

DIS First Impact Political Participation Campaign

Strategic Communication A

Matt Faden, Mason Erb, Nick Guthman, and Austin Adams

INTRODUCTION

Young people ages 18-29 are the age demographic that are the least likely to vote in U.S. elections¹. Additionally, in 2014 only 4% of eligible voters abroad sent in absentee ballots². Also, the process of voting abroad is a significantly longer and more difficult process than voting in the continental United States. Combining these factors leaves First Impact with the very challenging problem of encouraging DIS students to register and vote in their first presidential election.

Every presidential race is important, however this presidential election is of special importance to our generation. According to one think tank, The Brookings Institution, this election is the most important election since 1932, with the next president influencing major decisions concerning health care policy, Social Security, and environmental policy³. Not to mention the fact that the next president of the United States will appoint at least one and possibly as many as four Supreme Court Justices. Justices are appointed by the president, align with the president's political ideology, and are appointed to that position for life. Meaning, whichever presidential candidate wins the race will be able to further their agenda and ideology in how the Constitution is interpreted long after they are out of office. As a result, it is our charge to get DIS students - many of whom are first-time voters - informed, registered, and voting in this election to promote present and future democratic participation.

Our goal is to have two broad themes in our strategic communication plan to combat the two main barriers to voting that we gathered from our survey results and focus group: not knowing the full consequence and impact of a single vote, and a lack of

convenience in the voting process. With the electoral college system that we have in the United States, many students who live in majority Republican or majority Democrat states feel their vote does not matter. However, voting Democrat in a Republican state, or vice-versa, actually does provide minority statistics and does influence policy being created. In states where the outcome could be close, each and every vote counts, as the state election could be decided by as few as a hundred votes and swing the national election significantly. Additionally, while an individual could not like either candidate, understanding that the election has repercussions for future Senate and House of Representative elections, and for nomination of Supreme Court Justices is imperative. Lastly, for convenience we want to create an interactive graphic and tool that provides explicit directions of how to start and complete the process of registering and receiving an absentee ballot abroad.

STRATEGIC COMMUNICATION

We decided to follow the Chipotle model of a grassroots strategic communication campaign that allowed for us to really get to know our target audience, DIS students, and fit well with our small scale⁴. As a result we focused on being present in the public eye, and being as interactive as possible with our audience. We also wanted to emphasize sincerity in First Impact's brand image, because of the positive correlation between brand sincerity and consumption of that brands product, which in this case is registration for voting⁵. As a result we incorporated into our mission, not only the idea that we want students to participate in the democratic process for this election, we want them to continue their participation in the future as well.

The process we chose to use for our strategic communication campaign comes from the Stanford University Design School. Our process follows the steps of empathizing, defining, idea creation, prototyping, and testing⁶.

EMPATHIZING WITH THE TARGET AUDIENCE

The first step in launching a strategic communication campaign ought to center the voices and opinions of the target audience. In this case, the target audience is the entire student body at the Danish Institute for Study Abroad in Copenhagen (DIS), during the fall semester of 2016. In order to begin our campaign, we sought out critical preliminary research to help guide our strategic communication campaign. So, the first step was to draft a survey that could be distributed to a random sample of the DIS students. The survey we created included the following five questions and pertained specifically to the 2016 American presidential election:

1. Are you registered to vote?

2. Have you applied for an absentee ballot?

3. How likely are you to vote?

1. (Scale: 1 2 3 4 5 6 7 8 9 10)

2. If you intend to vote, why? If you do not intend to vote, why not?

3. How likely are you to vote in another election? (Local, State, Midterm, etc.)

1. (Scale: 1 2 3 4 5 6 7 8 9 10)

Question number four was included as our first attempt to provide a space for our target group to share their reasoning and opinion with us, and for us to identify how to best reach the students we need to target within the overall group of DIS students. Through

this question, we hoped to gain insight into the emotional mindset of our target audience and find out what was galvanizing students to vote in the election as well as what barriers were being faced in the process of voting while abroad.

At the end of the survey, we included the following question: “Would you be willing to talk more in-depth about your plans to vote or not vote in the Presidential election? If so, please provide your email below:_____.” After receiving 11 responses (emails) for this question, we coordinated a focus group to discuss the needs of our target audience and to further find ways to empathize with them before fully launching the campaign. Before discussing the results of the focus group, let us first explore the results of the initial survey.

The first question simply wanted to evaluate the percentage of students who were already registered to vote. After surveying 77 students from a variety of courses, we found that 90.9% of students were already registered (Figure 1). This was an encouraging insight, as the registration process alone can take a long time and be very complicated. However, as we move to the second question about applying for an international absentee ballot, only 64.9% of students said “yes” (Figure 2). In other words, one-third of the DIS student population has yet to apply for the absentee ballot that enables them to vote while studying abroad. Furthermore, on a scale of one to ten, with one being “I do not intend to vote” and ten being “I am definitely voting,” approximately 15% of the student population ranked the question “How likely are you to vote in the upcoming election?” at 6 or below (Figure 3). Question two and three were

slightly discouraging, but also highlights that there is a need for a communications campaign focused on empowering DIS students to vote.

