
Content Strategy Report: Improving Undergraduate Marketing for Clemson English

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Created by the students of ENGL 4890/6890



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Introduction

According to Usability.gov, the goal of content strategy is, "to create meaningful, cohesive, engaging, and sustainable content. This semester, our class set out to create a unified, strategic road map focused exclusively on how this English department can use content to attract, acquire, and engage its prospective students. Our focus was on creating a strategy that is meaningful and engaging to the prospective students while showing a cohesive image for the department. With the understanding that the department will need to continue the process of implementing the strategy that we recommend, we did our best to create a sustainable and useful plan that will be beneficial for now and years to come.

The Strategic Marker UX team's methodology involved every part of what is called the "Content Strategy Lifecycle," from Usability.gov. In step one, we conducted extensive research to find out the current state of content in and around the English Department to determine the environment. In step two we analyzed that research to decide how it could help us reach the Clemson English audience. In step three we decided on the types of content that would work best, the outlets to use to reach prospective students. We also determined how we were going to create it leaving room for the content to be maintained after our class. In step four we began the ongoing process of creating content for the English department. The Strategic Marker team created new brand materials and guidelines as well as determining the messaging that the department could remain consistent in future content. The final step involves maintaining the content strategy lifecycle. The Strategic Marker team was focused on creating a sustainable plan for how to maintain what we have started. We created a calendar of content for what to post on what platforms and we also made recommendations for the future.

The following report is a compilation of all of the work that has been completed by this class regarding the content strategy of the Clemson University English department. We hope that this information can positively impact the department for current and future students.

Part 1: The Research Phase

The first step in the content strategy process involved putting together a research plan on how we would gather information about who the Clemson English prospective students are. We refined our goal into three questions based on the needs of the department:

1. Who are the Clemson English prospective students?
2. What is Clemson English currently doing to market to them?
3. What can Clemson English do better?

We interviewed current students, alumni, faculty, and parents, trying to get to the ultimate goal of who are prospective students are. We tried to ask enough questions to get to the bottom of who the Clemson English audience is and what we can do to help them with content. This chapter will outline the findings of those interviews.

English Major Interviews

Tess Sloger

Purpose Statement

To collect information on how current English students saw their time as prospective students, each member of the Strategic Marker team conducted three interviews with current English majors. The questions were asked to gather information on how each student went through the application process and when and how they came to major in English. We wanted to collect information like family background, important influencers, and experience with the process. Once this information was collected, we compiled it to emphasize what the common experience in becoming an English major looked like.

Methodology

We constructed a survey with these nine questions, and we sent it to all the students through Dr. David Coombs.

1. Did you enter the major as a high school student or did you transfer from another major?
2. How did you decide to become an English major?
3. What other majors were you considering (if any)?
4. In as much step-by-step detail as possible, tell me the story of how you applied?
5. What research or tools did you use to investigate the major?
6. What do you remember was the most annoying/painful part of the application process?
7. Who or what influenced you to become an English major?
8. Who or what made you hesitant in becoming an English major?
9. What advice do you have for students who are interested in majoring in English?

Findings

From our research, we found that the majority of students felt the influence of their parents about the perceived lack of job opportunities in English. Based on this information, we decided that it is important for the Clemson English webpage to put testimonials on the homepage, as well as some articles explaining job opportunities. Other influencers included high-school English teachers. Most people who transferred into the major after applying to Clemson under a different major, transferred over in their sophomore year.

[View all English Major Interviews](#)

English Major Survey

Ely Middleton, Colin Kuhlkin-Hornsby

Purpose Statement

Strategic Marker UX Consulting sent out survey links to current English students in an attempt to gather information on their decision-making process, influencers, and opinions on the process of becoming an English major. The idea is that the results will provide insight on how prospective students choose to join the English program at Clemson University. We had the links sent out to all Clemson English Majors.

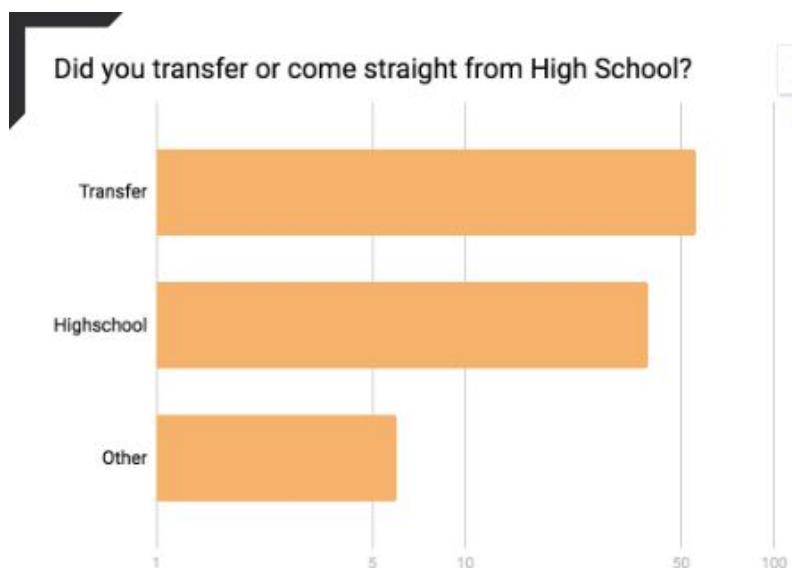
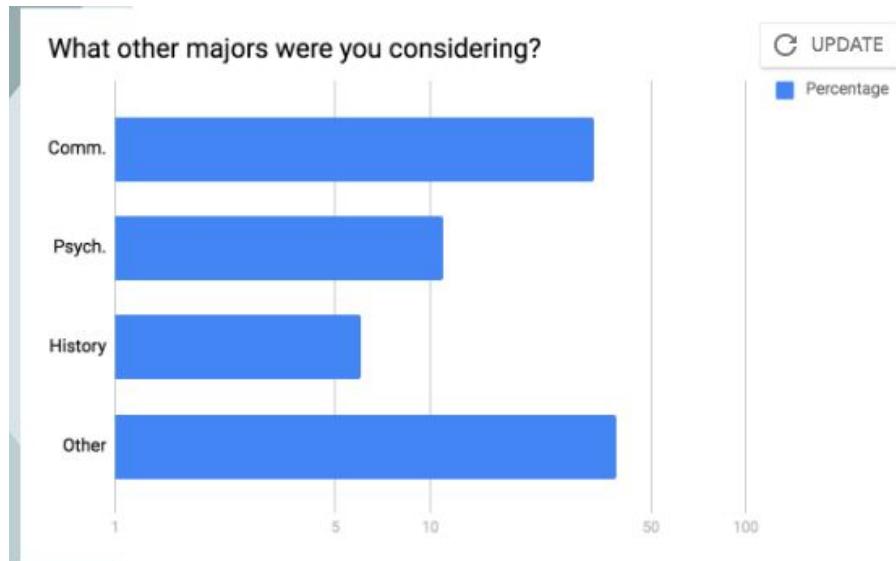
Methodology

We constructed two surveys, one of all English majors and one for students who transferred. In total the surveys consisted of 7 questions geared toward gathering information on the student's decision process and what influencers contributed to choosing English. These surveys were sent out to all English majors with the help of Professor Coombs and stayed open for two weeks.

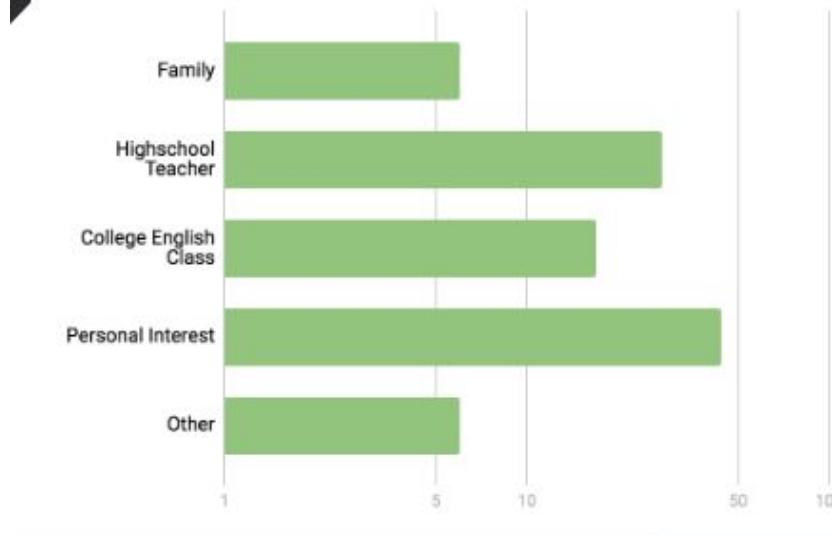
Findings

With a total of 47 responses to the survey, Strategic Marker was provided with insight as to what influencers contribute to a student choosing English as a major and why they chose to consider English in the first place. Through the survey, we learned that the majority of transfers considered English due to dissatisfaction with their previous major. Major influencers for these transfers was found to be parents and advisors. One of the major deterrents to these transfers was a lack of knowledge of the job opportunities with an English degree. 60% of majors did not apply to Clemson as English as they wanted to study something else. 40% of majors did apply to Clemson as an English major. Their reasoning mostly consisted of loving their high school English classes and were good in the subject. Parents and high school teachers were major influencers for them when choosing English. The majority of declared majors stated that having a better understanding of how

to apply for an English degree would have helped them in applying as an English major.



