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Executive Summary

Executive Summary

Over the past months, Paper Plane has put a great amount of work into researching and analyzing the Department of Foreign Languages and Literatures to create a focused and effective communication plan that will accomplish the department's goals. The following will briefly describe the plan and aspects vital to achieving overall goals and objectives of the campaign.

To start the process, Paper Plane conducted secondary research by taking a look at existing data. The firm focused on the background of the department, its current target audiences and media use habits to better understand the department and its potential publics. Information was gathered from the Client Profile Document, provided by the department, the department website (in its current and previous form) and the Colorado State University Fact Book, along with observation of the department's current social media pages. Further, the firm analyzed the communications and structures of foreign language programs at peer institutions. Important statistics were researched to identify attributes of the audiences of the department, including college students' social media use habits.

Though secondary research was helpful, Paper Plane needed to know more to plan a competent campaign, so primary research was conducted. This research involved four focus groups of CSU students, which included: current foreign language majors, foreign language minors, freshmen/undeclared students and other majors in general. Data were analyzed, giving the firm valuable insight to student opinions of FLL. Main findings included the feeling among major and minor students that resources were not available to them, the observation that communication coming from the department and its professors was not unified, causing confusion among students, and the overarching thought among non-FLL students that languages were important but "not worth" majoring in for future opportunities. There was also informal research conducted in conversations and meetings with department members.

Based on research, the firm conducted an intensive situation analysis which lead to the discovery of the department's main problem. The department lacks unity internally, which causes external communications to falter. Without strong communication efforts, FLL is overshadowed by other programs at CSU, causing students to miss the opportunity of working with foreign languages and literatures. If the department does not come together, enrollment will continue to decline and the department will remain on its slippery slope.

After evaluating the problem, Paper Plane developed three campaign goals: to increase awareness, enrollment and retention within the department. The firm then identified four main audiences that will be targeted in the campaign. First, undeclared CSU students with less than 45 credits were targeted in order to increase awareness and positive attitudes toward the Department of Foreign Languages and Literatures early on to eventually increase enrollment of new students. Next, the firm targeted current foreign language minors to increase awareness of the slight credit difference between a major and a minor in order to convert the audience to majors. The current majors were targeted in order to increase retention through education and awareness of internships and current requirements. Last, and most importantly, the firm identified the Department of Foreign Languages and Literatures as a target audience. Paper Plane hopes to bring together the department members by including them in strategic processes to ultimately accomplish objectives of all other audiences.

To unify department communication efforts, the creative concept of the campaign is, "*Open the World.*" Open your mouth to speak a language, open your ears to listen, open your eyes to see the culture and open your mind to the opportunities that the Department of Foreign Languages and

Literatures provides to its students. The firm believes this concept will capture the attention of the target audiences because it will spark the curiosity of anyone who sees the complementary globe logo and its message.

“Open the World. Create Your Place.” Students who are undeclared and have less than 45 credits, are looking for a place to call home. *“Create Your Place”* appeals to the audience’s need to belong. Paper Plane plans to implement tactics incorporating this message, which will include department informational posters, a separate graphic to be displayed on digital billboards across campus and a video of current foreign language majors. The video goes in depth with current students on their motivation behind pursuing a degree in a foreign language and directly addresses young, undeclared students in the conclusion by displaying the message.

“Open the World. Expand Your Future.” Current foreign language minors chose to be a part of FLL because they have an interest in language, but the goal is to expand this interest into a passion. The firm knows that college students decide on their specific program based on what they feel will give them value and cater to their strengths. Current language minors may be unaware of the simplicity in obtaining a major versus a minor. There is only a nine-credit difference – three classes can double a student’s value. The firm created a welcome infographic and alumni poster series template to cater to the audience’s needs. The infographic addresses the nine-credit difference along with other reasons to major, including the fact that Spanish is spoken by 10 percent of the world. The purpose of the alumni poster series is to show FLL students that there is, without a doubt, a future with a major in a foreign language.

“Embrace Your Advantage.” Foreign language majors at CSU are passionate about what they are studying, yet the department struggles to retain them. The firm’s goal is to maintain their motivation as they progress through the program. A main finding in the major focus group was that majors felt they were not supported with internships and future opportunities. Paper Plane chose to combat this belief by creating an outline for a panel event to take place during the spring semester. The purpose of this event is to show majors that they can and will have better future opportunities thanks to their degree in a foreign language. The alumni poster series is also meant to reach this audience. Further, it is important to note that current majors have also been labeled as an intervening audience for the campaign, as they are in the position to influence fellow students to major.

“Together We Can Find Harmony in Diversity.” The Department of Foreign Languages and Literatures is both a primary and intervening audience in this campaign. The department must find unity before it can focus on impacting students. As a primary audience, the department will participate in a retreat that will concentrate on department-wide strategies, communication efforts (including social media and website suggestions) and the advising structure, in order to come together to improve the overall student experience. Beyond this retreat, it is the department’s responsibility to ensure that all communication tactics are accessible to students interested in the FLL program.

“Open the World. Make Foreign Familiar,” is an intervening message because it applies to current foreign language majors, the FLL department and last, the CSU campus resource centers, including the Career Center and the Center of Advising and Student Achievement. The purpose of intervening audiences is to impact the undeclared students with less than 45 credits and current FLL minors. Specifically for the resource centers, Paper Plane created a department infographic, which displays evidence for the department’s guaranteed impact on any student’s future. The infographic includes the nine scholarships offered to students studying foreign language, involvement opportunities and specific program offerings, along with much more.

A thorough schedule has been created for the department to follow while implementing the aforementioned tactics within the campaign period of one year, beginning in January 2015 and ending in December 2015. In addition, Paper Plane has developed a budget breaking down each cost-bearing item to simplify future decision-making processes. The total for the entire campaign came to \$1,747.95 due to expenditures on two main tactics: the department retreat and panel event. The firm is aware of budget constraints and thus, created tactics to cater to the department's available resources. To complete the campaign, the firm has provided a comprehensive evaluation plan to ensure the success of this campaign and better future efforts.

Paper Plane is confident in its campaign and the potential success of its implementation. The purpose of this campaign is to complement FLL's current strengths while harmonizing its diversity. Paper Plane looks forward to flying the Department of Foreign Languages and Literatures safely to success.



Phase I - Research

I.1 Research Plan

Paper Plane, first did an extensive amount of research examining the Department of Foreign Languages and Literatures, or FLL, to identify the biggest problems, which need to be addressed moving forward with this campaign. The firm executed both primary and secondary research.

Secondary Research

The first part of research the firm did was secondary research. Secondary research was conducted by looking at existing forms of data and primary research done by other sources to ascertain a higher level of understanding about the Department of Foreign Languages and Literatures, potential issues, and potential publics. This means that the firm explored three different areas: background research, target research, and media research.

Background Research: The background research is the information obtained from various sources about the Department of Foreign Languages and Literatures, the issue, and past communications. The first part of research the firm did was about the Department of Foreign Languages and Literatures. To better understand the past of the department, including the faculty, and what it looks to do in the future, the firm explored both the old and new department websites as well as the website for the College of Liberal Arts. The firm also looked at the past enrollment numbers and student involvement in the department, as well as scholarships available for foreign language majors. This information was found through the Colorado State University Factbook and the website for the College of Liberal Arts. In addition, the firm explored the past communications of the department by looking at the department website.

Target Research: The target research was the information obtained from various sources about geographics, demographics, and psychographics of potential publics and target audiences. The firm looked at the about page of the Colorado State University website for information on the geographics of potential publics. To better understand the demographics of potential publics, the firm explored the United States Census Bureau website along with the CSU Factbook. Lastly, the firm examined the Claritas website, an organization that does research and breakdowns of people based on zip code to discern psychographics of the potential publics.

Media Research: The media research is the information obtained from various sources about the current media use habits of the Department of Foreign Languages and Literatures and its potential publics. The firm analyzed the current social media pages of the department on Facebook, Twitter and Tumblr. Research continued with a study from the University of New Hampshire as well as a survey done by the website Mashable to better understand the media habits of college students across the country. Paper Plane did a general google search for the Department of Foreign Languages and Literatures observing past media coverage and then explored the websites for CSU student media – KCSU, The Rocky Mountain Collegian, College Avenue, and CTV.

Additional Secondary Research: The firm also felt it was necessary to have a basic understanding of competing foreign language departments in the state and across the country. Thus, it explored the websites of the two largest competitors in Colorado, the University of Colorado at Boulder and the University of Northern Colorado. Further, the firm analyzed the websites of the highest ranked foreign language departments in the United States, Middlebury College and University of Wisconsin at Madison.

Primary Research

The secondary research was followed by research created and performed by the firm. Primary research was done in the hopes of better understanding the potential audiences. The views and opinions of the Department of Foreign Languages and Literatures and background information were collected for potential audiences. Beyond audience research, the firm conducted personal interviews with two department members for a more in-depth explanation of the internal situation.

Formal Research

To fill the gaps in secondary research of the issue and potential publics, the firm did primary research in the form of focus groups. Focus groups allow for lively discussion among a relatively small number of people about a certain topic, problem, or question. The first step in this part of the research was to determine how many focus groups were needed and what group of people to focus on at each group. After much discussion, the firm was able to decide that four focus groups were needed in order to talk to foreign language majors, foreign language minors, freshman/undeclared majors, and other majors in general. Once this was decided, the other steps of the research began. Tasks were split into the moderators guide team, the site preparation team, the recruitment team, the administration team, and the data analysis team.

Moderators Guide Team: The moderators guide team produced questions based on holes in the secondary research and organized them in a way to be discussed at each of the four focus groups. It was important to keep the questions open ended and unbiased so the focus groups could have an honest conversation based on them. The moderators guide team also created a background survey to gain a general understanding of each person in the focus group that included questions about age, major, minor, clubs participated in, study abroad experiences and internship opportunities among other things.

See Appendix A for moderators guide and Appendix B for background survey.

Site Preparation Team: The site preparation team reserved rooms to be used for the focus groups two weeks prior to the events. It organized donations for refreshments from local businesses, resulting in pizza for the groups that took place later in the day and donuts for the morning event. Site preparation arrived prior to each focus group to set up the room and confirm that everything was in place; focusing on food and technology needs of the administration team.

Recruitment Team: The recruitment team used a snowball approach by listing names of potential participants known by team members for each of the four focus groups, and then asking those people for more interested names. The team gathered 10-15 names of willing volunteers for each focus group. The team also created flyers giving information for each of the focus groups. After contacting professors in the department, these flyers were handed out in classes for majors and minors. Students willing to help provided the recruitment representative with his or her name, email and language emphasis (when applicable). This same process was used for recruiting upper-division non-majors. To obtain volunteers for the freshman and undeclared group, the recruitment team contacted key explore clusters and took shifts asking for volunteers outside the Rams Horn dining center and in the TILT building.

See Appendix C for example flyers.

Administration Team: The administration team conducted the focus groups and consolidated data. The schedule for the focus groups was as follows:

- Foreign Language Majors – October 1, 2014 from 10-11 am in Clark C256
- Freshman/Undeclared – October 1, 2014 from 2-3 pm in the Aspen Residence Hall Conference Room

- Foreign Language Minors – October 2, 2014 from 4-5 pm in Rockwell 36
- Other majors – October 2, 2014 from 6-7 pm in Rockwell 36.

During each focus group, three members of the team collected data and asked questions. The moderator of the focus group asked the group the questions and maintained a respectful environment for the group. The equipment operator set up a video camera and recorded the focus groups for later transcription. The note taker observed and recorded each focus group about the general ideas and themes that each group generated.

Data Analysis Team: The data analysis team transcribed the verbal and physical responses from the participants of the undeclared majors, foreign language minors, foreign language majors, and other major's focus groups. The team then analyzed the data to identify themes and propositions in each focus group.

Informal Primary Research

Informal research was conducted by the firm to get an in-depth explanation of the Department of Foreign Languages and Literatures at CSU, including its view of the issue and general inquiries about the department that the firm could not find through secondary research. One of these methods was the client meeting on September 10, with Mary Vogl, Gretchen O'Dell, Sophie Esch and Franzisa Wilcox. The firm also implemented emails and personal interviews in September and October with Gretchen O'Dell, Mary Vogl and the Center for Student Advising and Achievement, CASA, at CSU. One series of emails with O'Dell clarified questions resulting from the client meeting, and the firm was able to meet with O'Dell personally to obtain further information on enrollment numbers and communication materials. The second series of emails informed the department of the need of majors for focus groups and in return O'Dell informed the firm of the launching of the new website. The final series of emails from Mary Vogl expanded upon her personal vision for the future of the department and the internal structure of the department. The series of emails with CASA expanded upon the demographics of some potential audiences.

**Research results, situation and issue analyses removed
for client protection.**



Phase II - Planning

II. 1 Goals

- To increase awareness of the Department of Foreign Languages and Literatures at Colorado State University.
- To increase the number of enrolled majors in the Department of Foreign Languages and Literatures at Colorado State University.
- To retain the number of enrolled majors in the Department of Foreign Languages and Literatures at Colorado State University.

II. 2 Target Audiences and Objectives

Primary Target Audiences

Undeclared students with less than 45 credits at Colorado State University:

Students with less than 30 credits are considered freshmen. As of spring 2014, Colorado State University has 27, 034 students on the main campus in Fort Collins, according to the CSU Factbook. Of these students, there are 4,443 freshmen. There are also approximately 2,200 students with less than 45 credits who have not yet declared a major. These numbers change every day as some undeclared students declare majors and other declared students switch to undeclared if their program of focus was not a good fit. Freshmen and undeclared students are often unsure about where the future will lead them. Although they are driven and focused, they often feel that a lot of things about their lives could change by the time they graduate from college.

All students enrolled at Colorado State are required to complete 31 All University Core Curriculum, AUCC, credits in order to graduate. AUCC is a list of required classes within many different disciplines, however there is no language requirement for students at CSU. The required Arts and Humanities credit category offers second year language courses in Arabic, Chinese, German and French, however, all of these courses require prerequisites. Further, the AUCC credit category of Global and Cultural Perspectives cannot be fulfilled by any courses offered by the FLL. This means many first time freshmen and undeclared students are never exposed to the department.

First time freshmen were 45 percent male and 55 percent female. Seventy-four percent were Colorado residents. Twenty one percent of first time freshmen are minorities, a majority of which identify as Hispanic. The CSU Factbook also indicates the college of liberal arts as the most diverse college on campus. It could therefore be attractive to this 21 percent of students.

College students in general are very engaged in social media, with 96 percent of students using Facebook often, according to a study done by the University of New Hampshire. On the CSU campus, freshmen and undeclared students said that outside of social media, they get a lot of their news from the CSU website and *The Rocky Mountain Collegian*.

Freshmen and undeclared students with less than 45 credits are a primary audience for a multitude of reasons. One reason is that they are a group of people that know little to nothing about the FLL department. They are also a group of students that have either not made a decision about what to major in, or are at a time in their collegiate careers when changing their major is not going to add a significant amount of time and money to their graduation plans. It is critical to target a student early in

his or her college career. At this point, they may be more easily influenced to choose a language as a major.

Objectives:

- To increase awareness of the FLL department by 20 percent by May 15, 2015.
- To form a positive attitude toward the benefits of majoring in FLL by 10 percent by May 15, 2015.
- To increase the number of lower-division students who declare a major in FLL by 3 percent by December 18, 2015.

