



2018-2019 Election Engagement Campus Report

Mount St. Joseph University

Overview:

Our top three goals for the fall semester of 2018 were:

1. Celebrate National Voter Registration Day, with the goal of registering 30 students to vote.
 - a. We registered a total of 27 students on National Voter Registration Day.
2. Register 120 students to vote during the summer and fall of 2018
 - a. We registered a total of 172 students to vote during the summer and fall of 2018, exceeding our goal of 120 registrations (+43%)
3. Host a candidate forum or a significant issue forum.
 - a. We held a successful issue forum on the school-to-prison pipeline with 40 participants.

Coalition Members:

Faculty: Dr. Jennifer Morris (history), Dr. Linda Wheeler (communication & new media studies), Dr. Peter Robinson (history), Dr. Brooke Gialopsos (criminology), Dr. Lisa Crews (communication & new media studies), Dr. Georgana Taggart (paralegal studies), Elizabeth VanWassenhove (education), Dr. Jennifer Withrow (social work), Cynthia Shibinski (education), Dr. Harshini Siriwardane (business administration), and Dr. John Amankwah (communication & new media studies)

Staff: Keith Lanser (career & experiential education), Janet Cox (student affairs), Warren Grove (student affairs), Dr. Leah Reynolds (diversity & inclusion), S. Karen Elliott (mission & ministry), Linda Pohlgeers (career & experiential education), Autumn Richards (admissions), Scott Lloyd (library services), and Brea Lange (student affairs)

Students: Brooke Kinney (Service Learning Co-op), Shanyce Matthews (Campus Election Engagement Project Fellow), Dianna Mack (Democracy Fellow), Andrew Torres, Elizabeth Duckett, Cedric Woods, and Catherine Powell

Student Organizations: Black Student Union, Hispanic Student Union, and Student Government Association

Coalition:

Our election engagement coalition consisted of the following constituents on campus:

1. Faculty from the following disciplines/ academic programs: history, communication & new media studies, criminology, paralegal studies, education, social work, and business administration.
2. Staff from the following areas on campus: Career & Experiential Education Center, Student Affairs, Diversity and Inclusion, Mission & Ministry, Admissions, and Library Services.
3. Students from the following clubs/ organizations: Black Student Union, Hispanic Student Union, and Student Government Association.

The Service Learning Office in the Career & Experiential Education Center served as the backbone office for this project, providing leadership for strategic planning, coordination, and program evaluation. The CEEP Fellow and the Democracy Fellow reported to the Manager of Service Learning & Civic Engagement. Student Affairs, Diversity and Inclusion, and Mission & Ministry recruited a diverse array of students and student groups on campus to participate in the programming. Many of the programs and services that were made available to students were provided primarily by student leaders and student clubs, who were supported by the Service Learning Office as needed.

Analysis of Work:

Activities	Strategies	Outputs	Lessons Learned
Voter registration	<ol style="list-style-type: none"> 1. Digital communication (email, website, twitter, Instagram, and Facebook) 2. Orientation registration drives 3. In-class registration drives 4. National Voter Registration Day 5. Hired two Democracy Fellows (Dianna Mack & Shanyce Matthews) 	<ol style="list-style-type: none"> 1. Service learning office webpage updated to include online registration links 2. 27 voter registrations on National Voter Registration Day 3. 172 registrations in the summer & fall semester of 2018 (194 total registrations during 2018) 	<ol style="list-style-type: none"> 1. Registration on NVRD and during freshman orientations was very effective. 2. Hiring two Democracy Fellows was helpful in increasing voter registration.
Voter education	<ol style="list-style-type: none"> 1. Election night watch party 2. Issue forum 3. Course-based engagement (Political Communication & Methods of Teaching Social Studies) 	<ol style="list-style-type: none"> 1. Hosted election night watch party (10 participants) 2. Hosted one issue forum on the School-To-Prison Pipeline (40 participants) 3. Approximately 20 students in two courses participated in course-based election engagement 	<ol style="list-style-type: none"> 1. The election night viewing party wasn't as well-attended as we had hoped. Perhaps this was due to the fact that it wasn't a Presidential election year. 2. The School to Prison Pipeline event was a huge success. The students were extremely engaged and asked great questions from the

