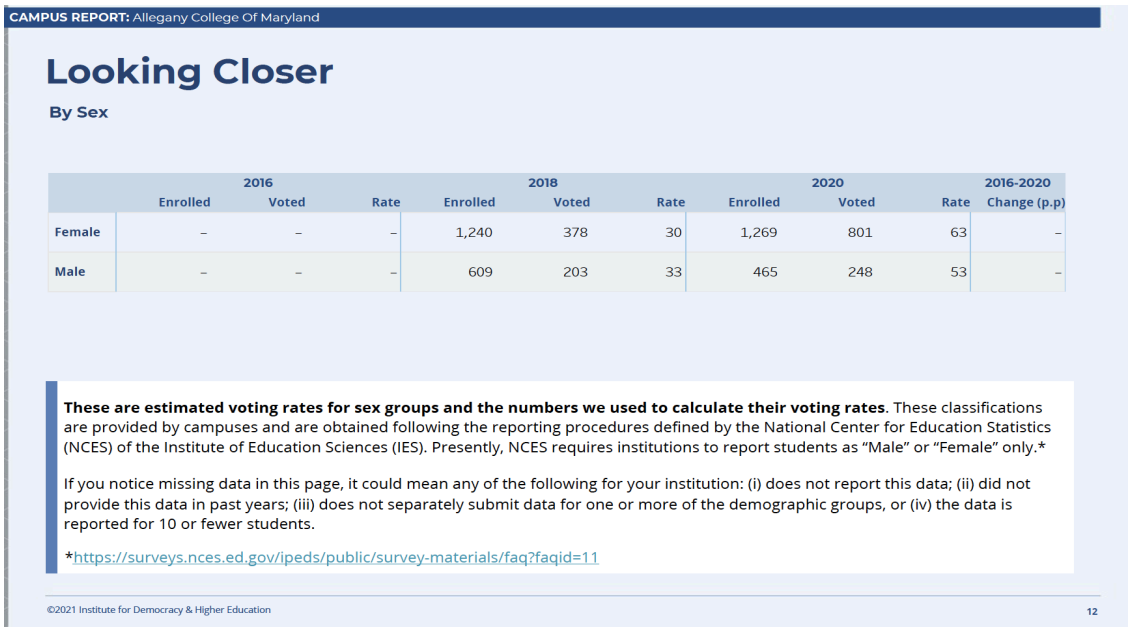
To follow up on the chart above, we see less students registered to attend ACM in 2020 - still a significant increase in voting rates for those who are attending. It is only the 50+ age group where we note a drop in voting rates.



CAMPUS REPORT: Allegany College Of Maryland

Looking Closer

By Sex

	2016			2018			2020			2016-2020
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Change (p.p)
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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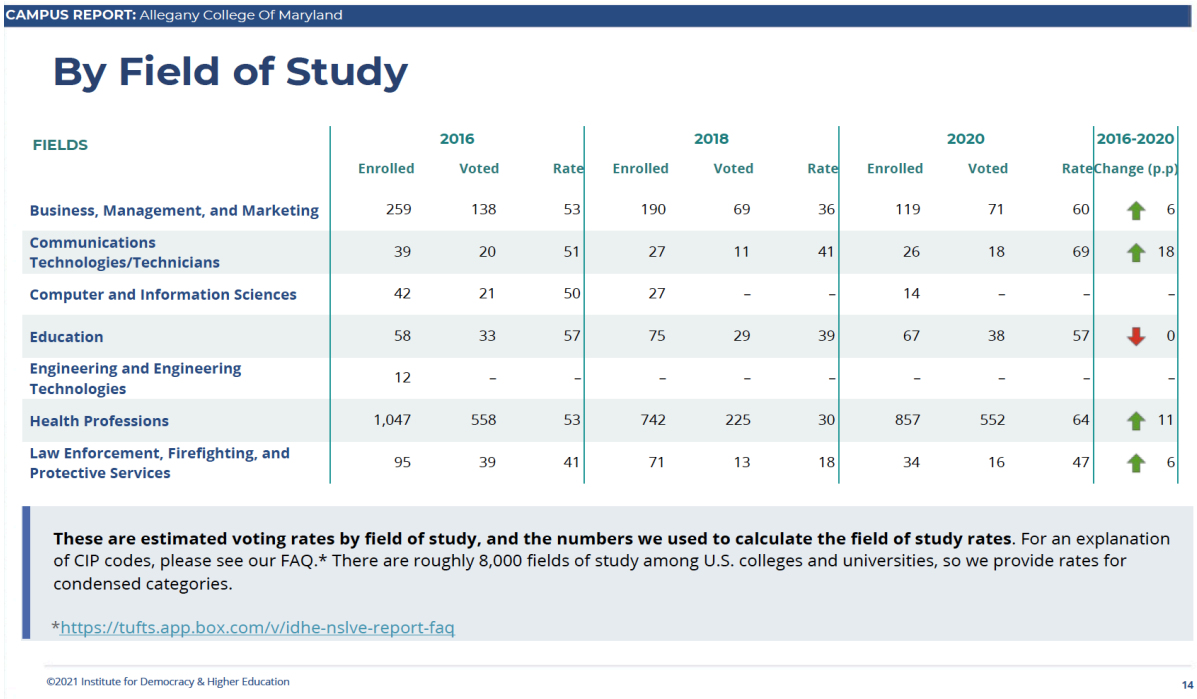
ACM is a two year college that provides associate degrees to our graduates. Full time students decreased between 2016 and 2020, while part-time students increased. Voting rates increased for both populations. This indicates we should approach both equally.



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
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Change (p.p)
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 an increasing number of our enrolled students utilizing online classes. We also have more 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 and through our learning

platform - Brightspace. We have met this challenge by adding on a vote.org dashboard app 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 on-line programming and classes continue to increase.

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 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 and who is on the ballot can be promoted using: 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 and on our social media platforms.

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 about voter registration demographics so we can target program areas that may need more effort put into connecting with eligible student voters who have not been reached in the past. 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 (click on link for results) 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 Fall 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 staff and also from ACM students. We then summarize and analyze community engagement

information for board, faculty, and community reports. The goal is to increase community engagement trends and to continually improve the process of institutionalizing our efforts through analysis of the annual results.

- This past year we completed a re-certification application to renew our Carnegie Community Engagement Classification. Results will be announced in mid-December 2025.

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 the 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 and assess it in semi-annual program evaluations.

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.