Current Foreign Languages and Literatures minors at Colorado State University:

The FLL department offers eight language minors: French, German, Spanish, Japanese, Chinese, Arabic, Italian, and Russian. According to the client document, in the spring of 2014, Colorado State University had 630 students minoring in a foreign language. This total includes 22 minors in Arabic, 24 in Chinese, 66 in French, 36 in German, 5 in Italian, 33 in Japanese, 3 in Russian and 442 in Spanish. Since the department only offers majors in Spanish, French and German, the focus of this campaign will be Spanish, French and German minors. Spanish minors make up the largest majority of minors and majors in the department. The difference between the requirements for a foreign language major and minor is only nine credits.

According to background surveys administered during the focus group, three out of ten minors study abroad. In comparison to FLL majors, FLL minors are not as interested in study abroad opportunities. The background survey results also tell a majority of minors are not interested in internships in a minor field of study.

Students who are minoring in a foreign language have a vested interest in language and culture, but do not feel majoring is important, as found in the focus group. The FLL department is hoping to convert many of these minors into majors, and therefore, foreign language minors must be targeted as a primary audience. Clarifying to minors that there is only a nine-credit difference and influencing them to apply their interest in foreign language as a major versus a minor will satisfy the overall objective of the FLL department by creating more foreign language majors.

Objectives:

- To increase awareness of the benefits of majoring versus minoring in FLL by 10 percent by December 18, 2015.
- To convert 3 percent of minors to majors by December 18, 2015.

Primary and Intervening Audiences

Department of Foreign Languages and Literatures faculty and administration:

The FLL department faculty is made up of 14 tenured professors, 50 percent of which are female. These faculty members were chosen from an international search and all are doctors in their language(s) and culture(s) of choice. There are also 35 non-tenured faculty members, 90 percent of which are female. All faculty members in this department are bilingual, and most speak three languages.

The department is also composed of 20 graduate students; 12 of which serve as teaching assistants and two administrative assistants. One administrative assistant is in charge of undergraduates; the other is in charge of all other happenings and communications within the department. Because the FLL department lacks human resources, its minors are not required to meet with advising more than once, which causes a poor experience for those students.

Individuals in this department come from diverse backgrounds and experiences, and the new chair, Mary Vogl, hopes to harmonize the efforts among the different members of the department to boost overall enrollment and funding. Before the department can achieve its goal, it must be targeted as a primary audience in efforts to unify internal vision. Once the members of the department have a consistent vision, and a plan on how to communicate it to the other target audiences, it can act as an intervening audience.

Office staff is not included in this audience because staff is generally composed of work-study students and hourly employees. People in these types of jobs have less commitment to where they are, thus less invested in the overall departmental goals. It is important that they are on board with the mission, but because staff can be so fluid, they are not directly targeted.

Impact Objectives:

- To solidify the individuals' understanding of the FLL department's unified vision for all of the department by February 28, 2015.
- To maintain the FLL department's unified vision among all faculty and administration until reevaluation in December 2016.

Process Objectives:

- To develop a plan to unify communications coming from the FLL department by January 20, 2015.
- To formally reevaluate the advising structure of the FLL department to better serve both majors and minors in FLL by May 15, 2015.
- To utilize the FLL department plan created by the firm for all communications by May 30, 2015.

Current Foreign Languages and Literatures majors at Colorado State University:

This is an audience of students who are fully involved with the department. It includes 36 French majors, 34 German majors and 167 Spanish majors. These students understand what it means to be a part of FLL because they have experienced the way the front office works, the advising structure, classes offered and all communication efforts produced by the department for its students.

The FLL department has voiced its concern about the loss of majors just before graduation. This lack of retention may be because students do not have the credits required to graduate with the major and are unwilling to spend the extra time and money to complete the program. Targeting students early in their careers will most effectively combat this retention issue in order to avoid confusion. The current majors have strong opinions about their experience and are not afraid to share them with people who will listen. In the focus groups, they expressed many concerns and complaints. One specifically, was about the teaching styles in the department; students believe there are some good professors and some who are not as good. This opinion comes from the tendency to cater to less advanced students, causing more advanced students to suffer, as well as other structural issues. The majors also expressed their concerns about advising and its helpfulness in obtaining internships.

FLL majors are categorized as an intervening audience because people will listen to their opinions when they are considering becoming a major. It is important that they have a positive view of the department, as their negative views will deter students from studying within foreign languages and literatures.

Impact Objectives:

- To increase awareness of foreign language internships by 30 percent by December 18, 2015.
- To increase awareness of major requirements early in student careers by 50 percent by May 15, 2015.
- To increase the retention of majors by 3 percent by December 18, 2015.

Intervening Target Audience

CSU Resource Centers: The Career Center and Center for Advising and Student Achievement:

The Career Center, located in the basement of the Lory Student Center on the CSU campus, is a resource center for Colorado State students providing services to help students investigate career and study opportunities with consideration to their skills, goals, and values. The Center for Advising and Student Achievement, CASA helps students explore their educational and personal purpose. CASA's focus is advising undeclared students. The advising services are located in the TILT Building on the Oval of CSU's campus. Both resources are open from 8 a.m. to 5 p.m. on weekdays.

The Career Center and CASA have a significant impact on the way students think about their future. If FLL can clearly communicate its mission to these intervening groups, they can better communicate it to the students and help them make decisions that are more informed.

II. 3 Action Strategy

The action strategy that spans the entire campaign consists of restructuring the Foreign Languages and Literatures Department. This strategy includes unifying the department vision and bettering the structure of student advising. By inviting each faculty member into the strategic planning process the firm will create harmony within the diverse population of the department. The advising structure will be addressed by honing in on student opinions and needs to better serve student success.

As part of this action strategy, the firm will conduct pre and post campaign focus groups of faculty and administration to learn their opinions of the inner-workings of FLL. This will have a positive impact on the way communication tactics targeted at the department will be implemented. These tactics will be discussed in more detail on page 26. Details of the focus group and how it will impact evaluation of the campaign can be seen on page 47.

The effects of bettering the department will extend to all audiences because of the way audiences are communicated with. How faculty and administration treat them affects the way they portray FLL as an entity.

II.4 Communication Strategies

Creative Concept



Learning new languages and cultures begins with opening the senses to experience the world. The mouth is opened to speak the language, the ears to listen, and the eyes to see the customs and culture. Further, this concept encourages students to open their minds to studying a language at CSU. The FLL department helps open the door to the future by diversifying job opportunities across sectors in our globalized society. Majoring in foreign languages and literatures opens a world of possibilities.

See Appendix D for Creative Brief.

Target Audience Strategies

Undeclared students with less than 45 credits at Colorado State University:
“Open the world. Create your place.”

Message Strategies:

Informational Strategy:

This audience includes many incoming freshmen and undeclared students at CSU who are unaware of the opportunities that come from majoring in foreign languages. Many people think the only jobs available to foreign language majors are in education; however there are many other opportunities.

According to Vistawide World Languages and Cultures, there are careers available with a degree in FLL in business, government, technology, communication and more. It is important to inform incoming freshmen and undeclared students of these opportunities and provide accessible information of careers available. Additional information to provide is how they can easily double major to strengthen a career in a field they would like to go into. There is a lack of information about the opportunities and the strengths of having a major in foreign language. By making that information available, students can apply it to their passions.

Persuasive Strategy:

Emotional appeal to the need to belong: When beginning college everyone wants to belong somewhere. Not only do people want to belong, but they want to answer that question every relative asks “what are you majoring in?” It can be hard to find your place as an incoming freshman or undeclared student and playing into that emotional situation will appeal more to this audience. When people are searching and have the need to belong, FLL will be there to show these students how they can be a part of their community and belong to a group of people with similar passions and interests.

Messages:

- “Open the world. Create your place.”
- Job opportunities are abundant and diverse with a foreign languages major

Media Strategies:

The strategies will be controlled, targeted campus media tactics tailored to this audience in order to most effectively influence them. The people in the audience are at a point in their college careers where they can be easily swayed. Therefore any information will be good information that will have positive effects on them. There will also be face-to-face tactics and an uncontrolled traditional campus media tactic to build credibility with the audience. Face-to-face is a beneficial strategy because individuals can have all of their questions answered directly and immediately from FLL.

Tactics:

1. **Department Informational Posters:** Distributing promotional posters across campus is a concrete method of reaching CSU students. The posters will involve information about the FLL department while emotionally appealing to freshmen and undeclared students by displaying the message, “Create your place.” Poster placement will be strategic in focusing on high traffic areas around campus. The design will be consistent with other department media so it will be easily recognized by students as the Department of Foreign Languages and Literatures.

See Appendix E.

2. **Digital Billboard Graphic:** Similar to the print posters, the digital billboard graphic will be displayed across campus on the new electronic billboards. These are located in several high traffic areas across campus, including the main sidewalk passing by the Clark Building as well as multiple residence halls and the Plaza. The message displayed on the billboards will be the same as the print posters.

See Appendix F.

3. **Graphic Promoting International Movie Nights:** The international movie nights that the department puts on are a great way to get underclassmen interested in culture studies and the FLL program and promote department unity. They improve the department’s image as involved, committed and caring about the CSU community. The department will continue this weekly free

activity in future semesters with the help of the firm to increase and improve its publicity. The department faces copyright issues when advertising for films so the firm will create a graphic that can be emailed to all students. Six print out versions of the graphic will be placed around the Clark Building's C Wing, however they cannot be mass targeted.

See Appendix G.

4. **Language and Culture Night:** This will provide a fun, interesting event for students, which will familiarize them with FLL and increase their interest in other cultures and languages. This event will be orchestrated on campus by the department at the beginning of each fall semester. It would involve representation from each language offered by the department and food and activities unique to each language and culture. This will offer freshmen and undeclared students a chance to meet faculty and staff from each department, which will allow them to start building relationships with professors. It will help them feel more comfortable with the department by familiarizing them with department offerings and benefits. It will give them an opportunity to meet majors with similar language interests and learn their reasons for majoring. RamEvents will help provide the materials and help in other ways to put on this event as part of their recent initiative to create events for each department on a yearly basis. Student language and culture clubs could be invited to participate in this event by running activities or providing food. They would be good, relatable company for the target audience, as they are peers, and additionally, they would be able to promote their clubs and positive experience they've had with the FLL.
5. **Print Table Cards:** Displaying table cards is a versatile way to reach freshmen and undeclared students and convey messages about FLL to them. This medium will serve as a way to convey information about the language and culture night. Table cards will be displayed on tables in the dining halls. There are six dining halls which have the capacity for 558 table cards. They will be available for one week at the beginning of the fall semester. Advertising in these places can widely and effectively reach students under 45 credits as they will be highly visible and in places frequently visited by these students. These table cards will have a consistent design to make them recognizable and familiar as FLL advertising.

See Appendix H.

6. **Website Video:** The firm will create a "Why I major in FLL" video to be featured on the homepage of the department website. This short video will feature three to six current FLL majors answering why they chose to major in FLL. It will start with an introduction from each of the featured students saying hello in English, in each student's focus language and his or her name. The rest of the video will be a montage of the student answers to interview questions posed by the firm. The concept is loosely based on the popular "This I believe..." videos and podcasts made popular by NPR. The video will end with some of the keywords mentioned fading into the image of the campaign creative concept.

The video theme will continue the creative concept by focusing on how FLL has "opened the world" at CSU, and how a degree in FLL will continue to positively impact these students post graduation. The department seeks ways to feature current student and faculty stories in order to emphasize the human element of the department. This tactic is a timely way to get information out about the FLL and the interview style of the content adds credibility. This content also has a life-span to last many semesters providing an outlet for human connection across audiences for this campaign. It can be one of the first things a visitor to the FLL website sees and therefore a highly persuasive communication addressing why students should consider majoring in FLL at CSU.

See Appendix I for digital copy.

7. **Feature News Release:** The firm will create and send out a news release to *The Rocky Mountain Collegian*, *KCSU*, *College Avenue* and *CTV* to relay various aspects about FLL. The news release will include information about FLL's new vision as well as the benefits of majoring in a foreign language at CSU. It will be created in the form of a news story, as this is an effective way to either get a direct story printed, or to get an originally reported story in the newspaper about FLL. The department should consider a news release for other events that will take place throughout the semester.

See Appendix J.

Current Foreign Languages and Literatures minors at Colorado State University:
“Open the world. Expand your future.”

Message Strategies:

Informational Strategies:

One of the largest factors affecting the conversion of FLL minors to majors is a lack of information. For example, there is only a nine-credit difference between the major and minor. This is a fact that, based on focus study research, most minors are unaware of. Also, the department encourages double majoring and is working toward making advising of double majors more helpful to students. A double major is more impressive than a minor on resumes. Tailoring messages to inform current minors of the small credit difference and the department's encouragement of double majors could ultimately result in a favorable opinion toward majoring in FLL.

Persuasive Strategies:

Reward strategy emphasizing future benefits that come from a major versus a minor. In the FLL minors focus group conducted by the firm one participant stated, “I was always told: major in something practical, minor in what you love.” Using a reward message strategy the firm will turn this belief into major in what you love, because it will lead to more rewarding job opportunities. Messages tailored to this audience will emphasize the future benefits across sectors that come from a major in a foreign language.

A logical two-sided argument providing evidence of higher achievement with a major instead of a minor will also be provided. Minors are not majors for a reason; therefore the firm will present this audience with a two-sided logical argument through messages. The goal of the logical argument is to present favorable ideas toward majoring, against the ideas held by the audience of only minoring. Evidence for the argument includes facts about future career benefits and the small difference in credits for the larger return on investment. This argument will also use Maslow's hierarchy of needs by focusing on the third tier, esteem needs. According to Simply Psychology, esteem needs include the need of higher achievement, prestige and mastery. All three of these are needs that could be fulfilled by double majoring in FLL. Further, this is the last tier in the pyramid before reaching self-actualization or one's highest potential. Students are investing in careers by attending university and desire to reach this ultimate goal of self-actualization in future career fields.

Messages:

- “Open the world. Expand your future.”
- Double the value of your education
- 9 credits: they make all the difference
- Majoring is mastering

Media Strategies:

The firm will use departmental targeted media strategies to directly address foreign language minors. It will be controlled because the department needs to directly interact with the audience to achieve objectives beyond current interaction in the classroom. The focus groups showed that minors in the FLL department do not feel that the department values them. The firm will use an uncontrolled campus media tactic to address the audience as a more credible source.

Tactics:

1. **Welcome infographic:** The firm will create a “Welcome, Minors!” infographic to illustrate why majoring in a foreign language can be more beneficial than minoring. The infographic will explain that there is only a nine-credit difference between majoring and minoring in FLL. Due to limited majors, the infographic will be targeted towards Spanish, French, and German minors to influence them to transform their minor into a major. Additionally the infographic will provide background information about the department that is useful to FLL students. The infographic is versatile as it can be printed as a flyer for students, included in an email and posted to the FLL’s website. The infographic will creatively communicate how and why majoring in and mastering a foreign language can double the value of a student’s education. The firm will print six infographics to distribute to FLL minor advisors and then email the infographic to all minors in the fall of 2015.
See Appendix K.
2. **Alumni Poster Series:** The firm will create the alumni poster series to contain simple, but powerful, pictures of and quotes from alumni that graduated with a degree in FLL. The posters are to illustrate the career benefits of majoring in foreign languages and to share with current students the success alumni have had with their degrees. The testimonials will be used to encourage current FLL minors to double major and majors to stay majors and maintain excitement about their future in foreign language. This poster series will act as a way for the department to share stories of alumni and could be then modeled to share faculty and administration stories, fulfilling the FLL recruitment committee's expressed desire during the client meeting. The department will start by featuring three alumni, one from each of the major languages, and printing five of each poster to distribute around the Clark Building’s C wing. The firm will provide the department with a template to continue on this tactic with alumni in future years.
See Appendix L for poster template.
3. **Feature News Release:** See *Undeclared students with less than 45 credits at Colorado State University, tactic 7.*

Department of Foreign Languages and Literatures faculty and administration Primary and Intervening Audience

Message Strategies:

Informational Strategies: When it comes to the internal workings of the department, the *want* to do something different is instilled in the individuals. Faculty are a part of the department and its mission, unlike students. FLL faculty and administration simply need information to become a more unified entity and better understand each other. Focusing on facts as simple as the department’s vision

and what is needed from each person will pull individuals together for a common purpose. Beyond the unification of the department, better information on how to manage specific pieces of media, communications and student relations will enhance the department's overall performance and thus, its reputation among its students.