	<p>4. Attend the 2018 OH-1 Congressional Debate</p> <p>5. Attend the 2018 Propel Ohio Collegiate Leadership Summit</p> <p>6. Facilitate Constitution Day</p>	<p>4. 5 students and 4 faculty/staff members attended OH-1 Congressional Debate</p> <p>5. Two students and one staff member attended the 2018 Propel Ohio Collegiate Leadership Summit</p> <p>6. Approximately 30 students attended our Constitution Day event</p>	<p>panelists. We think it was successful because some faculty were able to use it as an extra credit opportunity.</p> <p>3. Delhi Township Trustee Cheryl Sieve was able to provide us with up to 12 free tickets to attend the OH-1 Congressional Debate, which was not anticipated.</p> <p>4. Student Democracy Fellows are great at facilitating voter education events that will interest other students.</p>
Ballot access	<p>1. Assisting students in declaring Ohio residency for voting purposes</p> <p>2. Absentee ballot request assistance</p> <p>3. Email reminders about voter ID laws, early voting requirements, and how to submit absentee ballot requests</p>	<p>1. 5 students in the Residence Halls declared Ohio residency for voting purposes</p> <p>2. 13 students submitted absentee ballot requests</p> <p>3. 6 campus-wide email reminders re: ballot access were sent</p>	<p>1. Assisting students with declaring Ohio residency for voting purposes and assisting them with absentee ballot requests was a valuable resource to students.</p>
Voter turnout	<p>1. Email reminders about absentee voting/ early voting/ and voting on election day</p> <p>2. Hanging posters around campus with key election dates</p> <p>3. Walk students who live in the Residence Halls to polls</p>	<p>1. 3 campus-wide email reminders re: voting options</p> <p>2. 30 flyers with key election dates hung</p> <p>3. 2 students who live in the Residence Halls participated in the walk to the polling location</p>	<p>1. There was low demand for taking students who live in the Residence Halls to the polls. Our CEEP Fellow and our Democracy Fellow found it difficult to engage in the Residence Halls because of our existing policies and procedures.</p>

Top Successes:

1. Voter registration was our biggest success. We registered a total of 172 students to vote during the summer and fall of 2018, exceeding our goal of 120 registrations by over 43%. In fact, this was the most student voting registrations that we have ever completed.
2. Voter education was very strong this fall, both curricular and co-curricular. The School to Prison Pipeline forum was a tremendous success. Over 40 people attended the event, the participants asked great questions, and the panelists were able to make the connection between the issue and the 2018 election. Students in an education course facilitated a very successful civics “badge in a day” event with the Girl Scouts of Western Ohio the Sunday before the election with over 40 Girl Scouts in attendance. Students in a political communications course helped to register other students to vote during National Voter Registration Day, and some students from this course also attended the OH-1 Congressional Debate.

3. Hiring our CEEP Fellow and our Democracy Fellow significantly added to our capacity to register students to vote, educate them on the issues, and get out the student vote. These students were given a stipend for their work, and they both counted their positions as cooperative education positions, which fulfilled their experiential education graduation requirement.

Top Barriers:

1. On the last day of the semester, we were told by the Campus Election Engagement Project that we shouldn't have awarded co-op credit to our CEEP Fellow because it was against their policy. We were told that students had to choose either a stipend or academic credit, but not both. We gave feedback to the funder to let them know that they were not responsible for awarding the academic credit and that according to our internal guidelines, this position does qualify as a cooperative education experience. This student needed this experience in order to graduate because we have an experiential education graduation requirement. So, in the end, the student was able to receive her stipend as well as her experiential education credits.
2. Our CEEP Fellow and our Democracy Fellow found it difficult to engage in the Residence Halls. They were hoping to put leaflet information under each door, but they were told that this was reserved for emergencies, and that it would be more successful if they were to promote the information at an event in the Residence Halls instead.
3. Our CEEP Fellow got a little bit of pushback from her funder about her School to Prison Pipeline Issue Forum because they said that the topic wasn't clearly connected to the fall ballot. We facilitated the event anyway, and we made sure that the panelists made strong connections between the content of the forum and how this issue translates to the fall ballot in Hamilton County.
4. Because of our institution's size, we do not offer some courses that would be natural fits with election engagement (courses from disciplines like political science, anthropology, languages, etc.). As a result, we missed some opportunities for meaningful discussions on relevant issues that were brought up during the election cycle.