Your reasons for choosing English as a major:



Alumni Survey

Rory Vogt, Caylin Hirapara

Purpose Statement

In order to reach our goal of providing the English Department with a revised content marketing strategy, our first step was to perform a content audit. A major part of this initial audit requires a thorough understanding of our target audience, which we hope to obtain by amassing as much quantitative data as possible. This quantitative data takes the form of student personas and student journey maps that collectively work to highlight weaknesses, strengths, and any moments of truth that may serve as opportunities for outreach and improvement. In order to gain a better understanding of who the Clemson English students are and how their decisions lead them to Clemson, we need to collect data from those students who have successfully completed the Clemson journey—the Alumni; however, we did not have direct access to a significant number of Alumni, so to get this data we were required to distribute a voluntary survey to as many Alumni as possible.

Methodology

To distribute our survey, we used the website SurveyMonkey as our resource to build the survey and compile the results. My partner (Caylin) and I then used two different methods of distributing the survey to Alumni in hopes that we would receive as much feedback as possible. Caylin was able to pass our survey on to Dr. Walt Hunter who sent it to his contacts, while I utilized the business cards pinned to the Alumni bulletin board on the eighth floor of Strode Tower to gain more potential recipients.

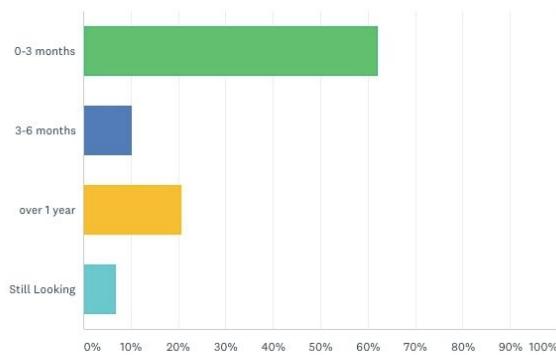
Findings

We received a total of 29 responses to our survey, exceeding our expectations. The data we were able to collect is particularly beneficial in combating the stigma of the employability of an English major after college, one of our more pressing concerns.

In their response to the question, "How long after graduation before you got your first job?" over sixty percent of respondents answered "0-3 months". We were also able to see important data trends in the respondents' greatest factors influencing their decision to become an English major. Other than their passion for reading and writing—which wasn't much of a surprise—many of the respondents noted the influence of their high school teachers.

How long after graduation before you got your first job?

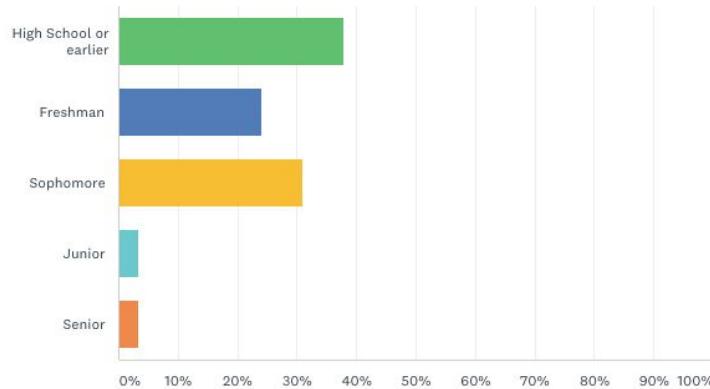
Answered: 29 Skipped: 0



ANSWER CHOICES	RESPONSES
0-3 months	18
3-6 months	3
over 1 year	6
Still Looking	2
TOTAL	29

What year did you decide to become an English major?

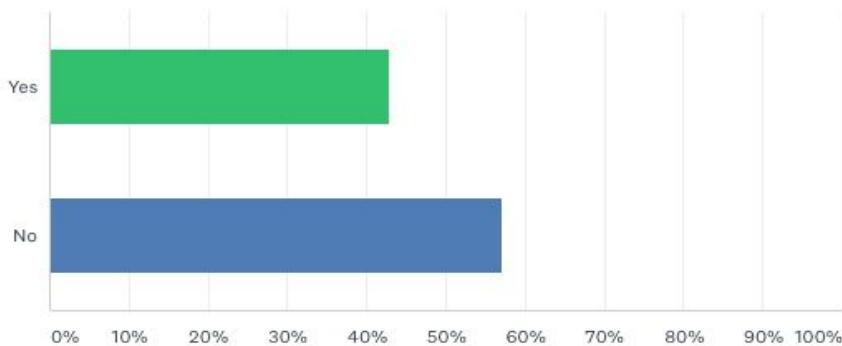
Answered: 29 Skipped: 0



ANSWER CHOICES	RESPONSES
▼ High School or earlier	37.93%
▼ Freshman	24.14%
▼ Sophomore	31.03%
▼ Junior	3.45%
▼ Senior	3.45%
TOTAL	29

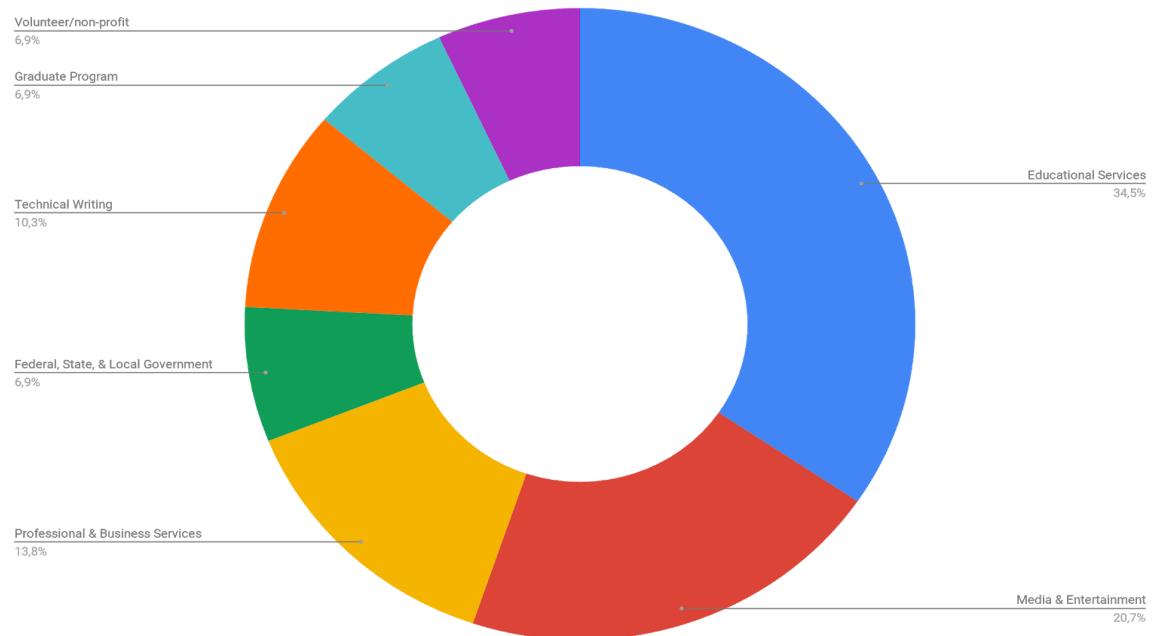
Did you use the English Department's website when debating on whether to switch?

Answered: 7 Skipped: 0



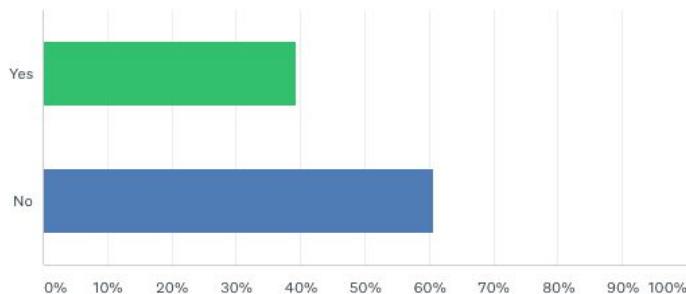
ANSWER CHOICES	RESPONSES
▼ Yes	42.86%
▼ No	57.14%
TOTAL	7

Alumni Employment (by Industry)



Did you choose English as your major when you applied to Clemson?

Answered: 33 Skipped: 0



ANSWER CHOICES	RESPONSES
▼ Yes	39.39%
▼ No	60.61%
TOTAL	33

[View the full Alumni Survey results](#)

English Parent Interviews

Caylin Hirapara

Purpose Statement

Since we found in our student surveys and interviews that parents had been such a powerful influence over students we decided to use our own resources to interview parents of students in the major. We hoped to find out what kind of messaging would best reach them, and how and when their opinion about the English major became positive.

Methodology

We talked to six individuals using the following seven questions:

1. What did you think when your student wanted to be an English major?
2. What kind of careers did you think English majors could pursue when your student first declared a major? How has that changed?
3. What kind of research did you do?
4. Did you go to the English department website? What did you think?
5. What did you think your child would gain from being an English major?
6. What were your fears about your child being an English major?
7. What advice would you give other parents who have a child going into English?