Messages:

Primary (internal) messages:

- We are one department
- Together we can find the harmony in diversity

Intervening messages:

- FLL supports its students academically and beyond
- "We open the world for our students"

Media Strategies:

The department will be addressed through interpersonal, face-to-face strategies. The audience needs to be connected both as a group and on an individual basis, and face-to-face strategies are the most effective way to build the unity necessary to achieve departmental objectives.

Intervening media will include targeted strategies to provide more clear information to target audiences through the department website. In this medium the department directly communicates with students and has the opportunity to provide them information they both want and need.

Tactics:

1. **Department retreat:** In order to ensure the department vision is understood by all faculty and administration in the FLL, the firm will plan a one day retreat for all faculty and administration to attend in the planning days before spring classes, which begin on January 20, 2015. This retreat will include a series of team building workshops that allow the diverse population making up the department to target individual strengths and figure out how best to put them in action as a team for the department.

The retreat will also include a department vision and mission presentation, a brainstorming session for how to continue to recruit and retain majors, a formal evaluation and reexamination of the advising structure focused on better informing current FLL students and a social media do's and don'ts seminar. Also, the retreat will focus on how the department will carry out the tactics it is responsible for within the campaign. Planning for the retreat will include booking facilitators, venue and lunch providers. This event is the first step to mending the internal communication problems faced by the department because it requires all members to be present and allows all members to have an active voice in the future of the department.

2. **Social Media "How To" Sheet:** The firm will create a document full of dos and don'ts in managing social media pages. The sheet will include messaging strategies, scheduling techniques, what not to do, and many more tips and tricks. This is a vital document for the department as they have multiple people managing different accounts that are connected to FLL; if the messages are consistent across all pages and media then the target audiences will receive one message instead of many different messages that create confusion and overall, less effective communication.

See Appendix M.

Intervening

1. **Website Video:** See *Undeclared students with less than 45 credits at Colorado State University, tactic 6.*
2. **Website Content Suggestions:** The firm will create a document of suggested changes to be made to the FLL department website in order to make it more appealing and useful for potential and current language majors and minors. Although this document will contain suggestions for making the website better, the firm would highly encourage FLL to implement the recommendations. The document will include suggestions concerning the benefits of making content of the pages more than just a link to check sheets and the benefits of including more of the human element. The document will also include suggestions to improve the aesthetic appeal of the document, which would make it easier to navigate and comprehend.

See Appendix N to view specific suggestions.

Current Foreign Languages and Literatures majors at Colorado State University: *Primary and Intervening Audience*

Message Strategies:

Persuasive Strategies:

Emotional appeal to instill pride in the department students belong to. If a student is proud of their major and field of study, they are more likely to be involved in the major and in the department, causing higher retention rates and more positive views of FLL. Therefore the firm will use pathos in communication with FLL majors to create and establish pride in their decision to major in a foreign language.

One-sided logical argument to reinforce the choice to be a FLL major. For foreign language majors, the FLL has already grasped their attention and introduced them to the norms and processes of the department. However, it is important for FLL to maintain the interest and attention of students to guarantee retention of majors. Therefore, the firm will present majors with a one-sided logical argument. The goal of this logical argument is to provide FLL majors with support for their decision and to strengthen their pride in FLL.

Two-sided logical argument to address and acknowledge the frustrations with the FLL department that majors expressed in the focus groups. These frustrations include the lack of resources available to students in the major and difficulty finding support for studying abroad.

Messages:

Target Messages:

- Follow your passion, embrace your advantage.
- You have an edge, you speak unique.
- The Department of Foreign Languages and Literatures supports you and your success.

Intervening Message:

- “Open the world. Make foreign familiar.”
- Majoring in a foreign language has enriched my life.

Media Strategies:

Foreign language majors will be addressed through face-to-face strategies to help better involve the audience in their studies and in the department as a whole. Media strategies will also include targeted campus media and uncontrolled campus media to instill pride in majors and increase retention. Face-to-face and uncontrolled strategies will increase the credibility of FLL.

Tactics:

1. **Panel Event:** This would greatly benefit current FLL majors because it gets them more involved in the department by participating in events. It will increase morale in that they will see how others are successful in their field of choice. Events that focus on the possible future for students instill pride and hope for the passion that they have, and that will give students faith in their major and their future success.
2. **Alumni Poster Series:** *See Current foreign languages and literatures minors at Colorado State University, tactic 2.*
3. **Feature News Release:** *See Undeclared students with less than 45 credits at Colorado State University, tactic 7.*

Intervening Audience

“Open the world. Make foreign familiar.”

CSU Resource Centers: The Career Center and Center for Advising and Student Achievement:

Message Strategies:

Informational Strategy: The Career Center and the Center for Advising and Student Achievement, CASA, have a large influence over the way that students at CSU make decisions about majors and minors. This means that these centers can have a large influence over whether or not students consider FLL as a major. However, there is a distinct lack of information at these places about FLL and its advantages both in school and in life afterwards. By giving The Career Center and CASA information about FLL, more information will be available to pass on to potential majors.

Messages:

- “Open the world. Make foreign familiar.”
- Majors in foreign languages find careers across sectors
- The FLL Department focuses on language AND culture
- The foreign language major is designed to support double majoring

Media Strategies:

An uncontrolled target media strategy will address campus resources by providing information, which advisors can then pass on to target audiences and use as they see fit. The medium will be used in a similar way to a news release in that the firm cannot force the resource centers to portray a specific message.

Tactic:

1. **Department Infographic:** The firm will create an FLL department infographic that will illustrate the benefits of foreign languages, provide information about the department, describe job opportunities that are available to foreign language majors and include statistics to support the department's credibility. Fifteen of these infographic will be distributed to the Career Center and Undeclared CASA Advisors. The infographic can also be included in an email and posted to the FLL's website. The infographic will creatively communicate the positives of the FLL and the services it provides to its students.

See Appendix



Phase III - Implementation

III.1 Planning Matrix

Audiences	Objectives	Audience Concerns	Key Messages	Tactics
Undeclared students with less than 45 credits at Colorado State University	-To increase awareness of the FLL department by 20 percent by May 15, 2015. -To form a positive attitude toward the benefits of majoring in FLL by 10 percent by May 15, 2015. -To increase the number of lower-division students who declare a major in FLL by 3 percent by December 18, 2015.	- Driven, but feel that a lot of things can change until the time of graduation -Many never come into contact with FLL due to the languages not being required at a university level -Highly engaged in social media -Feelings of whether or not they will find a place, as they are often in their first or second year of college	- “Open the world. Create your place.” - Job opportunities are abundant and diverse with a foreign languages major	-Informational Posters -Graphic promoting International Movie Nights -Language and Culture Night - Table Cards promoting Language and Culture Night -Website video -Feature News release
Current Foreign language and literature minors at Colorado State University	-To increase awareness of the benefits of majoring versus minoring in FLL by 10 percent by May 15, 2015. - To convert 3 percent of minors to majors by December 18, 2015.	-Documented interest in foreign languages and literatures - Some interest in study abroad opportunities -Many feel that a language major would not provide a distinct advantage over a minor	- “Open the world. Expand your future.” - Double the value of your education - 9 credits: they make all the difference - Majoring is mastering	-Welcome infographic -Alumni poster series -Feature News Release

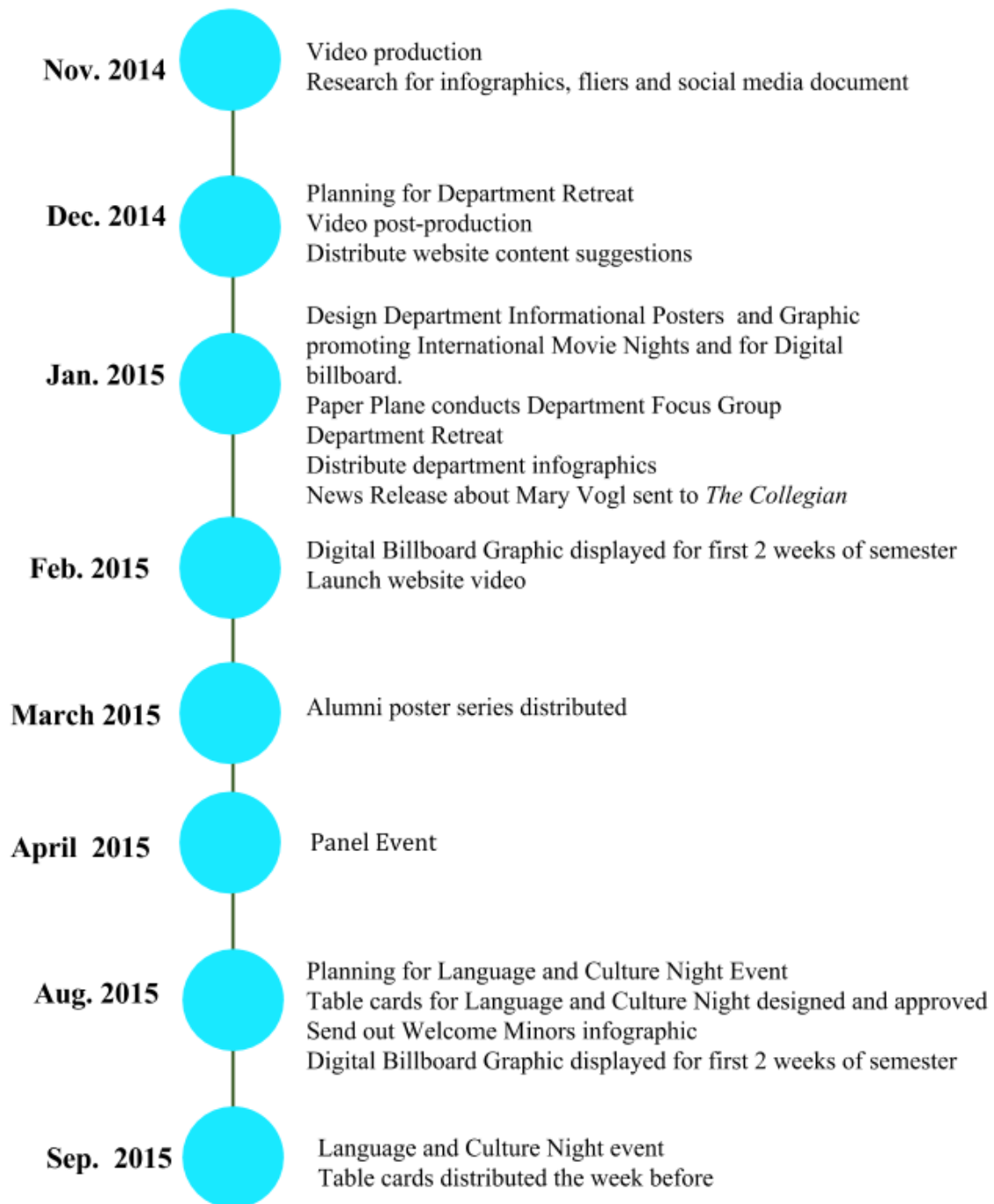
Audiences	Objectives	Audience Concerns	Key Messages	Tactics
Department of Foreign Languages and Literatures faculty and administration	-To solidify the individuals' understanding of the FLL department's unified vision for the entire department by February 28, 2015. -To maintain the FLL department's unified vision among all faculty and administration until reevaluation in December 2016. -To develop a plan to unify communications coming from the FLL department by January 20, 2015. -To reevaluate the advising structure of the FLL department to better serve both majors and minors in FLL by May 15, 2015.	-Lack of human resources in FLL advising -Lack of unified communication within the department about department goals -Lack of unified communication efforts being put out by FLL	- "We open the world for our students." -Unify department vision -Find the harmony in diversity -FLL supports its students academically and beyond	-Department retreat -Social media "how to" sheet -Website video -Website content suggestions

Audiences	Objectives	Audience Concerns	Key Messages	Tactics
Department of Foreign Languages and Literatures faculty and administration - <i>Continued.</i>	-To utilize FLL department plan created by the firm for all communications by May 30, 2015.			
Current Foreign Languages and Literatures majors at Colorado State University	-To increase awareness of foreign language internships by 30 percent by December 18, 2015. -To increase awareness of major requirements early in student careers 50 percent by May 15, 2015. -To increase the retention of majors by 3 percent by December 18, 2015.	- Distinct knowledge about FLL and the way that it operates -Feel unsure about the varying teaching styles in the department, some good and some bad -Concerns about the helpfulness of advising and its ability to aid them in finding internships	- “Open the world. Make foreign familiar.” -“Follow your passion, embrace your advantage.” -You have an edge, you speak unique -FLL supports your success	-Panel Event -Alumni poster series -Feature News release
CSU Resource Centers: The Career Center and the Center for Advising and Student Achievement	- None, intervening audience	-Both centers want to help students succeed in their college careers and in their lives after	- “Open the world. Make foreign familiar.” - Majors in foreign languages find careers across sectors	-Department infographic

Audiences	Objectives	Audience Concerns	Key Messages	Tactics
CSU Resource Centers: The Career Center and the Center for Advising and Student Achievement - <i>Continued.</i>			-The FLL Department focuses on culture AND language -The foreign language major is designed to support double majoring	

III.2 Timeline

See Appendix P for expanded Action Item List



Ongoing Tasks and Events:

International Movie Night promotion
Social Media posts on Facebook and Twitter

III.3 Budget Summary

See Appendix Q for detailed budget

Tactic	Total Price
Department Informational Posters	\$42.00
Digital Billboard Graphic	\$0.00
Language and Culture Night	\$250.00
Graphic Promoting International Movie Nights	\$2.94
Table Cards for Language and Culture Night	\$68.60
Website Video	\$0.00
Feature News Release	\$0.00
Welcome Infographic	\$22.00
Alumni Poster Series	\$10.35
Department Retreat	\$797.06
Panel/Lecture Series	\$500.00
Department Infographic	\$55.00
Ongoing Social Media Posts, via Facebook and Twitter	\$0.00
Department Focus Group	\$0.00
Grand Total: \$1,747.95	



Phase IV - Evaluation

Evaluation

To do an overall evaluation of the campaign, Paper Plane suggests conducting both a pre-campaign survey and a post-campaign survey. This survey will be distributed to all students included in the primary audiences using department email list serves. It will consist of various question types in order to discover which tactics were effective in reaching the audiences and whether or not the campaign was successful in achieving its objectives. The following evaluation measures include example questions to be used on the pre and post campaign surveys.