Beyond 2018:

We will continue to offer election engagement during each election cycle in the future because we believe election engagement strengthens our mission of educating "students through interdisciplinary liberal arts and professional curricula emphasizing values, integrity and social responsibility." Starting the spring of 2019 and for the next two years, the Mount will be a polling location for the surrounding neighborhood. We are also interested in hosting a civil discourse event or series on campus in the future to help create a climate of civility and respect. Instead of doing a "dorm storm" next year, we will attempt to promote election engagement at Residence Hall events. We also intend to begin engaging with the graduate council to see how we can best serve our graduate students' election needs.

NSLVE Data:

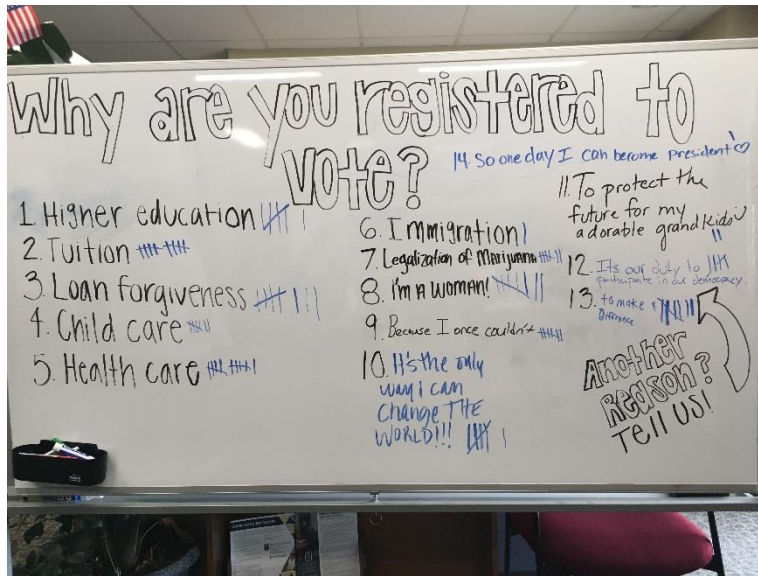
When we receive our NSLVE data, we will be looking for the following:

- The 2018 voter registration rate. Our voter registration rate in 2014 was 74.5%. In 2014, we did not formally coordinate election engagement. We are hoping to learn if our voter registration efforts resulted in an increased voter registration rate during this election cycle.
- The 2018 voting rate. Our voting rate in 2014 was 25.6%. We would like to know how our voting rate compares with the voting rates of our peer institutions. Additionally, in 2014 we did not facilitate a comprehensive election engagement program, so we would like to also know if our election engagement programming had a meaningful impact on our students' decision to vote during this election cycle.
- Voting rate by field of study. Since we do not have this data from the 2014 election, we hope data from the 2018 NSLVE report will provide us a baseline for future midterm elections. This information will help us to identify gaps in election engagement offerings according to discipline, which will provide us justification for the incorporation of election engagement in courses that would not otherwise have it.

Girl Scouts Civics “Badge in a Day” Program



Issue Forum: “The School-To-Prison Pipeline”



**“Why are you registered to vote?”
Event**

National Voter Registration Day



Which Colleges Encourage Their Students to Vote?