Findings

We found that initially, parents were concerned about their students becoming English majors. We also found that the students themselves were often the ones who convinced their parents that there was merit in an English degree. Their own research was rarely very extensive and parents have been going off of their own misunderstanding of what an English major can do. The parents were overall very supportive of their students, but they stated that with the knowledge that their student had a career interest.

[View the full parent interviews.](#)

English Faculty Interview Findings

Hannah Rohaley, Colin Kuhlkin-Hornsby

Purpose Statement

Strategic Marker UX Consulting reached out to current faculty to give their perspective on what can be improved for redesigning the English Department website. We discussed the framework for attracting prospective students. We selected between six to eight faculty with distinct perspectives that the team deemed significant.

Methodology

The team reached out to nine faculty members (we anticipated we would not get 100% participation). Out of the nine faculty members, seven were able to give their responses. The Strategic Marker team crafted four key questions:

1. What concepts/words would you like to convey to prospective students (and their parents) on the English Dept. website?
2. What are some things that you think work well on the website? What are some things that don't work?
3. If you could add anything to the website, what would it be? What is your wish list?
4. What are some things that you would hate to see on the website?

Findings

From the faculty interviews, we found that the faculty are not happy with the way that the website is currently operating. Overall, they would like to see it reorganized to more appropriately reflect the department and its goals.

[View the full faculty interviews](#)

Competitor Web Analysis

Kadence Baker, Savannah Hall, Tess Sloger

Purpose Statement

In order to learn about what creates a successful English website, we collected information regarding various English department websites from universities across the country. This data included how navigational the site was, what elements were included on the main page, and what was the focus of the website itself.

Methodology

We utilized Google searches to find the most highly ranked English programs from around the country. From there, we located the five best colleges from that list and analyzed each of their websites. These five schools included Boston University, New York University, Columbia University, Emory University, and the University of Michigan. In a similar method, we constructed a list of relatively similar schools that could be regarded on the same level as the Clemson English department. These schools included Auburn University, North Carolina State University, University of South Carolina, and the University of Georgia. Among all of these schools, we reviewed the main aspects of their website, including the main page and secondary pages, and what made each one successful.

Findings

Through our research, we concluded that there were six areas in which competitor programs were more successful than Clemson English. These areas are:

1. Making sure materials are up-to-date and easy to navigate, as well as highlighting alumni, employability, advising materials, and high-quality pictures.
2. Keeping materials such as relevant articles, alumni, and events up-to-date make sure that the websites appear in Google searches. This also includes high-quality pictures that illustrate the voice of the department and

advertising current programs that are being offered, such as the major, minors, and graduate programs.

3. Making the site easily navigable. The majority of the competitor websites were easy to navigate. The primary pages displayed clear headers that allowed us to understand where certain information was. The technical functions of the website are crucial to having a useful website.
4. Highlighting successful alumni from their English programs. Alumni provide quotes along with the impact that the English department had on them.
5. Highlighting how employable English department graduates are. This included relevant articles about the topic, as well as the multiple routes that English graduates may take. Lists with various paths are often included in a "Why Become an English Major" tab, or something similar.
6. Offering a secondary page for advising materials. This included current advisors, course descriptions, and relevant contacts for the major.

Based on Strategic Marker's research we recommend that the Clemson English department website focuses on the following:

1. Inclusivity
2. Writing career advertising
3. Careers for English majors
4. Address all degree programs

Examples of competitors' homepages:

[Emory English Website](#)

[University of Michigan English Website](#)

[University of South Carolina English Website](#)

[Auburn University English Website](#)

The Emory University Department of English website features a dark blue header with the Emory College of Arts and Sciences logo and a search bar. Below the header is a navigation menu with links to Schools, Libraries, Resources, and the Department of English. The main content area includes a large image of a stone building, a quick links sidebar with links to various academic programs like Prospective Majors and Creative Writing, and a news section with several articles about departmental events and faculty.

The University of Michigan English Language and Literature website has a dark blue header with the M-LSA logo and a search bar. The navigation menu includes About, People, News & Events, Affiliated Programs, Fields of Study, and Interest Groups. The main content area features a large image of a classical building, a "Welcome to the Department of English Language & Literature" message, and a "Show your SUPPORT" call-to-action. On the right, there's a sidebar for Events, listing upcoming lectures and readings.

The University of South Carolina English Department website has a dark header with the USC logo and a search bar. The navigation menu includes STUDY, EXPERIENCE, VISIT, APPLY, RESEARCH, ABOUT, NEWS & EVENTS, and ATHLETICS. The main content area features a large image of two students studying together, and a "TOP 10%" box highlighting the department's ranking. There are also sections for Undergraduate Degree, What to Expect, and Careers.

This screenshot shows a different section of the University of South Carolina English Department website. It features a "TOP 10%" box, a "Careers" section with a list of fields, and a "Undergraduate Degree" section with information about the B.A. in English and course requirements. The URL in the address bar indicates the user is navigating through Majors and Degrees.

Admissions Website Analysis

Sara Culclasure and Tess Sloger

Purpose Statement

In order to see what information already existed for the English Department and to learn about the process of being admitted to the university as an undergraduate student, we collect information from [the admissions website](#). We wanted to know what information Admissions was using, and how they were organizing that information. We also looked at the website in hopes of gaining valuable information about the undergraduate journey. We hoped to be able to answer questions like how do admissions recruit students, and what is the process of being admitted into Clemson like?

Methodology

We looked at the Admissions page for the undergraduate English program and reviewed different aspects of the page, including the about section, experiences beyond the classroom section, and common career areas section. We compiled a list of what we thought the page did well, and from that, created recommendations for the English Department website. We also reviewed the Admission's website's information on the process of being admitted to the university. We looked at the information that explained the process that an undergraduate would go through when they first applied. We did this for both incoming freshmen, transfer students, and international students.

Findings

Through our research, we concluded that there were six sections on the Admission's page for the undergraduate English program that were done more successfully than the English Department's website, which were an about section that is easy to find, experiences beyond the classroom, common career areas, map of where recent graduates have gone, recent employers, and recent postgraduate

studies. Based on these findings, we compiled a list of recommendations for the English Department's website.

1. Make sure that the about section is not hidden on a secondary page or at the bottom of the page.
2. Showcase activities or events that students can do to connect with other English majors/professors
3. Show the wide variety of careers that students can have with an undergraduate degree in English
4. Show information about recent graduates, including where they work or study and where they are.

From our research into the Admissions website, we found some information on the process of being admitted to the university and how the university recruits students that aided in our personas and journey maps, but we did not find a great outlet that could answer some of our questions about bettering the process.

[Admissions Website](#)

DEGREE PROGRAMS

FAST FACTS

English majors develop a strong basis in writing and analytical reading, history, literature and criticism.

Recently, our graduates have been admitted to graduate programs at Cambridge and Cornell universities, University of Chicago School of Law, Columbia University School of Journalism and Harvard Law.

Our faculty are mentors and guides, while providing a liberal arts education with the resources of a premier research university.

Smaller classes provide an intimate environment where students feel free to engage in discussion.

MENU

VOOLF
*Confidence in
Literature*

LITERACY AND COMPUTERS

Woolf
*Confidence in
Literature*

ITION
over FABLE

LACY

COMMON CAREER AREAS

- Writing and Editing
- Creative Writing
- Journalism
- Technical Writing
- Freelance Writing
- Education
- Teaching
- Student Affairs
- Academic Advising
- Information and Library Science
- Tutoring
- English as a Second Language (ESL)
- Publishing
- Editing
- Production
- Publicity
- Advertising
- Creative Services
- Account Management
- Media
- Public Relations
- Account Coordination
- Writing and Editing
- Media Relations
- Business
- Management
- Marketing
- Human Resources
- Law

USED WITH PERMISSION FROM THE UNIVERSITY OF TENNESSEE.

RECENT EMPLOYERS

Development Apprentice

Cleveland Play House

Staff Assistant/Press Secretary
U.S. House of Representatives

English Teaching Assistant
Fulbright Fellow, Taiwan

Management Trainee
Enterprise Rent-A-Car

Editorial Intern
Hanley Wood

Communications and Marketing Coordinator
Reading Partners

Technology Services Specialist
American University

RECENT POSTGRADUATE STUDIES

MAT Middle-Level Education

Clemson University

M.A. Journalism and Mass Communication
University of Georgia

M.Ed. Counseling and Development
Winthrop University

M.A. International Relations
University of Kent

J.D.
Wake Forest University School of Law

M.A. Library and Information Science
University of Pittsburgh

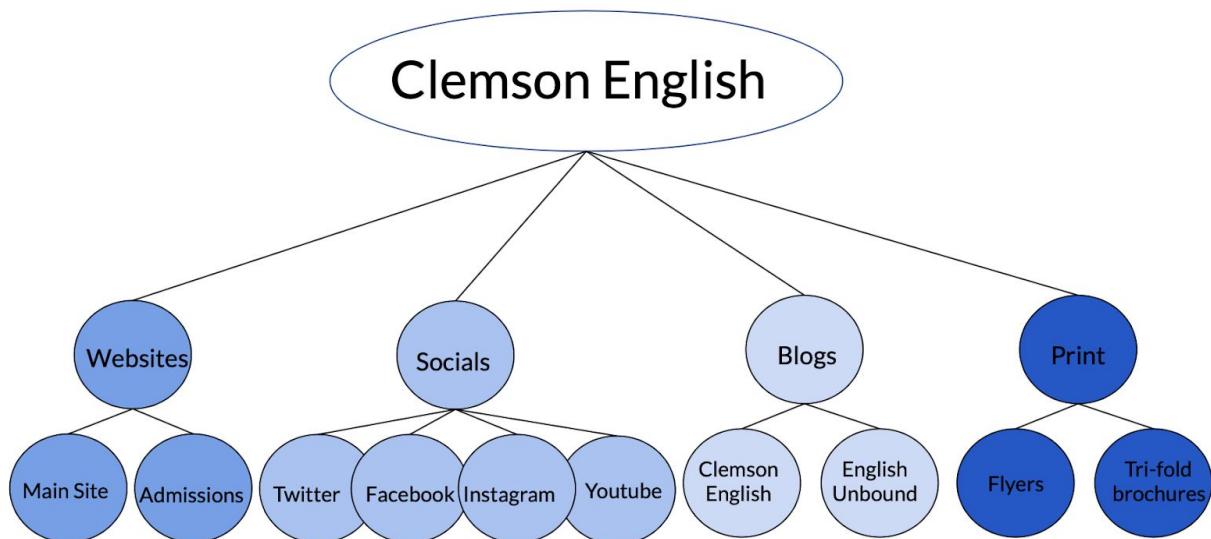
MFA Creative Writing
McNeese State University