IV. 1 Output Evaluation:

Department Informational Posters

Production:

- Confirm that informational posters are designed by January 9, 2015.
- Ensure that informational posters are printed by January 16, 2015.
- Count the number of posters printed by January 19, 2015.

Distribution:

- Count the number of posters displayed around campus by January 20, 2015.

Exposure:

- Count the number of people who walk by poster locations on January 22, 2015.
- Measure the number of students who learned about the department via the informational posters by including a checklist question on the post-campaign survey.

Example: How did you learn about the Department of Foreign Languages and Literatures?

- ☐ Department posters on campus
- ☐ The digital billboards on campus
- ☐ Language and Culture Night event
- ☐ Table Cards for the Language and Culture Night
- ☐ The Department Website
- ☐ Through Campus Media
- ☐ Other _____

Digital Billboard Graphic

Production:

- Confirm that graphic is designed by November 25, 2014.
- Ensure that graphic is approved to be uploaded by January 20, 2015.

Distribution:

- Confirm graphic is being displayed on January 20, 2015.
- Confirm graphic is re-displayed on August 24, 2015.
- Count number of times the graphic is displayed within the two main time frames, January 20-30, 2015 and August 24 - September 4, 2015, using statistics provided by the Department of External Relations.

Exposure:

- Count how many students walk by each billboard location within the time that the graphic is displayed once on January 22, 2015 and August 26, 2015.
 - This number will be multiplied by the number of times the graphic is displayed in a day to approximately measure the total exposure of each two-week period. This

number can be contrasted with the estimated number of 808,988 impressions per month provided by the department of External relations.

- Measure the number of students who learned about the department by seeing the digital billboard graphic in the post-campaign survey using the question example under *Department Informational Posters*.

Graphic Promoting International Movie Nights

Production:

- Confirm graphic is designed by January 16, 2015.
- Count the number of graphics printed by January 18, 2015.

Distribution:

- Confirm graphic is distributed on January 23, 2015 via email.
- Count the number of graphics distributed within the C-wing of the Clark Building on January 20, 2015.

Exposure:

- Distribute a one-question survey to students as they arrive at each event asking how they heard of the International Movie Nights.

Example: How did you hear of the Department of Foreign Languages and Literatures' International Movie Nights? Check all that apply.

- ☐ *Email from the department*
- ☐ *Posters in Clark C*
- ☐ *A friend*
- ☐ *Department social media posts*
- ☐ *Other _____*

Language and Culture Night

Production:

- Confirm venue has been reserved for the event by September 8, 2015.
- Confirm all involved parties are at pre-event meeting on September 9, 2015.
- Ensure that all food is prepared before event starts on September 16, 2015.

Distribution:

- Count the amount of various language club members in attendance at the event on September 16, 2015, using a sign-in sheet.

Exposure:

- Count the number of students that attend the language and culture night using a sign-in sheet on the event date, September 16, 2015.

Table Cards for Language and Culture Night

Production:

- Confirm that the print table cards for the language and culture night are designed by August 31, 2015.
- Ensure that table cards are approved to be set out by September 1, 2015.

Distribution:

- Confirm staff to distribute table cards to each dining hall by September 9, 2015.
- Count number of table cards distributed to dining halls on September 9, 2015.
- Count number of dining hall locations the table cards were distributed to on September 9, 2015

Exposure:

- Distribute a one-question survey to students as they arrive to the event on September 16, 2014, to ask how they heard about it.

Example: How did you hear about the Department of Foreign Languages and Literatures' Language and Culture Night? Check all that apply.

- ☐ Table cards in a dining hall
- ☐ Department social media posts
- ☐ A friend
- ☐ Other _____

Website Video

Production:

- Approve interview questions for video by November 20, 2014.
- Verify that all interviews were conducted by December 5, 2014.
- Edit video footage by December 14, 2014.

Distribution:

- Verify that the website video has been uploaded to the Department of Foreign Languages and Literatures website by January 1, 2015.

Exposure:

- Measure number of times video is played on FLL department website after it is posted.

Feature News Release

Production:

- Confirm that the news release is written by Nov. 25, 2014.
- Confirm that the news release is sent to Rocky Mountain Student Media by Jan. 15, 2015.
- Verify the news release was received by Rocky Mountain Student Media by Jan. 20, 2015.

Distribution:

- Monitor the Collegian for articles published based on the news release during the spring semester 2015.
- Count the number of stories produced by KCSU about FLL during the spring semester 2015.
- Count the number of stories produced by CTV about FLL during the spring semester 2015.
- Measure advertising equivalency of each story published by student media.

Exposure:

- Contact KCSU for number of listeners during the air time of broadcasted stories.
- Contact CTV for number of viewers during the air time of broadcasted stories.
- Count number of issues of *The Collegian* taken from outlets on days articles are published based on the news release.

Welcome Minors Infographic

Production:

- Gather information and statistics for infographic by November 22, 2014.
- Confirm graphic is designed by November 23, 2014.

Distribution:

- Confirm graphic is printed by August 24, 2015.

- Confirm graphic is distributed by August 25, 2015.

Exposure:

- Send follow-up survey to minors to evaluate effectiveness of infographic.
Example Questions:
 - *Did you find the Welcome Minors! Infographic useful?*
 - *Did you learn any new information about the FLL from the infographic?*

Alumni Poster Series

Production:

- Confirm that FLL Department has contacted the alumni for possible features by March 1, 2015.
- Confirm the template for posters is designed by March 5, 2015.

Distribution:

- Monitor distribution of alumni poster series by April 5, 2015.
- Count the number of posters hung up in the Clark building on April 5, 2015.

Exposure:

- Measure the number of students who learned about the department by seeing the alumni posters in the post-campaign survey using the question example under *Department Informational Posters*.
- Include question to measure the effectiveness of alumni stories displayed on posters within the post-campaign survey.
Example Question: The FLL posters featuring alumni inspired me with real life stories as to what I can do with my studies after obtaining my undergraduate degree.
Agree _____ Disagree

Department Retreat

Production:

- Confirm venue has been reserved for the retreat by January 5, 2015.
- Confirm facilitator reservation has been made by January 10, 2015.
- Confirm food order for delivery has been placed by January 16, 2015.
- Confirm booklets including website suggestions and social media how tos have been printed by January 18, 2015.

Distribution:

- Count the number of faculty and administration who attended the event on the previously confirmed date.

Exposure:

- Count number of faculty and administration members in attendance of the retreat on the confirmed date.
- Create and distribute a survey to all FLL faculty and administration to measure the level of commitment to and happiness with the department following the retreat.

Example Questions:

- *Following the department retreat, what is your level of commitment to the department and its goals on a scale of 1 to 5?*
- *How do you feel being a part of the FLL department*
Happy _____ Sad

Social Media “How To” Sheet

Production:

- Confirm the social media information is compiled by December 4, 2014.

Distribution:

- Confirm number of Social Media How To Sheet's printed by January 10, 2014.
- Count the number of documents handed out at the FLL Department Retreat in January 2015.

Exposure:

- Count the number of members from FLL faculty and administration present at the social media workshop during the Department Retreat in which the document is explained.
- Count the number of emails sent out to faculty and administration with digital copies of the document.
- Count the number of times the document is posted in faculty and staff offices throughout the FLL Department.

Website Content Suggestions

Production:

- Verify that the website content suggestions are compiled by December 16, 2014

Distribution:

- Confirm that the website content suggestions are discussed at the Department Retreat in January of 2015.

Exposure:

- Count the number of changes made to the website by January 20, 2015.
- Count how many hits the new website has by May 30, 2015.

Panel Event

Production:

- Confirm panel participants by March 13, 2015.
- Confirm venue reservation for panel by March 24, 2015.

Distribution:

- Count the number of FLL students who attend the event on April 16, 2015, using a sign-in sheet that requires student emails.

Exposure:

- Conduct an open-ended online survey of panel attendees on the impact of message recall from the event sent within one month of its occurrence.

Example Questions:

- *Did you learn anything new in the panel you attended? If so, please explain.*
- *Do you feel you are better prepared for your future because of the information presented at the panel event? If so, please explain.*

Department Infographic

Production:

- Gather information and statistics for infographic by November 22, 2014
- Confirm graphic is designed by November 23, 2014

Distribution:

- Confirm graphic is distributed by January 20, 2015

Exposure:

- Send poll to advisors to evaluate usage and effectiveness of infographic:
Example Question: Did you find the infographic useful for your students?

Process Objectives:

- To develop a plan to unify communications coming from the FLL department by May 30, 2015.
 - Verify that a department-wide plan was approved during the department retreat.
 - Review communication efforts being distributed by the department over the course of the spring and fall semesters of 2015.
- To formally reevaluate the advising structure of the FLL department to better serve both majors and minors in FLL by May 15, 2015
 - Verify that formal evaluation of advising structure and procedures took place during the department retreat.
 - Monitor further steps being taken to improve the overall advising structure and procedures throughout the upcoming year.
- To utilize FLL department plan created by the firm for all communications by May 30, 2015.
 - Count the number of tactics implemented from the firm's proposed plan between January 10, 2015 and May 30, 2015.
 - Monitor plans to implement further tactics in the fall semester 2015.

IV.2 Outcome Evaluation

Undeclared students with less than 45 credits at Colorado State University:

- To increase awareness of the FLL department by 20 percent by May 15, 2015.
 - Using the results of the post-campaign survey from first year students determining their awareness of FLL and compare the results to the information gathered in pre-campaign survey.
Example Question: Have you heard of The Department of Foreign Languages and Literatures?
 - ☐ Yes
 - ☐ No
 - ☐ Maybe
- To form a positive attitude toward the benefits of majoring in FLL by 10 percent by May 15, 2015.
 - Use the post-campaign survey results from first year students to determine if the attitudes of current students with less than 45 credits in 2015 differ from those gathered during the pre-campaign survey.
Example Question: What is your opinion of majoring in the Department of Foreign Languages and Literatures?
 Negative _____ Positive
 Useful _____ Not Useful
- To increase the number of lower-division students who declare a major in FLL by 3 percent by December 18, 2015.
 - Count the number of lower-division students at Colorado State University who declare a major in FLL during fall semester 2015. Compare this number to the figure of current FLL majors in May 2013.
 - Count the number of lower-division students at Colorado State University who change from undeclared to a major in FLL during fall semester 2015. Compare this number to the figure of current FLL majors in May 2013.

- Count the number of lower-division students at Colorado State University who add FLL as a double major during fall semester 2015. Compare this number to the figure of current FLL majors in May 2013.

Current Foreign Languages and Literatures minors at Colorado State University:

- To increase awareness of the benefits of majoring versus minoring in FLL by 10 percent by Dec. 18, 2015.
 - Use the post -campaign survey results from minors in FLL question about awareness of the benefits of majoring versus minoring in FLL.
Example Question: Do you know that the difference in minoring in FLL versus majoring in FLL is only 9 credits?
 - ☐ Yes, I'm aware
 - ☐ No, I haven't heard this information*If yes, where have you heard this information?*
 - ☐ Department posters on campus
 - ☐ Panel Event
 - ☐ Infographic emailed to minors
- To convert 3 percent of minors to majors by December 18, 2015.
 - Record the amount of students who changed from minors in FLL to majors in FLL from August 2015 to December 18, 2015.

Department of Foreign Languages and Literatures faculty and administration:

- To solidify the individuals' understanding of the FLL department's unified vision for all of the department by February 28, 2015.
 - Paper Plane will conduct pre and post campaign focus groups of a simple random sample of faculty and administration in order to fully evaluate the audiences reality through questioning current understanding of the department's goals and vision.
Example Questions:
 - What do you feel the FLL department is trying to accomplish?
 - Do you agree with these goals?
 - What would you do to improve the inner-workings of the department as is?
- To maintain the FLL department's unified vision among all faculty and administration until reevaluation in December 2016.
 - Create a follow up survey to be emailed to all faculty and administration in December, 2016 asking if they have seen change within the unity of the department's vision.
Example Question: On a scale of 1 to 5, 1 being strongly disagree and 5 being strongly agree: The department has fully unified its vision.

Current Foreign Languages and Literatures majors at Colorado State:

- To increase awareness of foreign language internships by 30 percent by December 18, 2015.
 - Send follow up survey via email to all FLL majors who attended the Panel Event series event that includes a question about internship awareness.
Example Question: On a scale of 1 to 5, 1 being strongly disagree and 5 being strongly agree, rank your opinion of the following statement.

After attending the panel event, I feel more aware of internship opportunities available to Foreign Languages and Literatures majors.

- To increase awareness of major requirements early in student careers 50 percent by May 15, 2015.
 - Using the results from the post-campaign survey sent to all FLL majors that includes questions determining the changes in the awareness level of major requirements among students early in their careers in FLL and compare to results of the pre-campaign survey.
Example Question: On a scale of 1 to 5 with 1 being the least and 5 being the most, how aware are you of the major requirements in the Department of Foreign Languages and Literatures.
- To increase the retention of majors by 3 percent by December 18, 2015.
 - Determine retention rate of the 2014 semesters for FLL. At the end of the 2015, determine retention rate and compare it to the previous year.

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Appendices

Appendix A

Moderator's Guide Foreign Language Majors

Introduction:

- Welcome the group and thank them for participating in the study.
- “We are in the process of creating a public relations campaign for the Foreign Language and Literatures Department. Our focus is to increase CSU student awareness and interest in the majors offered.”
- Introduce the team (yourself, the note taker, the camera operator).
- “Please help yourself to the refreshments and food provided while you complete the background questionnaire at your seat.”

Background Rules:

- “Kindly respect another person’s right to speak. There will be a variety of opinions on the subject and all will be valued equally. It is important to refrain from interrupting those who are talking.”
- “You are encouraged to share your opinion as clearly and as concisely as possible.”
- “We will be videotaping today’s proceedings. If you have any objections to being on film, please let us know. Your names will not be identified in our results.”

Questions:

1. Why did you choose to major in foreign language?
2. As a major in foreign language, are you double majoring? If so, what is your other major?
3. If you answered “Yes” to the question above, as a double major, what do you know about primary and secondary majors?
4. How confident are you that your major in this department will help you get a job post-graduation? Please elaborate.
5. What kind of employment opportunities were you looking to get post-graduation?
6. What benefits are there in learning a foreign language?
7. What kind of influence did your parents or any other legal guardian have about your decision about your major/minor choices? Please explain.
8. Is learning about culture in your foreign language classes important to you?
 - a. If “Yes”, why?
 - b. If “No”, why not?
9. Do you feel like your needs are being met by the faculty in this department? Explain.
10. Do you feel that your advisors will help you to obtain your goals?
 - a. What about an internship prior to graduation?
11. What resources do you have access to in the Dept. of Foreign Language?
12. What resources do you wish you had access to in the Dept. of Foreign Language?
13. **Ask note taker to read back key points**
14. Are there any other comments or concerns you would like to bring to our attention?

Thank the group for their participation!

Moderator's Guide Foreign Language Minors

Introduction:

- Welcome the group and thank them for participating in the study.
- “We are in the process of creating a public relations campaign for the Foreign Languages and Literatures Department. Our focus is to increase CSU student awareness and interest in the majors offered.”
- Introduce the team (yourself, the note taker, the camera operator).
- “Please help yourself to the refreshments and food provided while you complete the background questionnaire at your seat.”