These institutions show that civic engagement is alive and well on American campuses.

by Robert Kelchen November 1, 2018

<https://washingtonmonthly.com/2018/11/01/which-colleges-encourage-their-students-to-vote/>



Most readers of the *Washington Monthly* do not need any reminder to vote in next week's midterm elections. (I voted early, and you should consider doing so if your state allows.) But college students, particularly those who are young adults, are not known for high voter turnout rates. Just 16 percent of 18-24 year olds [reported voting in the 2014 midterms](#), compared to 59 percent of adults ages 65-74. The gap was not much smaller in the 2016 presidential elections, [with just 39% of 18-24 year olds reported voting](#) compared to 70

percent of 65-74 year olds. It is little wonder that politicians spend a disproportionate amount of time and resources on issues important to older—instead of younger—adults.

Earlier this year, the *Washington Monthly* [college rankings](#) introduced measures of how well colleges are encouraging their students to vote. Using data from the ALL IN Campus Democracy Challenge and the National Study of Learning, Voting, and Engagement

(NSLVE) at Tufts University, we featured a list of national universities that met all four of our scoring criteria:

- Participates in NSLVE, which allows colleges to calculate their voter registration and turnout rates.
- Make their NSLVE data (including voter turnout rates) [publicly available](#).
- Sign up for ALL IN, which helps colleges develop action plans around civic engagement.
- Make their ALL IN action plans [publicly available](#).

We are pleased to present an updated and more complete list of two-year and four-year colleges that met the above four criteria. These institutions, representing a broad range of American higher education, show that civic engagement is alive and well on college campuses.

THE BEST COLLEGES FOR STUDENT VOTING

- Alvernia University (PA)
- Alverno College (WI)
- Anne Arundel Community College (MD)
- Arapahoe Community College (CO)
- Arizona State University (AZ)
- Bates College (ME)
- Berkeley City College (CA)
- Black Hills State University (SD)
- Bowdoin College (ME)
- Bowling Green State University (OH)
- Brown University (RI)
- Bryn Mawr College (PA)
- California State University–Northridge (CA)
- California State University–San Bernardino (CA)
- California State University–San Marcos (CA)
- California University of Pennsylvania (PA)
- Chatham University (PA)
- Cleveland State University (OH)
- College of Marin (CA)
- College of the Canyons (CA)
- Community College of Allegheny County (PA)
- Dalton State College (GA)
- De Anza College (CA)
- Denison University (OH)
- Dominican University of California (CA)
- Drexel University (PA)
- Duke University (NC)
- East Carolina University (NC)
- East Tennessee State University (TN)
- Edgewood College (WI)
- Emporia State University (KS)
- Feather River College (CA)
- Ferris State University (MI)
- Frostburg State University (MD)
- George Mason University (VA)
- George Washington University (DC)
- Georgia College (GA)
- Goucher College (MD)
- Governors State University (IL)
- Hamline University (MN)
- Harvard University (MA)
- Heartland Community College (IL)
- Hendrix College (AR)
- Hobart and William Smith Colleges (NY)
- Illinois State University (IL)
- Indiana State University (IN)
- Indiana University Bloomington (IN)
- Indiana University–Purdue University Indianapolis (IN)
- James Madison University (VA)
- Johns Hopkins University (MD)
- Kennesaw State University (GA)
- Knox College (IL)
- Kutztown University (PA)
- Lewis University (IL)
- Loyola University Maryland (MD)
- Manhattan College (NY)
- Manor College (PA)
- Mercer University (GA)
- Mesa Community College (AZ)
- Metropolitan State University of Denver (CO)
- Miami Dade College (FL)
- Miami University (OH)
- Michigan State University (MI)
- Middle Georgia State University (GA)
- Middle Tennessee State University (TN)
- Middlebury College (VT)
- Middlesex Community College (MA)
- Missouri State University (MO)
- Montclair State University (NJ)
- Mount Saint Mary's University (CA)
- Mount St. Joseph University (OH)
- Muhlenberg College (PA)
- Napa Valley College (CA)
- New College of Florida (FL)
- North Central College (IL)
- North Shore Community College (MA)
- Northeastern Illinois University (IL)
- Northeastern University (MA)
- Oakland University (MI)
- Ohio State University (OH)
- Otterbein University (OH)
- Pacific University (OR)
- Piedmont Virginia Community College (VA)
- Pomona College (CA)
- Rider University (NJ)
- Rollins College (FL)
- Rutgers University New Brunswick (NJ)
- Saginaw Valley State University (MI)
- Saint Mary's College of California (CA)
- Salem State University (MA)
- Santa Clara University (CA)
- Sauk Valley Community College (IL)
- Scottsdale Community College (AZ)
- Sewanee, The University of the South (TN)
- Simpson College (IA)
- Southern Illinois University Edwardsville (IL)
- Southern Utah University (UT)
- Southwestern Michigan College (MI)
- St. Norbert College (WI)
- Suffolk University Boston (MA)
- SUNY: Alfred State College (NY)
- SUNY: Geneseo (NY)
- SUNY: The College at Brockport (NY)
- Swarthmore College (PA)
- Texas A&M University–Central Texas (TX)
- The Citadel: The Military College of South Carolina (SC)
- Transylvania University (KY)
- Trine University (IN)
- Tufts University (MA)
- University of Baltimore (MD)
- University of California, San Diego (CA)
- University of California, Santa Barbara (CA)
- University of Central Florida (FL)
- University of Central Oklahoma (OK)
- University of Delaware (DE)
- University of Denver (CO)
- University of Florida (FL)
- University of Illinois at Chicago (IL)
- University of Illinois at Urbana-Champaign (IL)
- University of Louisville (KY)
- University of Maine (MA)
- University of Maryland College Park (MD)
- University of Michigan Ann Arbor (MI)
- University of Michigan Dearborn (MI)
- University of Minnesota Crookston (MN)
- University of Minnesota Duluth (MN)
- University of Minnesota Twin Cities (MN)
- University of Missouri–Saint Louis (MO)
- University of Nebraska–Lincoln (NE)
- University of Nebraska—Omaha (NE)
- University of Nevada, Reno (NV)
- University of Oklahoma (OK)
- University of Puget Sound (WA)
- University of San Diego (CA)
- University of San Francisco (CA)
- University of South Carolina Upstate (SC)
- The University of Tennessee, Chattanooga (TN)
- The University of Tennessee, Knoxville (TN)
- University of Texas at Austin (TX)
- University of Texas at San Antonio (TX)
- University of Wisconsin–Madison (WI)
- University of Wisconsin–Parkside (WI)
- Vassar College (NY)
- Virginia Military Institute (VA)
- Weber State University (UT)
- West Chester University (PA)
- Winona State University (MN)
- Winthrop University (SC)
- Worcester State University (MA)