Content Inventory

Kadence Baker and Sara Culclasure

In order to compile a comprehensive list of all existing Clemson University Department of English content channels, we utilized our own knowledge of the content and faculty tips. In order to decide which content channels would be best for the English Department to use, we needed to know what content channels the department currently uses.

These are all of the existing channels of content from the English department. We used this information to make further recommendations about which to use more often and which to discontinue. We would like to see the messaging about the department be cohesive across all of these channels.



Part 2: Strategy & Research Analysis

In the second phase of our content strategy process, we compiled all of the research information that we had gathered to more clearly answer the question of who the Clemson English prospective students are. We clearly marked out a persona of what a prospective English student is and what would appeal to them when we begin creating content.

User Personas

Kadence Baker and Sara Culclasure

In order to determine who the audience for the content is, the Strategic Marker team utilized the data we collected to craft two user personas. The declared major refers to students who declare English as their major directly from high school. The major transfer refers to a student who switches to the English major after entering Clemson as a student.

[View personas as full quality PDFs](#)



Declared Major

Alexis Williams

Bio

Alexis attends a public high school in Greenville, SC where she is on the volleyball team, the yearbook committee, and is also involved in student council. She has always loved reading and writing, and English has always been her favorite subject in school. Alexis has decided to attend Clemson University where she plans to major in English, but she is feeling discouraged by her parents and other influencers about her decision. She knows that English is what she wants to do, but she wishes that she knew about more job opportunities for English majors outside of teaching.

Demographics

	Age	17
	Family	Parents are married, one younger sister, middle class
	Hometown	Greenville, SC

Goals

- Wants to become an English Major
- Take classes that interest her
- Get a job after college

Frustrations

- Justifying her major to family and friends
- Finding current courses and course descriptions
- Unaware of post-graduate opportunities

Motivations



Wants to graduate with a degree in English



Wants to gain valuable skills that are directly related to her career goals



Wants to use the skills she learned to get a job after graduation

Preferred Channels

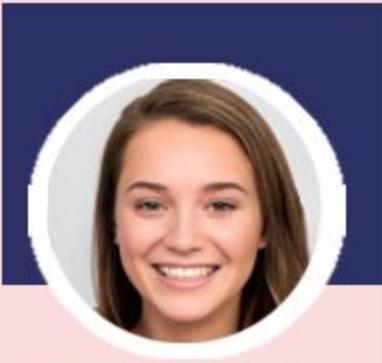
Admissions Website	<div style="width: 70%; background-color: #333; height: 10px;"></div>
External Research	<div style="width: 60%; background-color: #333; height: 10px;"></div>
Clemson Engl Website	<div style="width: 10%; background-color: #333; height: 10px;"></div>

Quote

"English was my favorite subject in high school, and I always knew that this was going to be my major in college."

Influences

HS English Teachers	<div style="width: 80%; background-color: #333; height: 10px;"></div>
Parents	<div style="width: 40%; background-color: #333; height: 10px;"></div>



Major Transfer

Alison Miller

Bio

Allison started out at Clemson as a Chemical Engineering major because she felt pressure from her parents and older brothers to become a STEM major. Although she always felt more passionate about reading and other creative endeavors, she felt as though she would not be successful if she chose a non-STEM major. After realizing that chemical engineering was not the right choice for her, Allison decided to follow her passion and changed her major to English. She still has doubts about the future, but she knows that pursuing a degree in English was the right decision.

Demographics



Age
20



Family
Parents are married, two older brothers, middle class



Hometown
Livingston, NJ

Goals

- Be passionate about her major.
- Take classes that will help her get a job
- Get a job after college

Frustrations

- Justifying her major change to family
- Worrying about graduating on time
- Concerned about decrease in job opportunities

Motivations



Wants to graduate with a degree in English

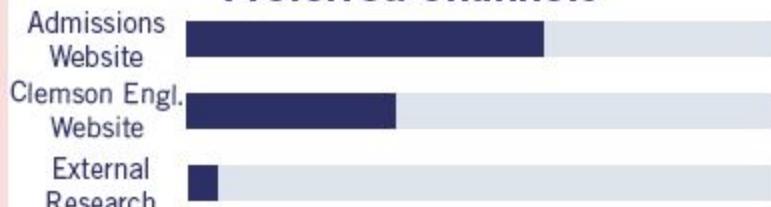


Wants to gain valuable skills that are directly related to her career goals



Wants to use the skills she learned to get a job after graduation

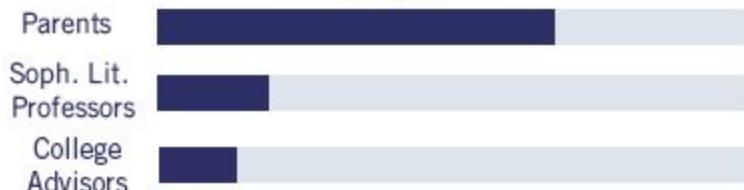
Preferred Channels



Quote

"Even though I loved English in high school, I felt pressured to pursue a STEM career. I realized that I didn't have a passion for Chemistry, and I transferred into the English program."

Influences



Journey Maps

Tess Sloger and Rory Vogt

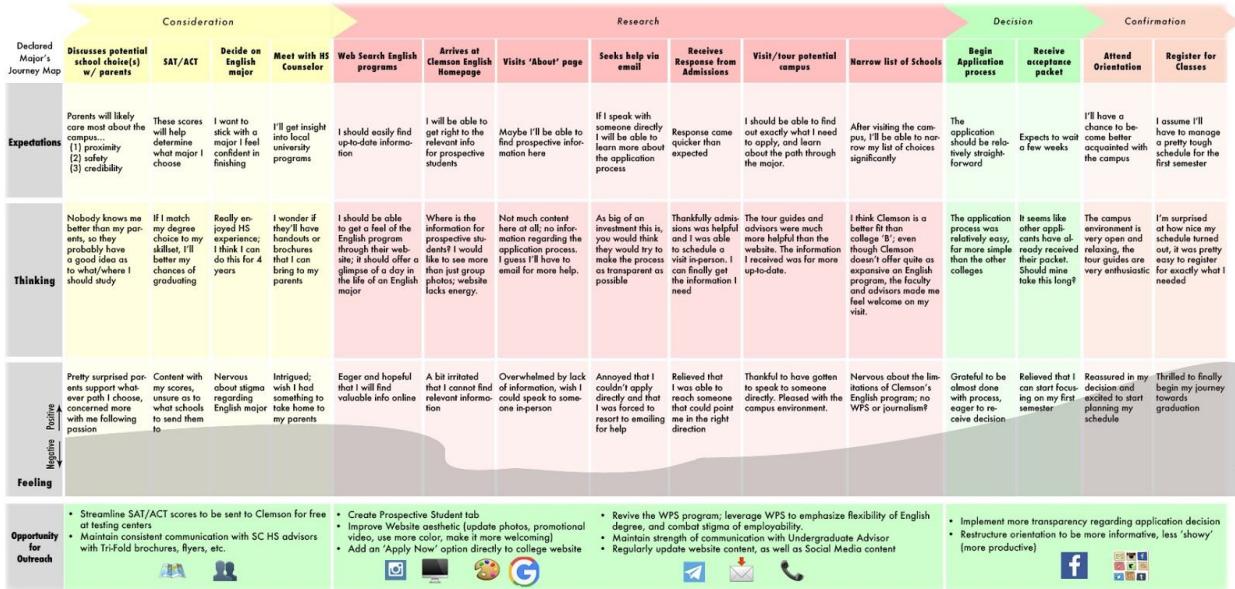
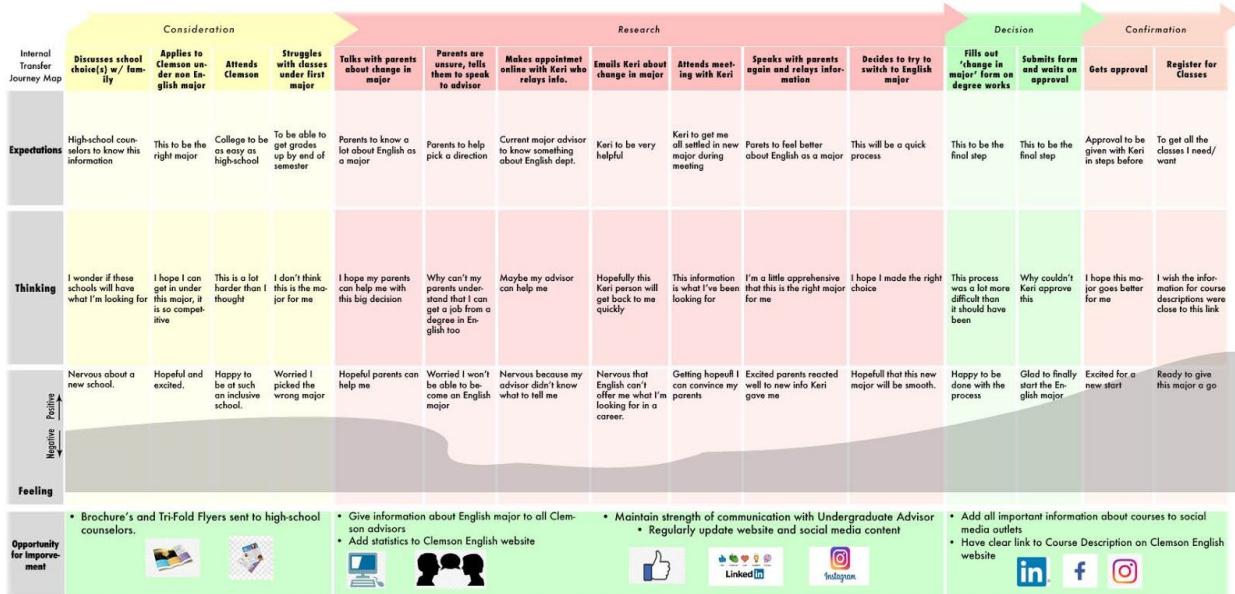
From the information we gathered from our research, we compiled a map of the journey that the average student would take to become an English major. Through our research, we found that 60% of students who transferred to the English department, did so after their freshman year. Most people transferred because they did not like their other major or could not handle the workload. Their parents and advisors helped them in making the decision, and some of them went to the career center to take personality tests. We found that 40% of English majors did apply directly into the major, and they did so because they loved their high-school English classes and were good at the subject.