Background Rules:

- “Kindly respect another person’s right to speak. There will be a variety of opinions on the subject and all will be valued equally. It is important to refrain from interrupting those who are talking.”
- “You are encouraged to share your opinion as clearly and as concisely as possible.”
- “We will be videotaping today’s proceedings. If you have any objections to being on film, please let us know. Your names will not be identified in our results.”

Questions:

1. Why did you choose to minor in foreign language?
2. As a minor in foreign language, why did you choose not to make it your major?
3. Why did you choose your current major as opposed to one in foreign language?
4. How confident are you that your minor in this department will help you get a job post-graduation? Please elaborate.
5. What kind of employment opportunity were you looking to get post-graduation?
6. What benefits are there in learning a foreign language?
7. What kind of influence did your parents or any other legal guardian have about your decision about your major/minor choices? Please explain.
8. Is learning about culture in your foreign language classes important to you?
 - a. If “Yes”, why?
 - b. If “No”, why not?
9. Do you feel like your needs are being met by the faculty in this department? Explain.
10. Do you feel that your advisors will help you reach your academic goals?
11. What about an internship prior to graduation?
12. What resources do you have access to in the Dept. of Foreign Language?
13. What resources do you wish you had access to in the Dept. of Foreign Language?
14. **Ask note taker to read back key points**
15. Are there any other comments or concerns you would like to bring to our attention?

Thank the group for their participation!

Moderator's Guide

Freshmen/Undeclared Students

Introduction:

- Welcome the group and thank them for participating in the study.
- “We are in the process of creating a public relations campaign for the Foreign Languages and Literatures Department. Our focus is to increase CSU student awareness and interest in the majors offered.”
- Introduce the team (yourself, the note taker, the camera operator).
- “Please help yourself to the refreshments and food provided while you complete the background questionnaire at your seat.”

Background Rules:

- “Kindly respect another person’s right to speak. There will be a variety of opinions on the subject and all will be valued equally. It is important to refrain from interrupting those who are talking.”
- “You are encouraged to share your opinion as clearly and as concisely as possible.”
- “We will be videotaping today’s proceedings. If you have any objections to being on film, please let us know. Your names will not be identified in our results.”

Questions:

1. What are/were your top three major considerations?
2. If you are already declared, what is your current major?
 - a. Why did you choose this major?
3. Do you have a minor? If so, why did you choose it?
4. What are/were your top three major considerations?
5. What drove your decision to major in one field of study over another?
6. Have you ever considered taken foreign language classes?
 - a. If you have taken foreign language classes at CSU, what was your impression?
 - b. If you have not taken a foreign language class at CSU, why haven’t you?
7. Why did you choose your current major as opposed to one in foreign language?
8. Do you think a major in the Foreign Languages and Literatures Department could help you get a job post-graduation? Why or why not?
9. Have you considered double majoring in your current major and a foreign language?
10. What kind of employment opportunity are you looking to get post-graduation?
11. Do you see any benefits in learning a foreign language? Why or why not?
12. Did your parents or any other legal guardian influence your decision about your major/minor choice? If so, how?
13. **Ask note taker to read back key points**
14. Are there any other comments or concerns you would like to bring to our attention?

Thank the group for their participation!

Moderator's Guide Other Majors

Introduction:

- Welcome the group and thank them for participating in the study.
- “We are in the process of creating a public relations campaign for the Foreign Languages and Literatures Department. Our focus is to increase CSU student awareness and interest in the majors offered.”
- Introduce the team (yourself, the note taker, the camera operator).
- “Please help yourself to the refreshments and food provided while you complete the background questionnaire at your seat.”

Background Rules:

- “Kindly respect another person’s right to speak. There will be a variety of opinions on the subject and all will be valued equally. It is important to refrain from interrupting those who are talking.”
- “You are encouraged to share your opinion as clearly and as concisely as possible.”
- “We will be videotaping today’s proceedings. If you have any objections to being on film, please let us know. Your names will not be identified in our results.”

Questions:

1. What were your top three major considerations before you declared?
2. What drives your decision to major in one field of study over another?
3. Have you ever considered taken foreign language classes?
 - a. If you have taken foreign language classes at CSU, what was your impression?
 - b. If you have not taken a foreign language class at CSU, why haven’t you?
4. Do you think a major in the Foreign Language and Literature Department could help you get a job post-graduation? Why or why not?
5. What do you consider to be downsides of majoring in foreign language?
6. What kind of employment opportunity are you looking to get post-graduation?
7. Do you see any benefits in learning a foreign language? Why or why not?
8. Did your parents or any other legal guardian influence your decision about your major/minor choice?
 - a. If so, how?
9. **Ask note taker to read back key points**
10. Are there any other comments or concerns you would like to bring to our attention?

Thank the group for their participation!

Appendix B

Background Survey

1. What year in school are you? (Please circle one)

1st year (Freshman) 2nd year (Sophomore) 3rd year (Junior) 4+ years (Senior)

2. What is your age? _____

3. What is your gender? _____

4. What is your country of origin? _____

5. What is/are your major(s)?

6. If applicable, what is/are your minor(s)?

7. What clubs have you participated in?

8. Have you studied abroad? Yes No

If “Yes”, where? _____

If “No”, please answer the next question.

9. On a scale of 1 (not interested) to 5 (very interested), how interested are you in studying abroad?

1 2 3 4 5

10. Have you or are you currently doing an internship? Yes No

If “Yes”, where? _____

If “No”, please answer the next question.

11. On a scale of 1 (not interested) to 5 (very interested), how interested are you in having an internship before you graduate?

1 2 3 4 5

12. Which media outlets do you use to get information about the university's academic programs?
(Please circle all that apply)

The Collegian

The Coloradoan

KCSU

College Avenue

CTV

CSU

Colostate.edu

Posters/Bulletins

Other (please indicate)

Social Media (please indicate)

Appendix C - Example Flyers from Recruitment

Now is your chance to
speak Up!

Attention Upperclassman!
Why Didn't You Major in Foreign Language & Literature?

12-15 students needed
for a focus group study

Tell Us:
Thursday Oct. 2nd
6pm to 7pm
Rockwell 36

Food and Drinks Provided!

Sponsored by the
JOURNALISM
& TECHNICAL COMMUNICATION
Department

Contact: Tori at
tagreen22@gmail.com
by September 26

Now is your chance to
speak Up!

Freshman & Undeclared Students:
Ever considered a Major in Foreign Language & Literature?

Tell us "Why" or "Why Not!"

12-15 students needed
for a focus group study

Wednesday Oct. 1st
2pm to 3pm
Aspen Hall
Conference Room

Food and Drinks Provided!

Sponsored by the
JOURNALISM
& TECHNICAL COMMUNICATION
Department

RSVP to Tori at
tagreen22@gmail.com
by September 26

Now is your chance to
speak Up!

Attention Foreign Language Majors!
12-15 students needed
for a focus group study

Join us
Wednesday Oct. 1st
10am to 11am
Clark-C 256

Food and Drinks Provided!

Contact: Tori at tagreen22@gmail.com
by September 26

Now is your chance to
speak Up!

Attention Foreign Language Minors!
12-15 students needed
for a focus group study

Join us
Thursday Oct. 2nd
4pm to 5pm
Rockwell 36

Food and Drinks Provided!

Contact: Tori at tagreen22@gmail.com
by September 26

Appendix D

Creative Brief

Client: Department of Foreign Languages and Literatures

Concept: “Open the world.”

The word open was chosen, because learning a language, and learning about the cultures that language is a part of, starts with opening the senses to the experience. The mouth is opened to speak the language, the ears to listen and the eyes to see the customs and culture. Students are encouraged to open their minds to studying language to pursue studies across disciplines while in academia and open the door for their future by diversifying job opportunities across sectors in our globalized society. Majoring in foreign languages and literatures at Colorado State University opens a world of possibilities.

Background: Under new direction, the FLL desires a harmonious vision of its diverse department to broadcast to students and ultimately improve enrollment. This vision has a special emphasis on culture to prove that they are not just a service department.

Target Audiences: Colorado State University Students, focusing on Undeclared students with less than 45 credits, current FLL minors and current FLL majors, ages 18- 20. Each has a targeted message using “Open the world.”

Undeclared students with less than 45 credits:

“Open the world. Create your place.”

Current foreign languages and literatures minors:

“Open the world. Expand your future.”

Current foreign languages and literatures majors:

“Open the world. Make foreign familiar.”

Positioning: A major in a foreign language opens doors for future opportunities in a large variety of career fields.

Benefits: Studies in foreign language and culture increases empathy and fosters responsible citizens in a globalized way of life.

Appendix E - Tactic: Department Informational Posters

Colorado State University

The Department of

Foreign Languages & Literatures



Major in a Foreign Language:
French • German • Spanish

Schedule your advising appointment today!
970-491-3117

www.languages.colostate.edu

Appendix F - Tactic: Digital Billboard Graphic

The Department of

Colorado State University

Foreign Languages & Literatures

C 104 Clark Building
Fort Collins, CO 80523-1774
Phone: 970.491.6141
Fax: 970.491.2822

Major in a Foreign Language

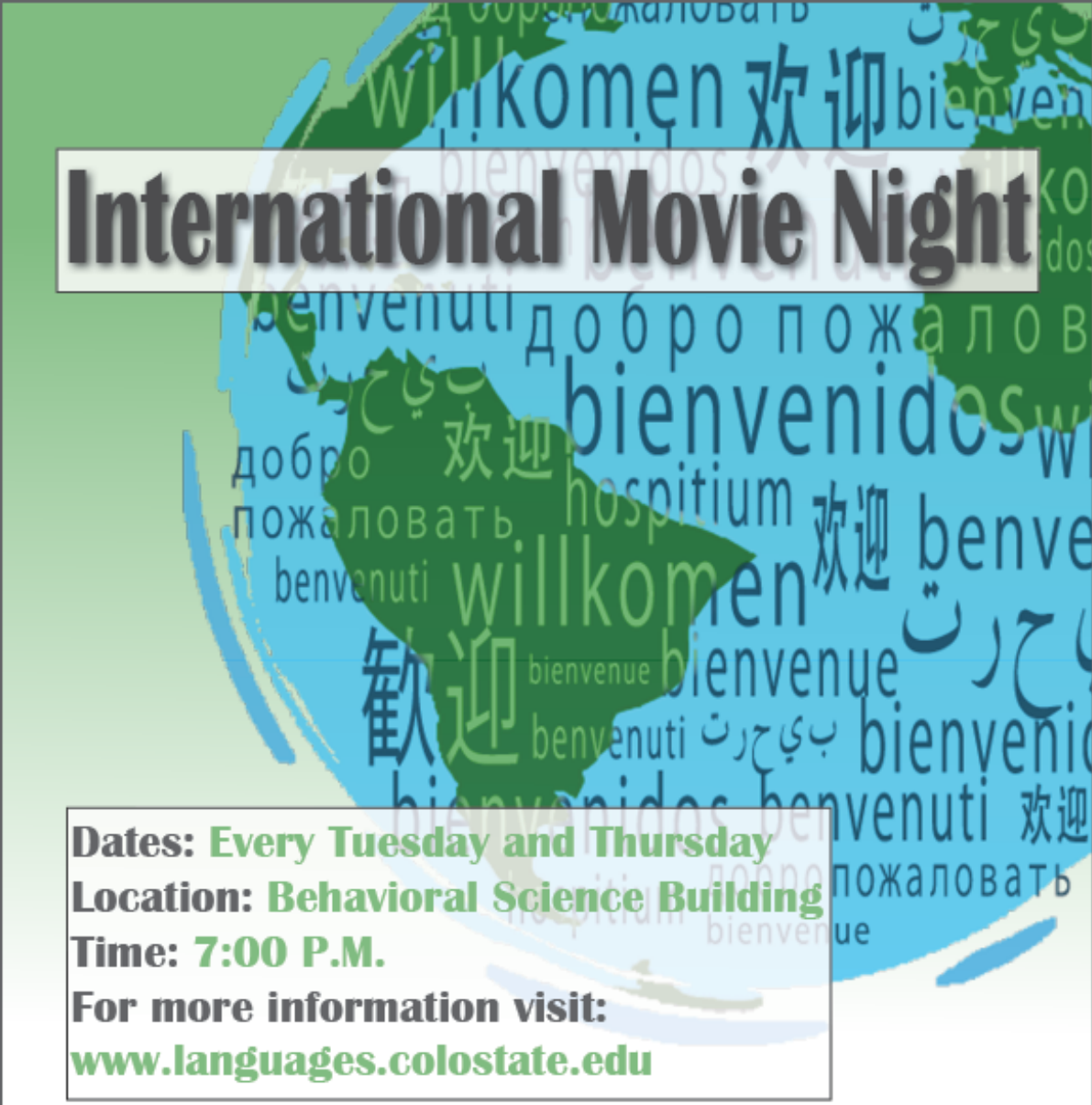
Schedule your advising appointment today!
www.languages.colostate.edu

Spanish!
French!
German!



Open the world.
Create your place.

Appendix G - Tactic: Graphic Promoting International Movie Nights



International Movie Night

Dates: Every Tuesday and Thursday
Location: Behavioral Science Building
Time: 7:00 P.M.
For more information visit:
www.languages.colostate.edu