Where you can register to vote in Tri-State

Posted: 7:59 AM, Sep 25, 2018

Updated: 7:59 AM, Sep 25, 2018

By: [Ally Kraemer](#)

<https://www.wcpo.com/news/local-news/hamilton-county/cincinnati/where-you-can-register-to-vote-in-tri-state>

CINCINNATI -- Voters have two weeks left to make sure their registration information is up to date if they want to hit the polls in November.

Organizations across the country and in the Tri-State are holding registration events Tuesday as part of [National Voter Registration Day](#).

Voters can register at Mount St. Joseph University in Delhi or at any county Board of Elections office. Hamilton County residents can go to the library or the BMV.

To register, voters will need a driver's license or state ID card and the last four digits of their social security numbers.

Hamilton County Board of Elections Director Sherry Poland says they've seen an uptick in registration over the past few months.

"Typically we see anywhere from 40 to 45 percent for midterm," Poland said. "Our absentee request that have come in so far are a little on the high side, so we may see a larger turnout overall."

Voters have until Oct. 9 to make sure their information is current. Voters can register at Mt. St. Joe from 8:30 a.m. to 4:30 p.m. Tuesday. Early voting begins Oct. 10.

Here are links to register online:

- [Ohio](#)
- [Kentucky](#)
- [Indiana](#)

To Vote or Not to Vote

By Sasha Feldmann

Dateline, The MSJ Online Student Newspaper

Election season is upon us again. Our TVs and online activity are crowded with campaign, issue, and attack ads. It can be simple to dismiss it as too overwhelming or to turn a blind eye. But it is far more important that we reflect on the state of the world and do our civic duty by voting. Moreover, it can be just as simple.