Since we found that 60% of students transferred to the major, we created two journey maps because the journeys of a transfer major are different from the journeys of majors who declared English as a major before they entered the University.

On the top row, we have categorized the stages that the student will go through. The second row (read left to right) shows the journey that the student took including actions and steps. The third row shows their expectations of what should happen in that stage, and the fourth shows what they are thinking. The fifth column tells about how they are feeling including their level of positivity at that moment. The bottom row may be the most important for the purposes of the English department because it shows what opportunities the department has for outreach at any given moment in a student's journey.

STRATEGIC MARKER

UX Consulting | CLEMSON, SC



[View Journey Maps as full quality PDFs](#)

Recommended Content Channels

Tess Sloger and Sophia Radebaugh

Purpose Statement

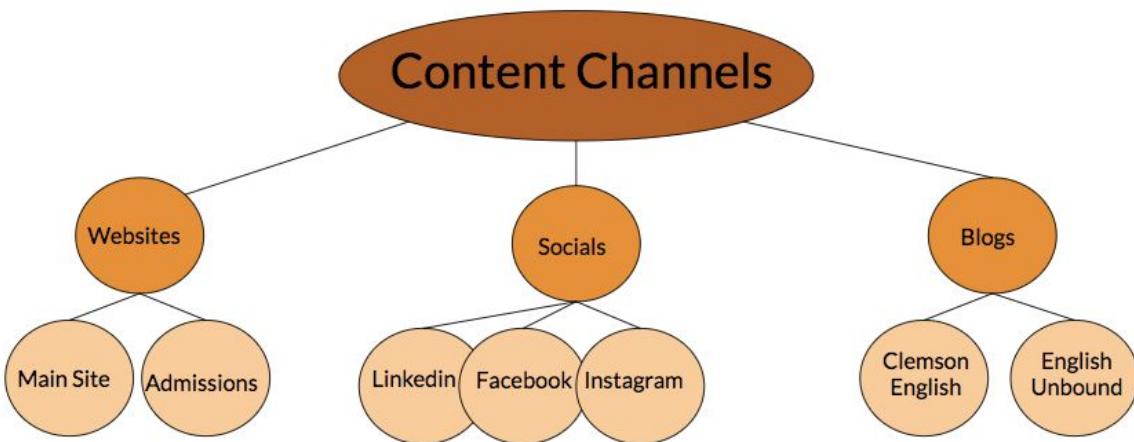
Using the information from the content inventory and the Journey Maps, we decided which channels would be best for the English department to continue to maintain. With the understanding that the department would like an easily sustainable content strategy, we chose to continue only the most easily maintained channels.

Methodology

As a team, we took a look into Clemson English's Facebook, Instagram, and Youtube. By just taking a brief look into these pages, we saw that they are rarely being updated with valuable information. By looking into the Clemson English website and the undergraduate tab off of admissions, we found that there were a few crucial components to the English program that are not being represented on the webpage, like English Unbound and the English Majors Organization.

Findings

We would like to see the Clemson English department continuing to maintain its website, the admissions website, Facebook, Instagram and LinkedIn, and the English Unbound blog. We would like to see the blog become a more prominent channel since it is already maintained by the Pearce center and requires no other labor.



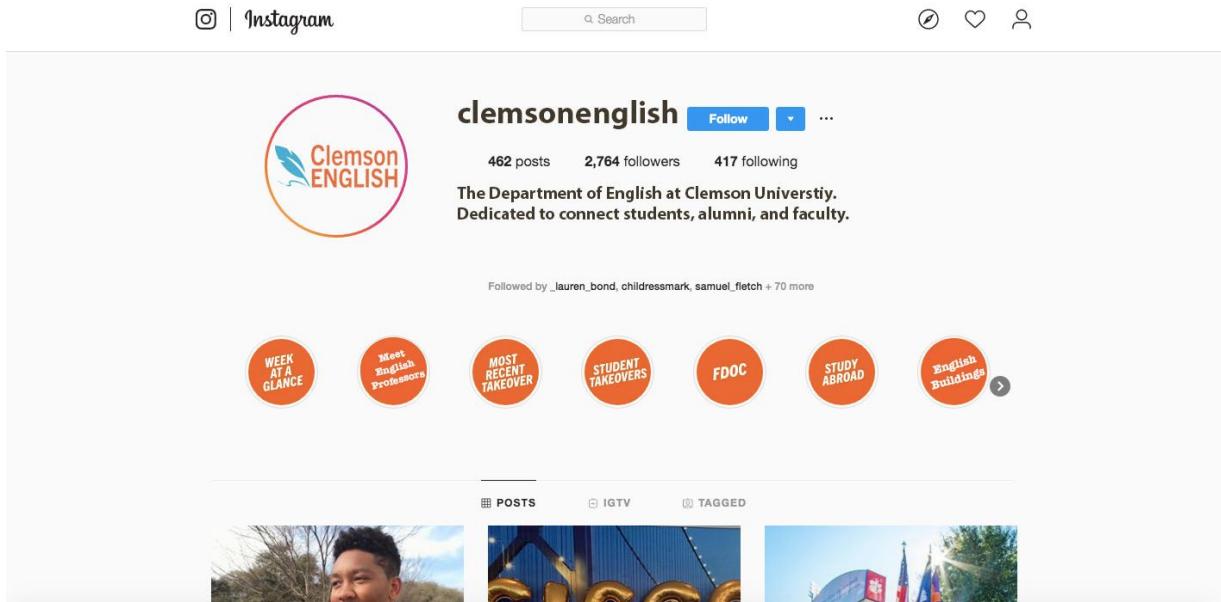
Social Media Recommendations

Sara Culclasure and Sophia Radebaugh

For social media, we would like to see a revamped Facebook and Instagram page. Below are some examples of what we would like to see on Facebook and Instagram pages.