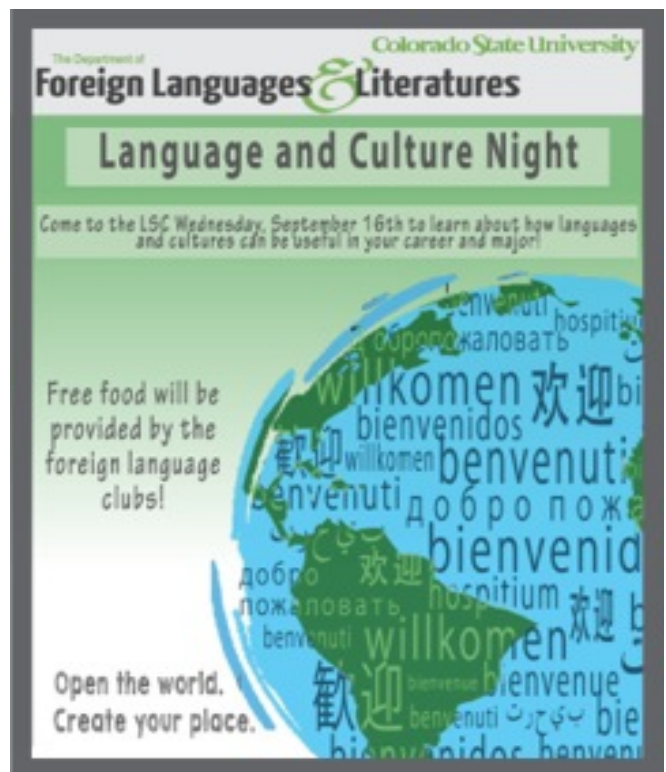
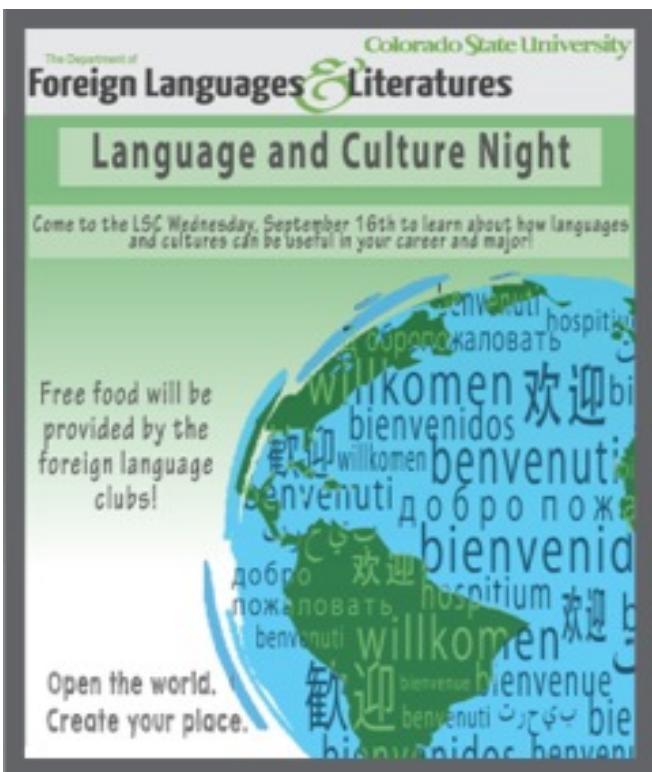
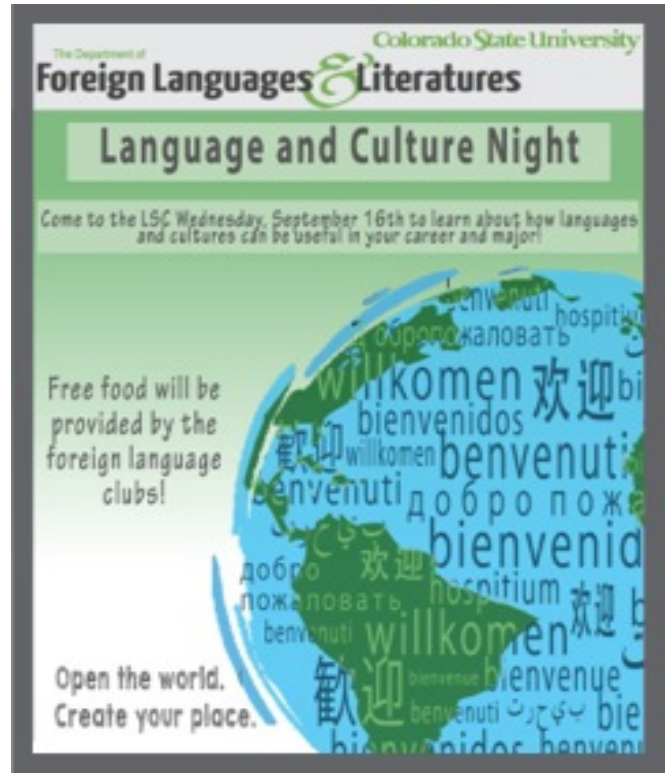
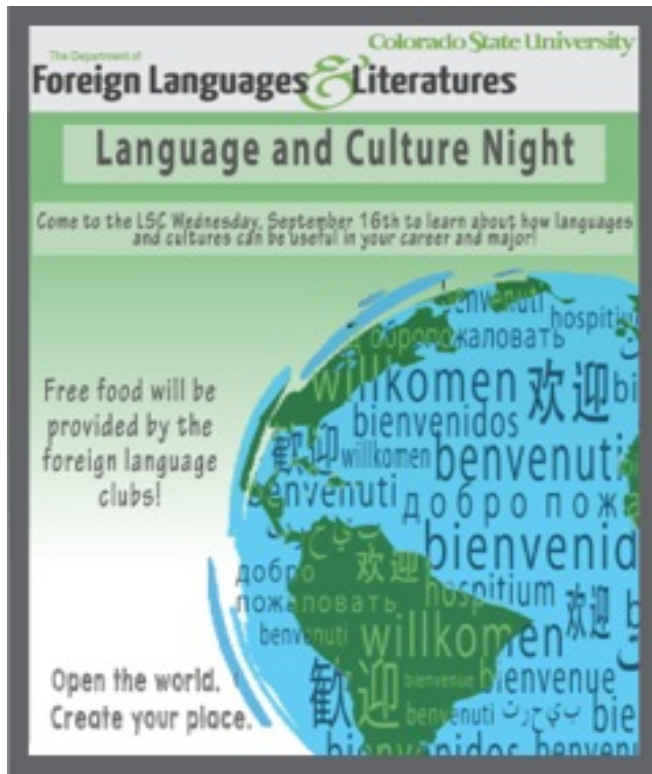
Open the world. Make foreign familiar.

Colorado State University

The Department of

Foreign Languages & Literatures

Appendix H - Tactic: Table Cards for Language and Culture Night



Appendix I - Tactic: Website Video

<https://youtu.be/RFTRmKcjlTY>



Appendix J - Tactic: Feature News Release



Contact: Daniel Skeen, Paper Plane PR

danieljskeen@gmail.com

970.599.8304

Photo available upon request.

FOR IMMEDIATE RELEASE:

January 20, 2015

New Foreign Languages and Literatures Chair implements changes improving Department

Colorado State University, FORT COLLINS, Colo. —The Department of Foreign Languages and Literatures promoted a new chair with big plans for improvement in July of 2014 and now with spring semester underway, Vogl plans on rallying together the department faculty to effectively improve the quality of teaching, advising, communication to students, and increase enrollment levels. Vogl has plans to counter the decline in enrollment and transform the department into a leader in the college of liberal arts.

Starting spring semester 2015, plans for the department include improving internal and external department communication with a campaign proposed by PR organization composed of current CSU journalism students. By doing this she hopes to improve internal department functions and increase advertising to incoming freshmen and other students to inform them of the many career opportunities available to majors and to increase falling enrollment levels.

She also plans to increase department sponsored activities for students to get more involved with the department with opportunities to speak their chosen language in a community of students and faculty that focus their studies on the same language. Increasing the amount of time a student speaks a language in non-classroom settings improves their ability and speed to speak that language with fluency and increased activities will give students that opportunity.

-more-

Vogl, and other department faculty, are considering possibly implementing a Culture and Language Across the Curriculum in the fall of 2015; a program that would incorporate foreign language skills in subjects that are in students' other various fields of study. This could allow non-majors to incorporate foreign language courses with their fields of study in other departments, giving them the ability to communicate their knowledge of their field in a different language. This would be highly beneficial to students as it would dramatically open the number job opportunities available to them by making markets in other countries a part of possible career paths. Vogl also plans to make more internships available in foreign languages to undergraduates to make their degrees earned more valuable in terms of jobs it qualifies them for; a trend that is becoming more common in leading foreign language programs in universities across the country.

About Mary Vogl

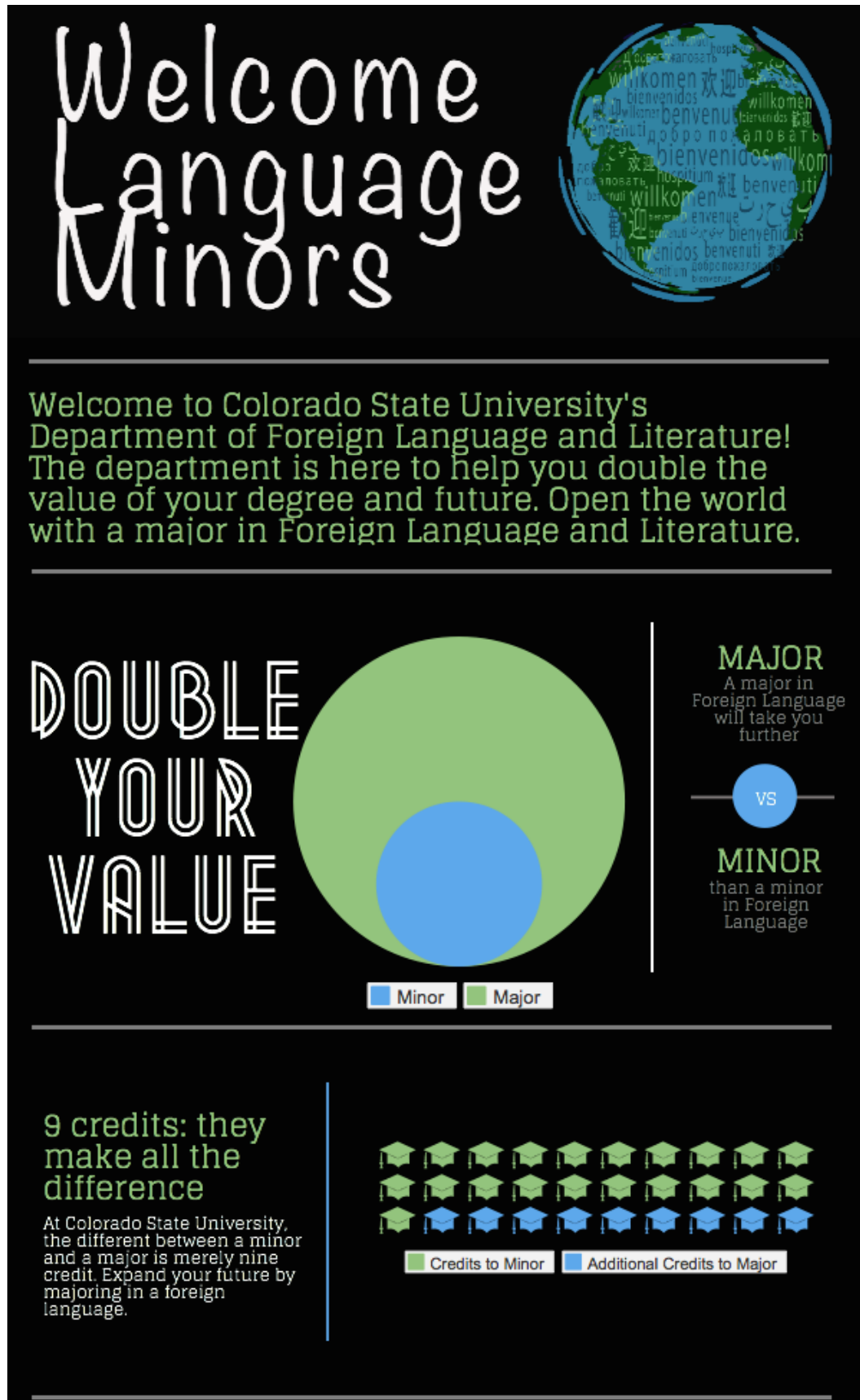
Vogl is a leading expert in the field of north African representation in photography, art and literature. She recently published a book, *Picturing the Maghreb: Photography, Literature and (Re)presentation*. In it she analyzes the work of prominent French writers. She discusses the relationship of word choice and its impact on perception of the Maghreb. She is fluent in French, English and some Spanish.

About the Department of Foreign Languages and Literatures at Colorado State University

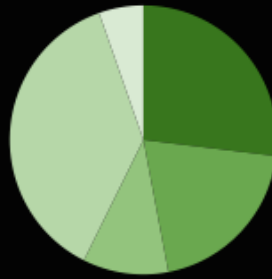
The Department of Foreign Languages and Literatures provides students classes in language and culture to foster future responsible global citizens. Students may attain a major in French, Spanish and German studies or in combination with a teacher licensure. The department also offers minors in French, Spanish, German, Arabic, Chinese, Russian, Japanese and Italian. Classes are also offered in Latin and American Sign Language.

###

Appendix K - Tactic: Welcome Minors Infographic



Top 5 Languages spoken in the world



Mandarin (27%)	Hindi (20%)	Spanish (10%)
English (37%)	Arabic (5%)	

REASONS TO MAJOR



Boost your degree

Study abroad



Majoring is mastering



Travel



Culture



Create job opportunities

Expand your horizons



Have fun



Majors offered by
CSU Department of
Foreign Language &
Literature

-French
-German
-Spanish



EXPAND YOUR FUTURE

Colorado State University

The Department of

Foreign Languages & Literatures



Appendix L - Tactic: Alumni Poster Series Template

Colorado State University

The Department of Foreign Languages & Literatures

Alumni name, Graduation year
FLL major, concentration
Current job title



Open the world.
Expand your future.

“

Insert story/quote from alumni that tells how
majoring in a foreign language opened the door
to future opportunities.

”

www.languages.colostate.edu

Social Media Do's and Don'ts

DO Use Facebook Regularly



96%

of students use Facebook
Almost 90 percent of incoming college students use Facebook regularly



75%

of college students surveyed use their smartphones to access social media



80%

of smartphone users between 18 and 44 years old reach for their phone to check their newsfeed when they wake up

TIP:

Students are more likely to click on a link shared by a friend than a “suggested post” that has been promoted by a brand



Studies show that more than half of Facebook users only access their newsfeed when they are NOT at work or school

Do's

DO post to Facebook between 6:30 and 8:30 a.m. [there are social media management sites that will post pre-written information for you]

DO post to Facebook between 11 a.m. and 2 p.m. – morning users are checking in and content will accumulate social signals for the rest of the day

DO post content that is compatible with mobile devices, be aware of what does and does not work in different formats

DO post content around 8 p.m. – this is the start of prime time, when students are putting off homework and indulging in TV and social media

DO reach out to potential students via Facebook, posting relevant admissions content along with content for current students. [This way potential students are getting information they both want and need].

Don'ts

DON'T promote posts to get attention. Instead, post links to videos or relevant pages that include an image with the link.

DON'T over-do it – there is such a thing as being too active on social media, it becomes “spammy” and your audience will interact less.

TIP:

In the future, pay attention to analytics to better serve your audience in post times and content that gets the most interaction

DO Take Advantage of Twitter's Format



63 %

percent of college students check Twitter at least once everyday

TIP:

140 characters is PLENTY to get your message across

Twitter is about starting a conversation with your audience

Do's

DO find relevant "tweeter" through current followers – having followers in common opens doors for engagement

DO search experts in the foreign language field via sites like wefollow.com or twibes.com

DO make your tweets "re-tweetable."

- Use bit.ly. to shorten URLs in posts
- Keep tweets to about 100 characters when possible so people can add and

DO check your stream frequently for opportunities to retweet, respond and reference others' posts

DO post promotional content

Don'ts

DON'T post too much promotional content

TIP:

For every promotional tweet, you should re-tweet a language related tweet and share 2-3 pieces of relevant content written by other

DO Create a Department Snapchat Account



77%

percent of college students use Snapchat at least once a day

TIP:

Almost half of college-age Snapchat users said they would open a snap from a brand they'd never heard of.

73%

percent said they would open one from a brand they do know

Do's

DO send photos of events via Snapchat

DO invite Snapchat friends to participate in photo contests

DO invite Snapchat friends to participate in photo contests

DO use snaps to remind students of upcoming events

Don'ts

DON'T send meaningless photos just to send photos

TIP:

Include Cam the Ram in some snaps, CSU students love Cam!

Sample Posts:

Post time: 8 p.m. on a



Wednesday

Facebook

Geared toward incoming students:

Getting excited about coming to CSU but overwhelmed by all the opportunities? Give us a call so we can help you create your place at CSU in the Foreign Language department! 970.491.6141

Are you taking a language AP course in high school? It only takes a score of 3 to receive lower division language credit and get an early start on your degree here at CSU!

[May also share a link to the AP website, or AP equivalencies page]

Geared toward freshmen students:

Still exploring majors? Check out our website and discover the come with being a Foreign Language Major!

<http://languages.colostate.edu/>

Geared toward current students:

Check out this good read in The Collegian of why you should learn a second language!

