courses (Piedmont Virginia Community College 2020). The following representative comments indicate that after taking a civic engagement course, students see a more significant role for themselves in the world:

- I wish everyone could take this class and understand it should not be a "me or you" world but a "we" world.
- Biology means something to me now, in a way I can apply to my life and understand the world around me better.
- The projects got us to use statistics to ask questions about our society and community. In doing so, issues of social justice inherently emerged. Participating in the projects left us better informed and, yes, potentially likely to take that learning into the community.
- This project really got me considering how, as a responsible citizen, it is my duty to work toward finding solutions to issues and participating in a community organization.
- It helped me to look at a large-scale, nationwide issue on a more local scale. This really put into perspective things I can do now to help in getting this issue solved locally. Fixing an issue locally is a beneficial way to help get the issue solved across the nation as well as bringing more awareness to the topic.

The first year of civic engagement courses at PVCC was more successful than we had hoped. Anecdotal evidence indicates that faculty and students are enthusiastic about the program. Civic engagement courses build civic skills, knowledge, and experience; encourage deep and substantial participation in a discipline-specific issue; and encourage critical thinking. Therefore, civic engagement courses will help PVCC to meet the QEP goal of "[building] student leaders who have a strong commitment to democracy and diversity, and who engage in the civic life of their communities through collaborative, creative, and critical problem-solving" (Southern Association of Colleges and Schools Commission on Colleges 2020). The civic engagement course experience develops students' confidence in their ability to make a difference in their community and to become more active citizens. ■

NOTE

1. The Southern Association of Colleges and Schools Commission on Colleges (2020) requires colleges to submit a five-year QEP during the reaffirmation of accreditation process. "It reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue that the institution considers important to improving student learning outcomes and/or student success.

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CIVIC ENGAGEMENT LEADERSHIP PROGRAM

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In Fall 2019, the California State Legislature passed and the Governor signed into law Assembly Bill (AB) 963, also known as the Student Civic and Voter Empowerment Act (SCVEA) (Petrie-Norris 2019). This Act built on prior state legislation in 2003, 2007, 2014, and 2016 that focused on student voter-registration efforts (Warden-Washington 2019). Moreover, this Act dovetails well with the California State Board of Education's new State Seal for Civic Engagement established in 2020 (California Department of Education 2020), which was mandated by AB 24 in 2017 (Eggman 2017).

The Act establishes that the Student Civic and Voter Empowerment Program will be conducted by the Secretary of State in partnership with the California Community Colleges, California State University, and University of California.

Among the several requirements of the Act, it mandates that each campus of the California Community Colleges and the California State University and requests that each campus of the University of California:

- Distribute, in consultation with the Secretary of State, campus-wide emails to all students with specified voting- and election-related dates and information and include specified dates on all print and online academic calendars.
- Post on social media reminders to students of specified voter-related dates and information.
- Designate one person per campus as the Civic and Voter Empowerment Coordinator with specified responsibilities, including development of a Civic and Voter Empowerment Action Plan. The first version of the legislation specifically called for each campus to designate one faculty member, staff member, or administrator as the Civic Engagement and Voter Director; however, this requirement was removed in subsequent versions.

At Cuyamaca College, we formed a work group; recruited students, faculty, staff, and administrators; and launched a Civic Engagement Leadership Program in Spring 2021. The following sections describe the process for implementing the SCVEA at the local level at Cuyamaca.

About Cuyamaca College

Cuyamaca College is a two-year community college located in East San Diego County, California. The college is one of two campuses in the Grossmont–Cuyamaca Community College District. The district is governed by a board of five locally elected trustees. In Fall 2020, the college had more than 8,800 students enrolled. Table 1 lists the race and ethnicity of the student population.

Formation of a Work Group

After reading the Academic Calendar Committee's Agenda and Minutes, on October 2, 2020, I contacted our Vice President of Student Affairs, Dr. Jessica Robinson, to inquire about AB 963 and the college's designated coordinator. She connected me with Dr. Lauren Vaknin, the Dean of Student Affairs.