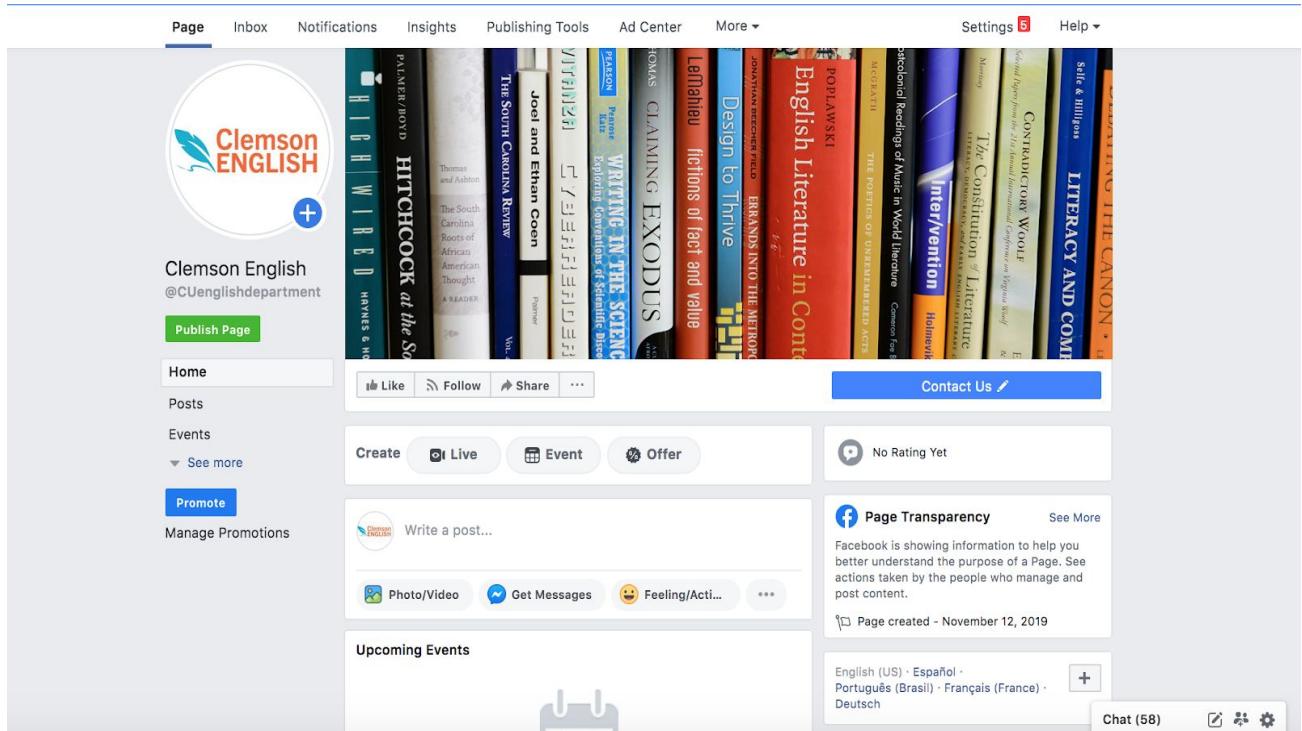
Instagram

We would like to see a more professional looking page, with a new logo as the profile picture. We would like to see it further updated with information about students, faculty, staff and prospective student information. Instagram appeals to prospective students who are younger and will use it as though it were a website to get information about the department. They would like to see what it is like to be an English major, so utilizing stories can show the realtime life of what they could be doing if they were an English Major.



Facebook

We would like to see a Clemson English Facebook page that is similar to the Instagram page in its professional look. The new logo as the profile picture and the books as the cover page will assure prospective students that they have come to the right place. Facebook can be used for posting helpful information to prospective students but is more often used by alumni. Use the page to keep up with alumni, parents, and faculty with interesting articles and features about current students, faculty, and alumni. Keep followers engaged with high-quality images and relatable information. Keep link sharing to a minimum and ensure that each link will be relevant to the whole audience.



LinkedIn

A LinkedIn page will allow easy connections to alumni and industry professionals. Nearly all of the Clemson English alumni are on LinkedIn and their pages can be easy if they have mentioned that they are graduates of Clemson English on their pages. Current students can also be found on LinkedIn and will be interested in your page. Since alumni and students will post about when they get new jobs or internships, share that information with the group to quickly spark a community. Students and alumni in the industry may also be interested in being featured on the Clemson English LinkedIn. Keep all posts about professional work for current students and alumni.

The screenshot shows the LinkedIn profile page for the Department of English at Clemson University. At the top, there's a navigation bar with links for Home, My Network, Jobs, Messaging, Notifications, Me, Work, and a 'Try Premium Free for 1 Month' button. Below the navigation is a message from the department: "English Department, complete these steps to get the most out of LinkedIn:" followed by links to "Find connections", "Follow hashtags", and "Add work experience". The main profile area features a banner image of a row of antique books. On the left, there's a circular profile picture placeholder for "Clemson ENGLISH" and a "Clemson University" logo. The page title is "Department of English at Clemson University" with a subtitle "We are the Department of English at Clemson University, here to connect students, professors, and alumni." Below this is a "Clemson, South Carolina · Contact info" link. To the right, there are sections for "Edit public profile & URL", "Add profile in another language", and a "See jobs" button with a "LinkedIn" logo. At the bottom of the profile section, it says "Profile Strength: Beginner". To the right, there's a sidebar with a "James W. Horse Illustration" thumbnail, a "Messaging" button, and a three-dot menu.

Pages to Discontinue

We recommend that the Clemson English Twitter be taken down. Twitter is a platform that requires near-constant posting and updating to remain successful. While having Twitter is a great goal for the department, at the current time we do not see it as a sustainable platform necessary for recruiting.

We also recommend the discontinuation of the Clemson English Youtube channel. With the department making fewer videos, we should focus efforts on social media and host videos on either Facebook or Instagram if necessary.

Clemson English Website Content Audit

Savannah Hall, Caylin Hirapara, Tess Sloger

Purpose Statement

In order to collect information on the content of the English department website, we did an in-depth audit. We wanted to collect information on each webpage, including media type, word count, links, and response time. In order to understand what was working for the English Department's web page, we needed to know what pages were getting the most online traffic as well. We worked our way through in the order that a potential student or parent might obtain information about the major. This information was important because it let Strategic Marker know what pages were doing their job of getting the right information across in an acceptable time frame with the fewest amount of clicks at each point.

Methodology

To get started obtaining the necessary information on the English Department Website by doing a general inventory of the content. In our initial content audit, we found that the Clemson English website has 41 pages. By using Screaming Frog, a software made to inventory content of websites, we were able to get a content audit report. Using the results of the report, we have created a site map ([full image](#)) where we could see how each page related to each other.

We acquired the general information with the content audit software Screaming Frog. From the [audit](#), we were able to see the word count, headings, picture count, links, and media types of each page. We decided that we would also need a description of each page to be thorough. This was done by going from page to page in order and taking count of the content users like pictures, links and our overall impression of each page. For each webpage, we used the same method for collecting an inventory list. To find the necessary information from [Google Analytics](#), all that was done was going onto the website and running a report using

the Clemson English Department website to see which pages were getting the most traffic.

Findings

From our research, we found a number of issues that need to be addressed. While completing the content audit of the English Department website, we found that we were missing an opportunity to give prospective students information by placing it in various tabs. They needed a place where testimonials and contact information could be placed. This is something that we recommended is changed right away. There were a few things about the Clemson English webpage that we would recommend keeping the same, and that is the Faculty section. According to our research, that seems to work and get the appropriate amount of traffic.

Here is the full list of recommendations from the content audit:

General Recommendations

- Each page should have at least one image with captions
- Keep all testimonials updated, and gather new testimonials every year.
- English Unbound Plug into homepage (like architecture)

Content Recommendations

- Change the current students' homepage to contain more information vital to current students. The advising page seems to have great information, so we recommend making the current students landing page.
- Consolidate to arts humanities and lit with advising
- Move advanced writing to advise or fill with content
- The first paragraph of alumni page reworded and copied to testimonials
- Link to social media on the alumni page
- Move testimonials from alumni news page

[View the full Clemson English Website Content Audit](#)

[View the full Clemson English Website Google Analytics report](#)

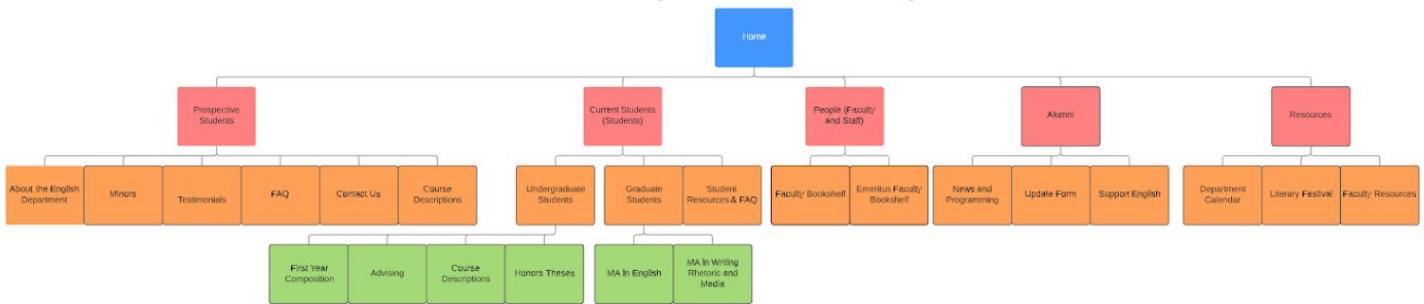
Site Structure Recommendations

- Combined About and Academics into Prospective Students
 - Add a tab about minors (from Undergraduate Students)
 - Add a testimonials page (from Alumni)
 - Add course descriptions
 - Remove Advanced Writing
 - Remove Arts & Humanities Literature (Combine with Current Students)
 - Move the First-Year Composition to Undergraduate Students.
- Consolidate Current Students Tab
 - Add a Student Resources and FAQ tab to the Current Students tab
 - Move information from Advising to the Undergraduate Students Landing page
 - Move Testimonials to Prospective Students
 - Consolidate Masters of English to one page (Move student resources and FAQs to a new page)
- Leave People and Faculty
- Restructure Alumni and Friends tab
 - Rename the tab Alumni
 - Consolidate Testimonials into Prospective Students tab
 - Consolidate Support English and Donate into one Support English page

Current Site Map



Proposed Site Map



[View proposed site map as full quality PDF](#)

Part 3: Content Creation & Recommendations

In the third phase of our content strategy, we began to create reusable content for the Clemson English department that would follow the needs of our prospective students that we found in our research phase. The Strategic Marker team created branding guidelines so that the English Department could show a more cohesive and consistent brand on all platforms. We also created a new logo, a new website homepage, a flyer, and a video that the English department can use to better recruit prospective students.