<http://www.collegian.com/2014/10/americans--strive--learn--second--language/92246/>

Need a study break this week? Tomorrow at 7 p.m. the department will be hosting an international movie night in Behavioral Sciences. This week the feature is _____!

Geared toward minors:

Did you know its only 9 credits more to from minoring to double majoring in a Foreign Language? Stop by our office, Clark C 104, so we can help you expand your future!

Post time: 2 p.m. on a
Wednesday



Twitter

Geared toward current students:

Tomorrow night is #InternationalMovieNight in BSB! Come join us for [movie title]! #Studybreak #FLL

Our new department chair is making waves! Check out what the @RMCollegian has to say here: [bit.ly. link to story]

Language and Culture Night: Free food, good company, awesome opportunities. Come to the LSC to learn more! #Createyourplace

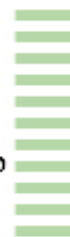
Not much of a Tweeter? Check out our FB page, give us a 'like!' Find us at by searching Foreign Languages and Literatures at Colorado State University.

Check out our website for a video to see what FLL majors have to say about why you should consider the same path! <http://languages.colostate.edu/> #FLL #MakeForeignFamiliar

Website Content Suggestions

Choose a different background color for the home page

The current website background color does not correlate with the pictures on the home page or the rest of the content. Either a white or a green similar to the & in the department name would brighten up the website and give it a livelier feel



In the Undergraduate Section

Put information about the benefits of majoring in a foreign language – this can include information about job opportunities after graduation and how important it is in a global economy to know more than one language.

Provide more than just a link to the requirements page – this means adding information about the emphasis on culture in the department as well as information about each language with pictures that represent each one. The information about each language could include interviews with native speakers and cultural aspects from various countries around the world. This would help students feel more connected to the department.

Provide information about the various foreign language and literature clubs - this would include information about the meetings, the club directors, and the basic point of each club. This would provide potential students with a way to access and engage with the department before committing to a foreign language major.

Update the news – this simply means adding current news about the department and its faculty to the website. This would present the idea that the department knows itself and is up-to-date with current information.

Keep a calendar with upcoming events – this would include events like the movie nights and language club meetings as well as language days and other department events. This would help current and potential students feel updated about the goings-on in the department.



In the News and Events Section

In the Computer Lab and Films Section

Add information about the uses of the lab and what can be done there that cannot be done anywhere else on campus – this would simply be additional information about the lab that make the computer lab for the Department of Foreign Languages and Literatures different from other labs on the CSU campus.

It does not need its own section and it would be helpful for potential students to have the information from the placement exam in undergraduate section

Put the Placement Exam Information with the Undergraduate Section

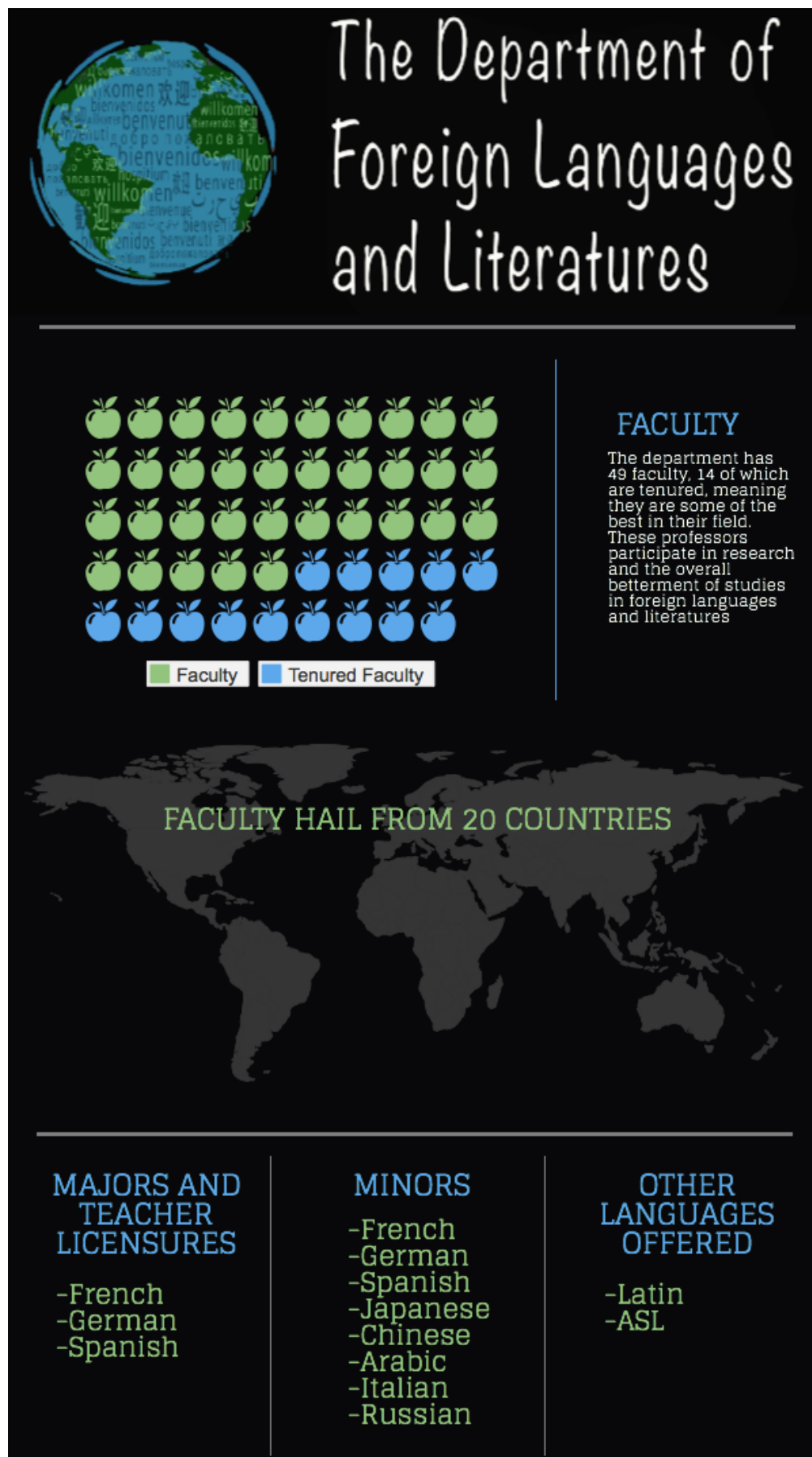
Add a “Why Study a Foreign Language Section”

Put the website video here – this would make the website more interactive and provide essential and influential information to potential students.

Testimonials from students and alumni in the program – this would also help provide a human element to the website, making it more appealing and relatable to students.

Possible career paths with a foreign language major – this would talk about all of the things that you can do with a foreign language major.

Appendix O - Tactic: Department Infographic



DEPARTMENT INVOLVEMENT:



INTERNATIONAL FILM NIGHTS

Held every Tuesday and Thursday in the Behavioral Science Building



CLUBS

French, Spanish, German, and Chinese



A living community in Parmalee Hall focused on the world around us. This community houses first-year foreign students along with American students looking to learn more about the world we live in.

The 9 scholarships CSU offers:

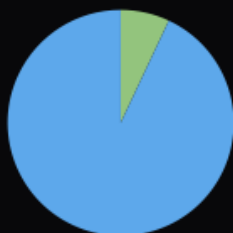
1. Ethel and Dolf Bayles Memorial Fund
2. Justin Lee Cook Memorial Scholarship
3. Ronald W. Walker Graduate Fellowship
4. Matthew P. Shoup Spain Study Abroad
5. Christina Adame
6. Study Abroad Scholarship
7. Foreign Languages and Literatures Scholarship
8. William J. and Jean S. Grisowld Scholarship
9. Alfred R. Westfall Memorial Scholarship

there are

9

scholarships available to foreign language majors at Colorado State University

YOUR FUTURE



Americans bilingual in Spanish, French or German (7%)

Americans not bilingual in Spanish, French or German (93%)

Yes, you can teach and interpret, but there is so much more than that!

With a foreign languages degree you could be a foreign correspondent for the New York Times, you can be an engineer in Germany, and you can work in foreign policy or be an American Ambassador in another country.

Choose your specialty and compliment it with a major in foreign language - travel and be a part of the 7 percent of Americans bilingual in Spanish, French or German.

LANGUAGES AROUND THE WORLD

Other countries around the world, like Germany and The Netherlands, start teaching English during primary school, the bulk of their populations speak the national language and English.

LANGUAGES IN THE UNITED STATES

People who only speak English 90%

People who speak English & Spanish 7%

People who speak English & French 1%

People who speak English & German 1%

Appendix P - Expanded Timeline

Paper Plane Positions:

Account Manager - AM

Research Director - RD

Director of Creative Services - DCS

Traditional Media Director - TMD

Social Media Director - SMD

Copywriting Director - CD

Action Step	Responsible Person	Scheduled Start Date	Target Completion Date	Actual Completion Date	Remarks
Department Informational Posters					
1. Compile Department information	Paper Plane – TMD, DCS	Jan. 5, 2015	Jan. 9, 2015	Nov. 25, 2014	
2. Design Fliers	Paper Plane – TMD, DCS	Jan. 9, 2015	Jan. 9, 2015	Dec. 1, 2014	
3. Get Fliers approved	Paper Plane – TMD, DCS	Jan. 9, 2015	Jan. 12, 2015		
4. Print at FastPrint	FLL Department	Jan. 15, 2015	Jan. 16, 2015		
5. Distribute fliers	FLL Department	Jan. 19, 2015	Jan. 10, 2015		Post around Clark - C and other academic buildings on campus

Action Step	Responsible Person	Scheduled Start Date	Target Completion Date	Actual Completion Date	Remarks
Digital Billboard Graphic					
1. Design the graphic	Paper Plane - TMD	Nov. 25, 2014	Nov. 25, 2014	Nov. 25, 2014	
2. Get the design approved by External Relations	Paper Plane - TMD	Jan. 5, 2015	Jan. 9, 2015		
3. Send a copy of the graphic to External Relations for display	FLL Department	Jan. 10, 2015	Jan. 12, 2015		
4. Display on Digital Billboards	External Relations Representative	Jan. 20, 2015	Feb. 3, 2015		Display for first two weeks of Spring 2014 semester
5. Send same image to be reapproved by External Relations	FLL Department	Aug. 20, 2015	Aug. 20, 2015		
6. Display on Digital Billboards	External Relations Representative	Aug. 24, 2015	Sept. 7, 2015		Display for first two weeks of Fall 2015 semester
Graphic Promoting International Movie Nights					
1. Determine the semester schedule of movies, showing times and locations	Paper Plane - TMD	Jan. 1, 2015	Jan. 9, 2015		

Action Step	Responsible Person	Scheduled Start Date	Target Completion Date	Actual Completion Date	Remarks
Graphic Promoting International Movie Nights - Continued.					
2. Design layout for advertisements for each of the movie nights	Paper Plane - TMD	Jan. 9, 2015	Jan. 16, 2015	Dec. 1, 2014	
3. Print advertising flyers for semester	Paper Plane - TMD	Jan. 22, 2015	Jan. 23, 2015		Print at Fast Print
4. Pick up flyer	Paper Plane - TMD	Jan. 19, 2015	Jan. 20, 2015		Pick up at FastPrint
5. Distribute flyers to the first floor of Clark C	FLL Department	Jan. 20, 2015	Jan. 25, 2015		Distribute to the first floor of Clark C
6. Email advertisement to students and faculty	FLL Department	Jan. 26, 2015	Jan. 27, 2015		
7. Post on social media	FLL Department	Jan. 20, 2015	Dec. 18, 2015		Continues task: Post two days before and day of event
Language and Culture Night Event					
1. Notify faculty, staff, students, and language clubs of the event	FLL Department - Event Committee	Aug. 1, 2014	Aug. 20, 2014		In order to bring on language club partners.

Action Step	Responsible Person	Scheduled Start Date	Target Completion Date	Actual Completion Date	Remarks
Language and Culture Night Event - Continued.					
2. Create tentative plan for event	FLL Department -Event Committee	Aug. 20, 2014	Aug. 21, 2014		Plan includes: activities, materials needed, space reservations, and responsibilities of people involved.
3. Finalize plan with feedback.	FLL Department -Event Committee	Aug. 22, 2014	Aug. 24, 2014		
4. Communicate logistics including confirmation notices, reminders and feedback to involved important contributing people	FLL Department -Event Committee	Aug. 24, 2014	Sept. 15, 2015		Ongoing task: very week from the beginning of the semester until two weeks before the event. At two weeks send emails every two days.
5. Begin gathering materials for event for which the department is responsible.	FLL Department -Event Committee	Sept. 2, 2015	Sept. 9, 2015		
6. Reserve space for activity.	FLL Department -Event Committee	Sept. 8 2014	Sept. 8, 2014		

Action Step	Responsible Person	Scheduled Start Date	Target Completion Date	Actual Completion Date	Remarks
Language and Culture Night Event - Continued.					
7. Pre-event meeting with faculty and club representatives	FLL Department -Event Committee	Sept. 9, 2015	Sept. 9, 2015		
8. Set up event	FLL Department -Event Committee	Sept. 16, 2015	Sept. 16, 2015		Begin set up 3 hours before
9. Supervise the execution of the event	FLL Department -Event Committee	Sept. 16, 2015	Sept. 16, 2015		
10. Clean up event	FLL Department -Event Committee	Sept. 16, 2015	Sept. 16, 2015		
11. Send thank you emails	FLL Dept. -Event Committee	Sept. 17, 2015	Sept. 17, 2015		Send to all involved people and process any information gained from students and other participants.