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Table 1

Race and Ethnicity of All Students at Cuyamaca College

Race/Ethnicity	#	%
African American/Non-Hispanic	521	6%
American Indian/Alaskan Native	59	1%
Asian	468	5%
Hispanic/Latino	3,079	35%
Middle Eastern or North African	938	11%
Pacific Islander	36	0%
White	3,062	35%
Multiple Races	542	6%
Unknown/Non-Respondent	103	1%
Total	*8,808*	*100%*

In less than a month, we formed the SCVEA Work Group, which included students, faculty, and administrators, and held the first of six meetings.[1] The goal of the Work Group was to develop a Civic and Voter Empowerment Action Plan.

The Action Plan was developed by the Work Group and college staff. It was submitted to the California Secretary of State's Office by Dr. Vaknin on December 1, 2020. The Action Plan describes (1) Civic Engagement Programs: Voter Registration Campus Efforts; (2) Community Building: Voter Education and Civic Engagement; and (3) the Civic Engagement Plan.

Civic Engagement Leadership Program

During our February 2021 meeting, the Work Group decided that we should initiate elements of our Civic Engagement Plan. One motivating reason was the January 6 insurrection at the US Capitol. This unfortunate, unexpected, and shocking event jolted members of the Work Group. We decided that instead of using the Spring 2021 semester to plan, we should simply get started.

One goal of the Civic Engagement Plan was to establish a Leadership Academy. In lieu of a fully developed Academy, it was decided to start small with a Civic Engagement Leadership Program. This program would launch after Spring Break and consist of three workshops. Cuyamaca's Office of Student Affairs contracted with Heather Belk, Director of Associated Students at the University of California, San Diego (UCSD), to facilitate these workshops.

Workshop 1: Post-Election Empowerment Plan

The first workshop was held on April 15, 2021, which corresponded with the week after Spring Break. The workshop was described as "The 2020 election season created a lot of feelings, questions, and convictions. Many of these emotions and perspectives were amplified by the violence on the nation's Capitol. With the Inauguration complete, it is important to reflect on those experiences and create a personal plan for how you will continue to stay educated and involved in civic engagement, although the National Election cycle is complete for this past year. This workshop will feature a guided opportunity to do just that." A total of 11 students participated in this first workshop, which was a meaningful start to our program.

Workshop 2: Civic Action and Reflection

The second workshop was held on May 6, 2021. The workshop description was as follows: "Civic action and reflection is a key component of developing one's civic engagement identity. In this workshop, student leaders from UC San Diego Office of External Affairs and CALPIRG will share examples of civically focused actions they have participated in and open space for reflection on how these actions benefit individuals or communities." This workshop facilitated an inter-institutional peer-to-peer engagement. Cuyamaca College students were able to hear from and interact with their peers at UCSD. A total of 14 students participated in this workshop.

Workshop 3: Civic Engagement and Me

The third and final workshop was held on May 20, 2021. The workshop was described as "Often, we do not realize that the things we are doing out of personal interest also translate to being civically engaged. Using the AAC&U definition of Civic Engagement which states Civic Engagement 'means promoting a quality of life in a community, through both political and non-political processes,' participants in this workshop will think about their own hobbies, majors, and organizational involvement to identify areas of community impact from the things they are already studying or spending time on." Seven students participated in this workshop.

Conclusion

In addition to the establishment of the Civic Engagement Leadership Program, another noteworthy action resulted from this effort. Serving as a new forum to discuss student civic and voter empowerment, the Work Group fostered a meaningful discussion about our unique student population and its ability to become civically engaged. Two-year community college students are mostly first-generation, hail from lower-income households, and are people of color. We had a robust discussion about the ability—or rather the inability—of students to become civically engaged and involved on and off campus due to financial constraints. This discussion resulted in the establishment of financial stipends for student leaders at Cuyamaca College.

This discussion resulted in the establishment of financial stipends for student leaders at the college.