Branding Guidelines: Colors & Fonts

Ely Middleton

Following our findings from the Clemson University Brand guidelines, we determined that as a department, we are limited by the Clemson colors or swatches and fonts that we can use.



We searched through the current color schemes of every department website on Clemson.edu to find a more eye-catching color combination. In the end, we decided on a new color scheme of Gray (Innovation 40%) and Clemson Orange. This color scheme has a great contrast between the light and bright colors and we feel that it would brighten up the website and also the marketing content.



Logos

Caylin Hirpara

We have provided three options for new logos with the same general theme. The contrast between the orange and blue makes it noticeable and colorful. The quill is a symbol of communication, old fashioned enough to stand in for reading as well as writing in addition to calling out the power behind both.



[View full quality logos.](#)

Photography Guide

Ely Middleton

- Have the subject in relevant context and environment
- Capture real emotion (tenacity, spirit, achievement, etc.)
- Capture action and energy but keep the photo casual in attitude
- Avoid posing subject: let them move around and perform their job
- Look natural, as if the subject is unaware of the camera
- Good Examples of Photos



- Bad examples of Photos



The university has an official photo gallery on Smugmug. The link below will allow you to search for past and present photos over the past years. (Password is tigers)

[Smugmug Clemson](#)

Tone & Voice

Ely Middleton

All of the Clemson English written and visual content should have a consistent tone and voice that exhibits the following attributes:

- Pride
- Dedication
- Loyalty
- Creativity
- Intelligence
- Passion
- Accuracy/Clarity

Wireframes: New Website Design

Caylin Hirapara

Following the Strategic Marker recommended color guidelines, this is the new design of the Clemson English website. We find the contrast between the orange and the innovation gray to be a better fit to be eye-catching to prospective students. We also understand that English unbound is a great source of quality content from and about the English department. We would like to see this content in a more prominent place such as this bar that is currently on the Clemson

Architecture homepage.

The screenshot shows the Clemson English homepage. At the top, there is a navigation bar with three colored dots (red, yellow, green) on the left and an orange horizontal bar on the right. Below the navigation bar, the "CLEMSON" logo is displayed above the word "ENGLISH". A large, vibrant photograph of four diverse students (three boys and one girl) looking at a laptop screen is centered on the page. To the left of the photo, the word "ENGLISH" is written in large, bold, white letters. Below the photo, a block of text describes the English major's focus on literature analysis and critical perspective. To the right of the text, five small orange circles are arranged horizontally, with the text "Discover English here:" positioned above them. Further down the page, a section titled "ENGLISH UNBOUND" features four smaller images with corresponding captions: a woman standing in a modern building, a man in a white shirt, a man in a suit, and a man in a suit with a trophy. The bottom of the page features the "CLEMSON ENGLISH" logo again.

Being an English major means developing your abilities as a reader and interpreter of literature. Learn to understand the role of critical perspective in any analytical situation. Enhance your pleasure in the enjoyment of literature. Improve your abilities as a writer and editor. Clemson English encourages our students to not only relate and understand each other but to challenge the views of yourself and others with a heightened awareness of the power of language.

Our English majors are employed all over the world in roles including law, medicine, engineering, technology, government, theatre, academia, and education.

ENGLISH UNBOUND

Clemson rises in national rankings of America's best architecture and design schools.

With a passion for the past, Marcus leads historic preservation program

Architecture + Health program director David Allison receives lifetime achievement and Changemaker awards

Lucas endows new scholarship in the School of Architecture

CLEMSON
ENGLISH



About the English Department



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Marketing Content

Website Video

Hannah Rohaley, Sophia Radebaugh, Rory, Kadence Baker, Colin Kuhlkin-Hornsby, Sara Culclasure

[View Website Video](#)

During our initial meeting with Dr. Ashton, she expressed an interest in creating an introductory video for the website. She wanted a video that was concise, lively, and static but covered the department's missions, programs, and classes. Our team wanted to showcase the diversity in the department as well as visually depict the student's journey through the major. Due to scheduling conflicts, we could not include students of color in the video. We understand that this video has its limitations. We recommend in the future that the video highlights the department's diversity more, and use narration from faculty describing the mission statement of the department. We also recommend keeping the student journey storyline as the b-roll for the video as well as investing in better video equipment for filming.

Tri-Fold Brochure

Kadence Baker

As with other marketing materials, brochures are a good way for the department to make an impression on potential students. For this brochure, our team highlighted statistics from the data we collected from alumni, testimonials, and degree programs. The brochure has a more mature tone as it is a professional representation of the English department. It also utilizes the main Clemson University colors as it is a direct representation of Clemson University.

"CLEMSON ENGLISH ENCOURAGES STUDENTS TO 'CHOOSE THEIR OWN ADVENTURE.' SO WHETHER YOU'RE WORKING TOWARD YOUR DREAM JOB, GRADUATE SCHOOL, OR SOME UNDEFINED FUTURE, CLEMSON ENGLISH WILL GIVE YOU THE SKILLS AND RESOURCES TO GET THERE." - HANNAH PEARSON, CLASS OF 2019



Hannah Pearson



CONTACT US OR SCHEDULE A VISIT

Dr. David Coombs
Director of Undergraduate Studies
dcoombs@clemson.edu
864-656-3151

CLEMSON
ENGLISH

First Page of Brochure



WHAT WILL YOU LEARN?

Students who choose to study English will gain a wide variety of skills that will help them prepare for their future that goes beyond their four years at Clemson. Students will gain valuable writing, critical-thinking, and analytical skills that are unparalleled in any other area of study.

90% OF CLEMSON ENGLISH GRADUATES RECEIVED JOB OFFERS WITHIN A YEAR OF GRADUATION

60% OF THOSE GRADUATES WERE HIRED 1-3 MONTHS AFTER GRADUATION

WHAT CAN I DO WITH AN ENGLISH DEGREE?

Graduates with a degree in English can pursue a wide variety of professional disciplines. These include, but are not limited to, the following:

- Professional School (Law, Business, MA programs, etc.)
- Technical Writing
- Business Communication
- Marketing
- Publishing
- Advertising
- Elementary and Secondary Education

PROGRAMS

BA IN ENGLISH
This program challenges students to develop an understanding of literature, research, professional communication, rhetoric, and creative writing.

ENGLISH MINOR
The English department offers a variety of minors including English, Writing, Creative Writing, Film Studies, Screen Writing, Theatre, and Women's Studies.

MA IN ENGLISH
This program is designed for those who want to pursue literature or creative writing at the doctoral level, teaching higher education, or those who wish to enrich their English knowledge beyond undergraduate studies.

MA IN WRITING, RHETORIC, AND MEDIA
This program prepares students to be excellent communicators. It also provides the background for students who plan to pursue a PhD in rhetoric or technical communication.

Second Page of Brochure

[View the full quality brochure](#)

45

Flyers

Colin Kuhlkin-Hornsby

In an effort to capture the attention of potential students flyers and posters are a great medium to provide important information about the department in an informal manner. For this poster, we provided data derived from testimonials and alumni research. This poster highlights professional incentives that the English Department provides to its students as well as who to contact and where to look for more information. The colors are chosen to maintain a representation of Clemson University while also displaying the department's new logo.



The image shows two versions of a flyer titled "Write to Work". Both versions feature a photograph of a man with dreadlocks and a woman looking at a laptop screen. The left version has an orange background and the right version has a purple background. Both versions include contact information for Dr. David Coombs and career paths, along with social media links for Instagram and Facebook.

CONTACT US:

Dr. David Coombs
Director of Undergraduate Studies
dcoombs@clemson.edu
864-656-3151

Develop Professional Skills:

- Research
- Writing
- Communication
- Rhetoric
- Critical Thinking

Career Paths:

- Technical Writing
- Business Communication
- Marketing
- Publishing
- Advertising
- Elementary & Secondary Education

90% Of English Majors receive a job offer within one year of graduation.

 @ClemsonEnglish
 @ClemsonEnglishDept

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 @ClemsonEnglish
 @ClemsonEnglishDept

[View the full quality flyers.](#)

Part 4: Planning and Maintaining

The final phase of our content strategy involves ensuring that the content strategy lifecycle remains maintained. Our class was focused on creating a sustainable plan for how to maintain what we have started. We created a calendar of content for what to post on what platforms and we also made recommendations for the future.

Calendar of Content

Ely Middleton

This calendar serves as a way to organize the dates of the university, national holidays, and department events. You can then strategize and create social media content based on these dates, depending on the social media platform.