Action Step	Responsible Person	Scheduled Start Date	Target Completion Date	Actual Completion Date	Remarks
Table Cards for Language and Culture Night					
1. Design table cards	Paper Plane - DCS	Aug. 20, 2015	Aug. 31, 2015	Dec. 1, 2015	To advertise the language and culture night
2. Get card design approved	Paper Plane - SMD	Aug. 31, 2015	Sept. 3, 2015		Residence Life Office, 111 Palmer Center
3. Print cards at Fast Print	Paper Plane - SMD	Sept. 4, 2015	Sept. 5, 2015		
4. Pick up cards	Paper Plane - AM	Sept. 8, 2015	Sept. 8, 2015		
5. Distribute cards in card holders on tables student dining hall locations	FLL Department	Sept. 9, 2014	Sept. 9, 2014		Take permit to Service Manager at each dining hall. Please do not distribute cards between 11:30 a.m. and noon.
Website Video					
6. Write video treatment/storyboard	Paper Plane staff	Nov. 15, 2014	Nov. 20, 2014	Nov. 20, 2014	
7. Draft questions for interviews	Paper Plane staff	Nov. 15, 2014	Nov. 20, 2014	Nov. 20, 2014	

Action Step	Responsible Person	Scheduled Start Date	Target Completion Date	Actual Completion Date	Remarks
Website Video - Continued.					
8. Find and Contact FLL majors for interview subjects	Paper Plane staff	Nov. 20, 2014	Nov. 22, 2014	Nov. 20, 2014	One German, Two Spanish, Two French
9. Set up interview times with interview subjects	Paper Plane staff	Nov. 24, 2014	Nov. 28, 2014	Nov. 28, 2014	
10. Rent equipment	Paper Plane staff	Nov. 24, 2014	Dec. 1, 2014	Dec. 1, 2014	Video camera, tripod and microphone
11. Conduct video interviews	Paper Plane staff	Dec. 1, 2014	Dec. 5, 2014	Dec. 5, 2014	
12. Compile video footage from individual interviews	Paper Plane staff	Dec. 1, 2014	Dec. 5, 2014	Dec. 5, 2014	
13. Edit video footage	Paper Plane staff	Dec. 5, 2014	Dec. 14, 2014	Dec. 7, 2014	
14. Upload to host on FLL department website	FLL Department - Website Manager	Jan. 1, 2015	Jan. 1, 2015		
Feature News Release					
1. Gather information for news release	Paper Plane - CD	Nov. 22, 2014	Nov. 22, 2014		

Action Step	Responsible Person	Scheduled Start Date	Target Completion Date	Actual Completion Date	Remarks
Feature News Release - Continued.					
2. Write news release	Paper Plane - CD	Nov. 23, 2014	Nov. 23, 2014		
3. Edit news release	Paper Plane - CD	Nov. 24, 2014	Nov. 24, 2014		
4. Revise news release	Paper Plane - CD	Nov. 25, 2014	Nov. 25, 2014		
5. Distribute news release	Paper Plane - CD	Jan. 13, 2015	Jan. 15, 2015		
6. Confirm news release was received by student media	Paper Plane - CD	Jan. 20, 2015	Jan. 20, 2015		The Collegian, CTV and KCSU
Welcome Minors Infographic					
1. Gather statistics about minors, majors, and languages	Paper Plane - DCS, TMD	Nov. 22, 2014	Nov. 22, 2014	Nov. 22, 2014	
2. Design infographic	Paper Plane - DCS, TMD	Nov. 23, 2014	Nov. 26, 2014	Nov. 26, 2014	
3. Edit infographic	Paper Plane - DCS, TMD	Nov. 24, 2014	Nov. 26, 2014	Nov. 26, 2014	
4. Print infographic	Paper Plane - DCS, TMD	Aug. 22, 2015	Aug. 24, 2015		
5. Distribute infographic	Paper Plane - DCS, TMD	Aug. 25, 2015	Aug. 25, 2015		Distribute in person and email

Action Step	Responsible Person	Scheduled Start Date	Target Completion Date	Actual Completion Date	Remarks
Alumni Poster Series					
1. Gather contact information for notable alumni	FLL Department	Feb. 2, 2015	Feb. 5, 2015		
2. Contact alumni	FLL Department	Feb. 5, 2015	Jan. 5, 2015		
3. Compile alumni stories	FLL Department	Feb. 5, 2015	Feb. 15, 2015		
4. Design poster template	Paper Plane - DCS, AM	Feb. 10, 2015	Feb. 15, 2015	Dec. 12, 2014	
5. Input stories on template	FLL Department	Feb. 15, 2015	Feb. 20, 2015		
6. Print posters	FLL Department	Feb. 20, 2015	Feb 25, 2015		Print at Fast Print: 3 alumni times 5 each, for a total of 15 posters.
7. Post in vital areas to the FLL department and its audience	FLL Department	March 1, 2015	March 2, 2015		Keep up for rest of semester
Department Retreat					
1. Find date that faculty and administration can attend	FLL Department	Dec. 17, 2014	Jan. 1, 2015		
2. Reserve venue	FLL Department	Jan. 2, 2015	Jan. 5, 2015		

Action Step	Responsible Person	Scheduled Start Date	Target Completion Date	Actual Completion Date	Remarks
Department Retreat - Continued.					
3. Determine the workshop/seminars	FLL Department	Jan. 2, 2015	Jan. 8, 2015		Choose order they will be presented in
4. Find/assign facilitators for each workshop	FLL Department	Jan. 5, 2015	Jan. 10, 2015		
5. Write curriculum for each workshop	FLL Department	Jan. 8, 2015	Jan. 15, 2015		
6. Approve written curriculum	FLL Department	Jan. 15, 2015	Jan. 16, 2015		
7. Print curriculum materials for each faculty	FLL Department	Jan. 16, 2015	Jan. 18, 2015		
8. Reserve food	FLL Department	Jan. 16, 2015	Jan. 16, 2015		
9. Find supplies for workshops	FLL Department	Jan. 17, 2015	Jan. 17, 2015		markers, nametags etc.
10. Pre-retreat meeting	FLL Department	Jan. 17, 2015	Jan. 17, 2015		
11. Confirm attendance	FLL Department	Jan. 17, 2015	Jan. 17, 2015		
12. Retreat	FLL Department	Jan. 18, 2015	Jan. 18, 2015		Dates subject to change

Action Step	Responsible Person	Scheduled Start Date	Target Completion Date	Actual Completion Date	Remarks
Social Media “How To” Sheet					
13. Compile information on social media practices	Paper Plane - AM	Nov. 25, 2014	Nov. 30, 2014	Nov. 30, 2014	
14. Design layout	Paper Plane - SMD, AM	Nov. 30, 2014	Dec. 3, 2014	Dec. 3, 2014	
15. Input information most related to the department	Paper Plane - SMD, AM	Nov. 30, 2014	Dec. 3, 2014	Dec. 3, 2014	
16. Edit document	Paper Plane - SMD, AM	Dec. 1, 2014	Dec. 4, 2014	Dec. 4, 2014	
17. Print enough copies for each faculty and administrative personnel	FLL Department	Jan. 1, 2015	Jan. 10, 2015		
18. Distribute document at department retreat	Paper Plane - SMD, AM	Confirmed Date	Confirmed Date		
Website Content Suggestions					
1. Evaluate current website issues and determine ways to improve website	Paper Plane - Research Director	Nov. 25, 2014	Nov. 26, 2014	Nov. 25, 2014	
2. Write document explaining the suggestions for the FLL Department	Paper Plane - SMD, AM	Nov. 28, 2014	Nov. 28, 2014	Nov. 28, 2014	

Action Step	Responsible Person	Scheduled Start Date	Target Completion Date	Actual Completion Date	Remarks
Website Content Suggestions - Continued.					
3. Edit the document	Paper Plane - RD	Nov. 28, 2014	Nov. 28, 2014	Nov. 28, 2014	
4. Revise the document	Paper Plane - RD	Nov. 30, 2014	Nov. 30, 2014	Nov. 30, 2014	
5. Distribute the document	Paper Plane - RD	Dec. 16, 2014	Dec. 16, 2014		
Panel Event					
1. Contact people for panel	FLL Department	Feb. 17, 2015	Feb. 20, 2015		
2. Confirm panel participants	FLL Department	Feb. 20, 2015	March 13, 2015		
3. Schedule based on confirmed panel members	FLL Department	March 13, 2015	March 24, 2015		
4. Find a venue on campus	FLL Department	March 24, 2015	March 24, 2015		
5. Distribute promotional content via email and classes	FLL Department	April 6, 2015	April 15, 2015		
6. Hold the event from 3 - 5 pm	FLL Department	April 16, 2015	April 16, 2015		

Action Step	Responsible Person	Scheduled Start Date	Target Completion Date	Actual Completion Date	Remarks
Department Infographic					
1. Gather information/statistics about FLL and what it offers	Paper Plane - AM	Nov. 22, 2014	Nov. 22, 2014	Nov. 22, 2014	
2. Design infographic	Paper Plane - TMD	Nov. 23, 2014	Nov. 26, 2014	Nov. 26, 2014	
3. Edit infographic	Paper Plane - TMD	Nov. 24, 2014	Nov. 26, 2014	Nov. 26, 2015	
4. Print infographic	FLL Department	Jan. 1, 2015	Jan. 20, 2015		
5. Distribute infographic	FLL Department	Jan. 20, 2015	Jan. 31, 2015		Distribute physical print version and via email
Action Strategy - Department Focus Group					
1. Find a date and time to host focus group	Paper Plane - RD	Dec. 13, 2014	Dec. 18, 2014		Must be held before <i>Department Retreat</i>
2. Recruit faculty and administration for focus group	Paper Plane - - AM	Dec. 18, 2014	Dec. 23, 2014		Use simple random sample

Action Step	Responsible Person	Scheduled Start Date	Target Completion Date	Actual Completion Date	Remarks
3. Reserve Venue	Paper Plane - AM	Dec. 20, 2014	Dec. 23, 2014		
4. Create Moderators Guide	Paper Plane - RD, SMD	Dec. 29, 2014	Jan. 5, 2015		
5. Assign Paper Plane staff to facilitate	Paper Plane - AM	Dec. 29, 2014	Dec. 29, 2014		This include Leader and Note taker
6. Hold focus group	Paper Plane Staff	Jan. 10, 2015	Jan. 10, 2015		Date subject to change
7. Transcribe Date	Paper Plane Staff	Jan. 11, 2015	Jan. 15, 2015		
8. Analyze results to be applied to Department Retreat	Foreign Language Department	Jan. 12, 2015	Jan. 16, 2015		

Appendix Q - Expanded Budget

Item	Cost per Item	Total Projected Cost	Sponsor Credit	Actual Projected Cost
Department Informational Posters				
Print Department posters at Fast Print	30 fliers at \$1.40 each	\$42.00	\$0.00	\$20.70
				Subtotal: \$42.00
Digital Billboard Graphic				
Display Graphic on Digital Billboards	\$0.00	\$0.00	\$0.00	\$0.00
				Subtotal: \$0.00
Graphic Promoting International Movie Nights				
Print Posters	6 at \$0.49 per poster	\$2.94	\$0.00	\$2.94
Email to Department	\$0.00	\$0.00	\$0.00	\$0.00
				Subtotal: \$2.94

Item	Cost per Item	Total Projected Cost	Sponsor Credit	Actual Projected Cost
Language and Culture Night				
Food Budget for Language Clubs	\$50.00 for each of 5 clubs involved	\$250.00	\$0.00	\$250.00
Reserving Venue - room in academic building on CSU campus	\$0.00	\$0.00	\$0.00	\$0.00
				Subtotal: \$250.00
Table Cards for Language and Culture Night				
Language and Culture Night Table Cards	4 table cards per page 558 cards needed, 140 pages to print at \$0.49 per page	\$68.60	\$0.00	\$68.60
				Subtotal: \$68.60
Website Video				
Labor	\$15.00/ hour labor cost for 10 hours	\$150.00	\$150.00	\$0.00
Video Equipment Rental	\$20.00/hour equipment for 2.5 hours	\$50.00	\$50.00	\$0.00
				Subtotal: \$0.00

Item	Cost per Item	Total Projected Cost	Sponsor Credit	Actual Projected Cost
Feature News Release				
Creation of News Release	\$0.00	\$0.00	\$0.00	\$0.00
				Subtotal: \$0.00
Welcome Infographic				
Print for advisors and departmental placement	6 at \$3.67 per infographic	\$22.00	\$0.00	\$22.00
Email to minors	\$0.00	\$0.00	\$0.00	\$0.00
				Subtotal: \$22.00
Alumni Poster Series				
Print posters	15 total, 3 of each alumni story at \$0.69 per poster	\$10.35	\$0.00	\$10.35
				Subtotal: \$10.35
Department Retreat				
Social Media "How To" Sheet	Print 65 at \$0.33 per packet	\$21.45	\$0.00	\$21.45
Website Content Suggestions - Print	Print 65 at \$0.22 per packet	\$14.30	\$0.00	\$14.30

Item	Cost per Item	Total Projected Cost	Sponsor Credit	Actual Projected Cost
Department Retreat - Continued.				
Lunch for Retreat	Sandwich Tray from Jason's Deli to feed 65 at \$7.49 per person	\$486.85	\$0.00	\$486.85
Third Party Facilitator	\$250.00	\$250.00	\$0.00	\$250.00
Allowance for retreat supplies	\$25.00	\$25.00	\$0.00	\$25.00
				Subtotal: \$797.06
Panel Event				
Cost per speaker	\$100.00 per speaker	\$500.00	\$0.00	\$500.00
On-campus venue	\$0.00	\$0.00	\$0.00	\$0.00
				Subtotal: \$500.00
Department Infographic				
Printing for the Career Center and Undeclared CASA Advisors	Print 15 at \$3.67 per infographic	\$55.00	\$0.00	\$55.00
Email	\$0.00	\$0.00	\$0.00	\$0.00
				Subtotal: \$55.00

Item	Cost per Item	Total Projected Cost	Sponsor Credit	Actual Projected Cost
Ongoing Department Social Media Posts, via Facebook and Twitter				
Social Media Posts on Facebook and Twitter	\$0.00	\$0.00	\$0.00	\$0.00
				Subtotal: \$0.00
Department Focus Group for Action Strategy				
Facilitation of the focus group	\$100.00 per hour	\$500.00	\$500.00	\$0.00
Reserving venue at CSU	\$0.00	\$0.00	\$0.00	\$0.00
				Subtotal: \$0.00
Grand Total: \$1,747.95				

paper plane



Chrissi Gillispie, [Account Manager](#)

Originally from Anaheim, Calif., Chrissi made her way to Colorado just six years ago, and found her home at Colorado State in 2012. She spends her free time working with first year students and will be a Student Coordinator in the Office of Orientation and Transition Programs beginning this spring to continue her work with students. After graduation, she plans to work for a few years before taking off to see the world. First stop? South America!



Gabby Dennard, [Research Director](#)

Gabby grew up in Thornton, Colorado with one older sister and a lot of fun. She is a journalism major at Colorado State University with a minor in Spanish. After she graduates in May 2015, she hopes to go into non-profit public relations. It is her dream to work for an organization like UNICEF and help the organizations that help others in their communications. In my free time Gabby likes to read, watch movies, exercise and spend time with her family.



Tori Green, [Director of Creative Services](#)

Tori is a Colorado native who grew up just south of Denver. She currently attends Colorado State University where she studies journalism, with an emphasis in Public Relations, and Leadership, Entrepreneurship, Arts Advocacy in the Public (LEAP), with a concentration in theater. She has spent most of her life performing and hopes to use her degree to plan and promote events for arts companies. Past events include TEDxCSU and the NoCo Mini Maker Faire. Tori loves to travel and aspires to see the world by serving people through missionary work after graduation.



Mandy Ham, Social Media Director

Mandy was born and raised in Highlands Ranch, Colorado and is a Junior at CSU. She is majoring in Journalism and Technical Communications with a concentration on Public Relations. She works at the Community Foundation of Northern Colorado as a project assistant and is the Vice President of the International Justice Mission club on campus. With a minor in Communication and Sociology, Mandy hopes to have a career that helps others and makes a difference in the community.



Ali Hicks-Wright, Traditional Media Director

Ali was born and raised in Albuquerque, New Mexico in a family of five. After graduating high school, she moved to Fort Collins, Colorado to attend Colorado State University, where she is currently a Junior double-majoring in Business and Journalism and Technical Communications. Ali plans on attending graduate school and aspires to do marketing, advertising, and public relations. Outside of school, she enjoys spending time with her friends, family, and boyfriend. She loves anything outdoors, including snowboarding, swimming, hiking, and soccer. Having mountains nearby and a daily dose of green chile are a necessity in her life.



Daniel Skeen, Copywriting Director

Daniel likes measuring things. That includes PR as well as other aspects of life. He loves researching, communication and using statistics to measure its various aspects. Equally, he enjoys inventing creative solutions to marketing problems. He speaks French fluently and loves languages, can throw a baseball 67 mph, and is senior at CSU.

Paper Plane provides strategic communication services, at all stages from coordination to implementation to evaluation. With a common passion for travel and international affairs, expertise in diverse channels of communication and the desire to foster authentic human relationships, Paper Plane looks forward to flying you safely and efficiently to success.