On reflection, I learned the following five lessons from this hastily organized effort, which will inform our future efforts. First, a partnership between student-services staff and instructional faculty are necessary at community colleges. As a faculty member, I was able to promote the Work Group, the Action Plan, and the Leadership Program to my students. I also partnered with the Dean of Student Affairs to effectively organize and implement our

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efforts. Second, we need to collect demographic data about student participants in the Leadership Program and related activities. Third, we need to invite more instructional faculty to become involved so that more students can become involved. Fourth, we can compare our efforts with other colleges and universities throughout the state. Recent research by Chavez (2021) describes how community colleges conceptualized and operationalized the requirements of the Act. Fifth, the Work Group will discuss the inclusion of an assessment component to measure the impact of our Leadership Program on students' knowledge of civic engagement and leadership principles, internal and external political efficacy, and participation in community-based projects. ■

NOTE

1. The Work Group held meetings on the following dates: October 29, 2020; November 12, 2020; February 1, 2021; March 2, 2021; April 5, 2021; and May 3, 2021

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VOTER MOBILIZATION

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Wingate University is a private, nonprofit, comprehensive university located southeast of Charlotte, North Carolina. More than 3,600 students are enrolled, approximately 72% of which are undergraduate students. During the Fall 2020 semester, 1,778 students lived on campus. Most students are from North Carolina and most enroll at age 18. From 2016 to 2020, the university observed a 272% increase in in-person voting among residential students who voted on-campus.[1] This accomplishment was truly a campus-wide commitment, including the history and political science department, the athletics department, the Office of Diversity and Inclusion, the community engagement program (i.e., known as W'Engage), and student government.

This article discusses the various efforts undertaken to promote student voting on campus through voter education and direct mobilization. We anticipate that not all aspects of our specific approach will translate to every campus. However, it is our intention that from our examples, other departments will be able to adapt the approach to their own campus and further these efforts to promote voter mobilization.

Building a Campus Coalition

Both authors are faculty members in the history and political science department at Wingate University, and both previously participated in activities such as Election Night watch parties and distributing voter-registration forms in class. However, in 2020, they began to coordinate with other faculty members to build a campus-wide coalition to mobilize student voting.

Our role in building this coalition stemmed, in part, from our involvement in the university's community engagement program known as W'Engage. This program began in 2016 and was created as part of the Quality Enhancement Plan (QEP), which is required by the Southern Association of Colleges and Schools Commission on Colleges accrediting body. Each semester, the QEP offers two-credit community engagement seminars with a domestic-travel component, using its resources to promote community and civic engagement. Typically, two or three seminars are offered with approximately 30 to 45 students enrolling each year. The travel component lasts for several days during the fall or spring breaks or during the week immediately following the end of the semester. During the Spring 2020 semester, one author offered a W'Engage seminar; the other author had recently become the program director.

The seminar, titled "Voting Rights Past and Present," taught students about the history of voting rights for various groups that have been disenfranchised throughout US history until the present day. The authors accompanied students on a trip through Alabama and Georgia to learn about voting rights in the context of the broader Civil Rights Movement. Students visited relevant museums and historic sites and also participated in the commemorative reenactment of the 1965 Selma to Montgomery march. After returning from the trip, the students were expected to produce a nonpartisan voter guide for Wingate University students and to hold a voter-registration drive. Unfortunately, it was canceled due to the COVID-19 pandemic.

The W'Engage program also sponsored voter-education–related events, with the director coordinating with other departments on voter-mobilization efforts. Particularly helpful participants in our campus coalition included the athletics department faculty. They worked directly with student athletes to encourage them to register and vote, and they created and promoted a website with voter-registration information tailored to Wingate University students. Another partner was the Office of Diversity and Inclusion, which hosted and promoted related events (e.g., the Voting 101 session). Student government also used its social media channels to promote voting on campus. In their roles as political science faculty, the authors' involvement in W'Engage helped accomplish the following to promote voter mobilization on campus:

- invited representatives from nonpartisan organizations to give classroom guest lectures (via Zoom) to explain the voter-registration process
- hosted a Voting 101 Zoom meeting for almost 300 students to explain the process for registering and voting, including an open Q&A session
- provided course content for the first-year seminar on how to register and vote
- requested that visitors to the Wingate University registrar's website be directed to information about how to register to vote
- using signage, provided walking directions to the polls beginning at the university and ending at the voting precinct
- walked students to the polls
- provided students with access to voter-registration forms

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