	National Holidays	Univ Event	Instagram	Facebook
August 19		Convocation		
August 21		Classes begin	FDOC	FDOC
August 27		Last day to register/declare audit		
Aug 29		e-Learning Day	No class meeting announcement	No class meeting announcement
September 3		Last day to drop without W		
September 7	Labor Day	No class	No class reminder	No class reminder
September 10		Last day to apply for Dec graduation	Seniors: deadline for Dec graduation is today	Seniors: deadline for Dec graduation is today
October 11		Last day to issue midterm evaluations		
October 12	Columbus Day	Fall break	Have a great break! CU next week!	Have a great break! CU next week!
October 14-15		Last day to drop without final grades		
October 29		Halloween	Happy Halloweennnn	Happy Halloweennnn
October 31				
November 1	Daylight Savings Ends			
November 3	Election Day		Have you registered to vote?	Have you registered to vote?
November 4		Registration for spring begins	Reminder: registration begins today!	Reminder: registration begins today!
November 11	Veterans Day		Today, we say a special thank you to those who have served.	Today, we say a special thank you to those who have served.
November 25-29		Thanksgiving holidays		
November 26	Thanksgiving		Happy Thanksgiving! What are you thankful for?	Happy Thanksgiving! What are you thankful for?
December 9-13		Final Exams	Good luck, Tigers!	Good luck, Tigers!
Decemer 18		Deadline to submit grades		
December 19		Graduation	We are so proud of our grads!	We are so proud of our grads!
December 24	Christmas Eve		Merry Christmas, Tigers!	Merry Christmas, Tigers!
December 25	Christmas Day			
December 31	New Years Eve			
January 1	New Years Day		Happy New Years! What is your 2021 resolution?	Happy New Years! What is your 2021 resolution?
January 6		Orientation/Late enrollment		
January 8		Classes begin	Welcome back, Tigers!	Welcome back, Tigers!
January 14		Last day to add/declare audit		
January 20		MLK Jr. Holiday	No class reminder	No class reminder
January 22		Last day to drop without a W		
February 14	Valentine's Day			
February 17	President's Day			
February 28		Last day to issue midterms evaluations		
March 8	Daylight Savings Starts			
March 13		Last day to drop without final grades		
March 17	St. Patrick's Day			
March 16-20		Spring Break	Have a safe spring break!	Have a safe spring break!
April 4-11		Honors/Awards Week		
April 6		Registration for Spring begins	Reminder: registration opens today!	Reminder: registration opens today!
April 12	Easter			
April 15	Tax Day			
April 27-May 1		Final Exams	Exam tips	Exam tips
May 4		Deadline to submit grades		
May 5	Cinco de Mayo			
May 7-8		Commencement		
May 10	Mother's Day			
May 7		Graduation	Congrats to all of our graduates!	Congrats to all of our graduates!

[View the full quality Content Calendar.](#)

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April 12	Easter			
April 15	Tax Day			
April 27-May 1		Final Exams	Exam tips	Exam tips
May 4		Deadling to submit grades		
May 5	Cinco de Mayo			
May 7-8		Commencement		
May 10	Mother's Day			
May 7		Graduation	Congrats to all of our graduates!	Congrats to all of our graduates!

Content Ideas

- Where are They Now
 - Feature of alumni and where they are now in their career
- Tips for Freshmen
 - Weekly series where students and faculty record videos giving tips to incoming freshmen

- Course Feature
 - Post that talks about new courses that are being offered
- LIVE Stream Speakers
 - LIVE stream speakers whenever they come to campus via Facebook/IG
- Student Takeovers
 - Have students take followers with them as a day in the life of being an English major

Staffing and Content Management

Hannah Rohaley

Purpose Statement

Strategic Marker UX Consulting decided to look into the current workflow of the content management structure for the English Department website. In order to recommend any changes to the content management of the website, we investigated the current structure of the workflow. Although our team is limited in making changes in terms of Web Services and the college webmaster, we made some interdepartmental suggestions.

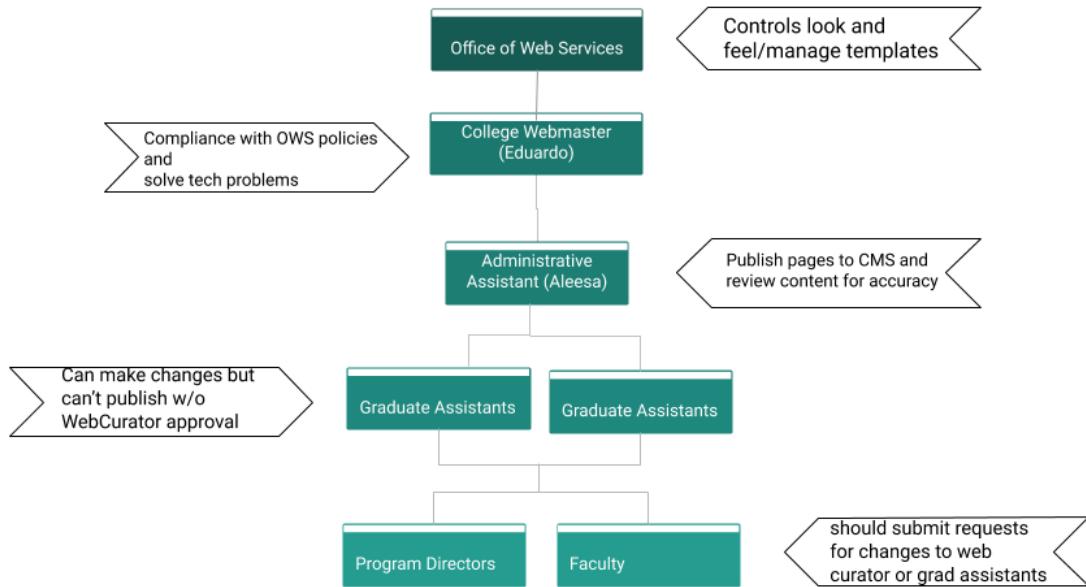
Methodology

We consulted Eduardo Nieves, current CAAH webmaster, about the current English Department workflow. He provided us with the information seen in the graphs below. We also consulted a faculty member as a reference to the web curator's knowledge of the position.

Findings

The image below shows the current workflow pattern exhibited by the English Department:

Current Workflow Diagram

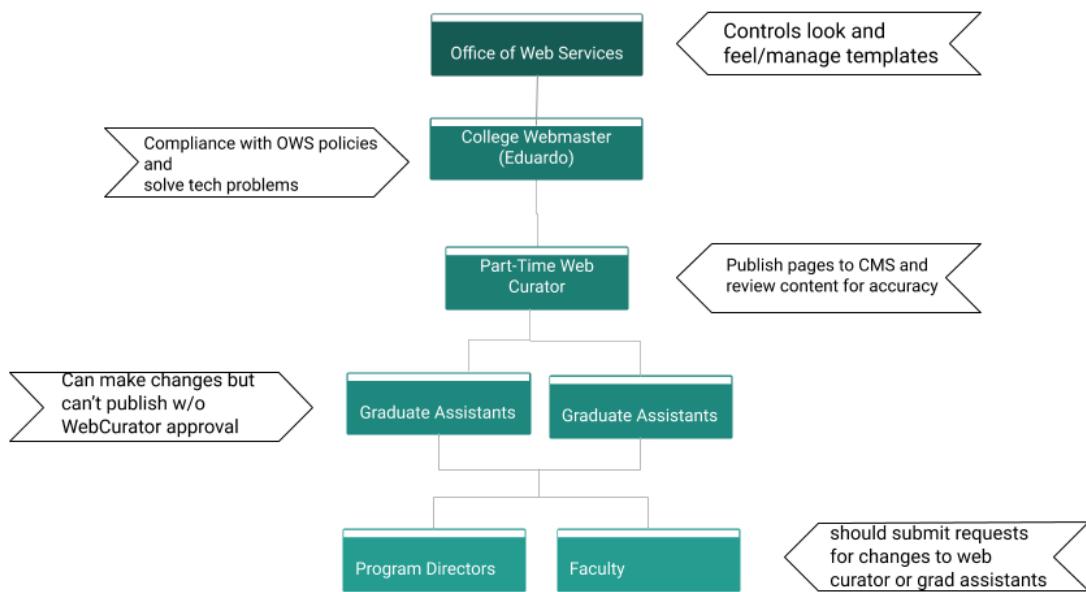


We found that the current model encounters a problem when the changes get to the Web Curator. Our source mentioned that the current web curator was not aware that they held the position due to the Administrative Assistant's current workload. This, in turn, potentially creates a backlog of relevant information for the website.

Recommendation

We suggest a very similar model to the current one. The recommended model is shown below:

Recommended Workflow Diagram



The only change that we recommend making is hiring a web curator as a part-time position. Due to the workload of the Administrative Assistant and the inconsistency of appointing a grad student in the position, the team recommends that the best option is to hire a part-time Web Curator to allocate the necessary time associated with the responsibilities.

Conclusion

The students of this class appreciate the opportunity to work with the English department with the goal of creating a better English department for us and future students. We hope that you will consider our recommendations and continue with our content strategy moving forward.

Appendix

[Student Interviews](#)

[Alumni Interview Results](#)

[Parent Interviews](#)

[Faculty Interview Results](#)

[Journey Maps](#)

[Personas](#)

[Google Analytics](#)

[Content Audit](#)

[Site Maps](#)

[Wireframes](#)

[Logos](#)

[Video](#)

[Trifold Brochure](#)

[Flyer](#)

[Content Calender](#)