Keith Lanser, Manager of Service Learning & Civic Engagement, takes it upon himself every year to help promote student voting here at the Mount. He spearheaded many of the political engagement advocacy programs we have: voter registration now being embedded in the check-in process at orientation, Lanser coming to classes to talk about Service Learning and registration (he visited about 60 this year), the “Vote or Treat” program being held to increase voter education, and much more. He has also arranged to transport students to a debate between United States House of Representative candidates Aftab Pureval and Steve Chabot, and will be helping host a viewing party on election night.

“My grandfather was shot and stabbed in the Battle of the Bulge for me, for us. It is our duty to vote,” says Lanser. “It is literally the least we can do for our country. I want students to realize that they have a voice.”

Lanser says he has seen an increase in voting registration and general interest here. The Mount has been nationally recognized for its engagement efforts, including being designated a voter friendly campus by NASPA (an association for student affairs professionals) because of our high voting rates, one of the highest among masters institutions in the nation.

But there remains a long way to go. In 2014 the Mount’s voting rate, while higher than the average for other masters institutions, was only 25.6%. There are also notable disparities among students themselves. According to the National Study of Learning, Voting, and Engagement, at the Mount in 2016, students over 21 voted at a rate over 25% higher than 18-21 year olds, graduate students at an 18% higher rate than undergraduates, upperclassmen 12% higher than underclassmen, and female students 12% higher than men. The top two programs with the highest voting rates were Education and English, and the bottom two were Communication and Fitness Studies (categories used by the national study).

Why the age gap? Lanser offers a few factors that contribute. Only 50% of high schools today require civic education. Students often know very little about the way in which our government actually operates. In the past, there was also more participation in the military, in formal civic organizations, etc. Without that involvement, young people feel less of an obligation to vote on the issues. It is not uncommon today to hear the phrase “my vote doesn’t count.”

In reality, as Lanser points out, democracy simply doesn't work without its citizens' involvement. Furthermore, elections sometimes come down to only a few votes. When Bernie Sanders was elected mayor, it came down to 10 votes; in 2017, the state legislature vote in Virginia came down to one. Yet, data suggests that today 25% of young people today would prefer the military run our government. That system is also referred to as a military dictatorship.

So what can we do? Lanser offers some simple yet critical solutions for the concerned student or general citizen. We can talk to the people in our circles to make sure they are registered to vote and participating. We can get involved in the community, and reach out to the representatives who, after all, work for us. We can also make sure to vote in every single election, as they will all influence our lives in some way. Your congressional representative will affect your health care, state representatives vote on Medicaid expansion, i.e. the Affordable Care Act for Ohio (if Governor Kasich hadn't signed that law almost a million people wouldn't have health insurance), city council decides whether or not roads are repaired and how often trash gets collected, the board of education can control how your local schools are run, and so on. In Ohio, we also get to vote on our Ohio Supreme Court justices, which almost no state allows.

I asked Lanser what he would tell the student who claims "my vote doesn't count."

"To that student, I say that your democracy depends on you participating in it. Do you really want to live in a country like Russia, where votes don't matter? Or Egypt, which is run by the military? My guess is no. If you care about your healthcare, your tuition, your ability to speak freely in public, you need to vote."

And there are easy ways to do it, and do it right. You can fill out an absentee ballot if you are unable to make it to the polls on Election Day. You can become educated about the issues and candidates today in minutes via the internet. The Hamilton County website, for example, offers sample ballots online, which you can print off and take with you to copy down when you vote. As a Mount student, if you go to the Career Center, you can pick up a free League of Women Nonpartisan Voters Guide to help you understand everything on your ballot this election season.

So this November, make it your mission to help promote voting, even if all that means is voting yourself. Though it may seem trivial, shading in those boxes is not just easy but crucial for our democracy. Fill out your ballot. It is the least we can do for our country, and for ourselves.