The fourth question was qualitative. And though most responses were short, there were a few clear insights that we can derive. First, most students who intended to vote noted their civic responsibility. In the United States, there is a sentiment of civic duty around voting, since the right to vote was not always guaranteed, and is still not guaranteed for many American citizens. Second, many respondents mentioned the importance of this election and the consequences of it. For example, multiple respondents mentioned the Supreme Court and how the next President will have the power to appoint at least two if not more Supreme Court judges. On the other end of the spectrum, the students who did not intend on voting mentioned a general lack of convenience in the international absentee ballot process. These general themes were helpful, however we wanted to move beyond the short statements and try to uncover what was at the root of this qualitative data by hosting a focus group.

On October 5th, our team met with four students who offered to talk more in depth about voting while abroad. We centered the conversation around their general feelings toward politics, voting, and specifically their challenges with voting in the upcoming presidential election. We also aimed to discover what the focus group participants identified as challenges and frustrations with the voting process. We gained great perspective and feedback from conducting the focus group, and a brief summary of the discussion is outlined below:

- After discussing the voting process as a whole, the main challenge that was identified was inconvenience. The international absentee ballot application process varies by state, but generally involves applying, printing, scanning and emailing or direct mailing your ballot back. For many students, the process, in and of itself is too discouraging to even try. This insight correlates with our findings from the initial survey.
- When our team pitched the idea of a Vote Journey— creating a resource that would outline and simplify the process of voting-- the feedback was very positive. They suggested the Vote Journey be interactive and as easy as possible for students to utilize.
- Lastly, our team asked for their feedback about hosting a debate watch party at the Studenterhuset, and this idea got overwhelming support. We observed a general sentiment that having face-to-face contact with our team would help galvanize people to go through the registration and voting process.

This qualitative analysis of the actual target audience was paired with qualitative analysis on the 2016 presidential election already offered on the internet. In a Vlogbrothers channel video “Why I Didn’t Vote (And Six Reasons You Might Not),” YouTube creator John Green engaged with their audience about why they are not voting in this election. The top six reasons were as follows:

1. Eligible voters do not want to choose between the lesser of two evils⁷
2. Eligible voters are not informed about the issues and/or do not care about them⁷
3. Eligible voters are Republicans in a majority Democrat state or vice-versa⁷

4. Eligible voters believe the system is corrupted by voting and their votes do not matter⁷
5. Eligible voters encounter illness, disability, or transportation problems on election day⁷
6. Eligible voters are overwhelmed by the process of voting⁷

Combining this analysis with our own, two insights emerged regarding our campaign stakeholders, as discussed in the following section.

DEFINING THE PROBLEM

The two biggest problems that we discovered from surveys and focus groups relate to understanding the true consequence of the vote and the difficulty of the registration process. While it is not possible for our organization to change the difficulty of the process, what both problems have in common is a lack of information. Consequently our problem is finding the best and most effective methods of communicating the information relating to all the ways that their vote counts, for this election and future elections, as well as the best method of communication for helping students along the process of registering, receiving a ballot, and voting in this election while abroad.

IDEATION OF CAMPAIGN METHODS AND MESSAGING

Preparing the experience of the strategic communication campaign had many facets. In order to develop a strong creative concept, we welcomed the input of previously existing campaigns regarding voter participation to form our own. Specifically,

we attempted to contact the organizers of a voter registration event at the United States Embassy to gain their perspective on eligible voter habits. Unfortunately, this group proved to be too much of a challenge to reach. However, there were several other sources that influenced our creative thinking. We studied a voter registration poster found in Vestergade 23 (Figure 4) and a celebrity promotion video from the Save the Day campaign. Additionally, with the encouragement of our instructor, we explored the Avaaz registration tool focused directly at students studying abroad without absentee ballots.

This background focused our ideation exercise performed in class on 29 September 2016. Here, each member of our team spent ten minutes writing down any and all ideas for strategic communication campaign activities, messages, and channels to reach the target audience (Figure 5). This amounted to roughly fifty unique ideas. Synthesizing these ideas, we selected the three ideas with both greatest overlap and perceived potential for impact. These were: 1) a Facebook page, 2) a Vote Journey, and 3) a community event.

Coming together, we focused on expanding upon these three ideas. We uncovered the possibility of sharing relevant videos, resources, information, and events on the Facebook page. We hope to use this as a significant channel in reaching DIS students. Moreover, the Vote Journey will serve as a tool that simplifies the process for students looking to register to vote or for an absentee ballot. Portraying the different stages a DIS student may be at within the registration process, the Vote Journey will include resources enabling students to finish the process. Finally, we plan to form an

activity for the community event. Utilizing a student space, Studenterhuset, we conceived the idea to host a watch party for the third presidential debate. This will include trivia, a bingo drinking game, and resources (like the Vote Journey) to allow DIS students to register. At this point, we have reached out to Studenterhuset to host the event on 20 October 2016 and they have responded with enthusiasm.

PROTOTYPING MESSAGES

Progressing forward, our team prototyped messages attempting to broadcast our message. First, we created an initial iteration of the Vote Journey (Figure 6). In an effort to make this clearer and to include more specific information, a second iteration (Figure 7) was made prior to the focus group discussion. At this focus group discussion, we received feedback on this second iteration in order to form a third iteration of the Vote Journey, where we will digitize the tool. This feedback included keeping colors as bi-partisan as possible, implementing graphics, allowing for user engagement with the tool, and making the tool as simple to use and understand as possible.

Additionally, our logo has undergone multiple iterations as we attempt to frame our message properly. Figure 8 shows the first iteration of the logo, while Figure 9 shows the second iteration of the logo. We designed the logo with the intention of creating a societal gain frame, as well as an individual loss frame⁸. Gain and loss framing have the same goal under different contexts: highlight the outcome of performing/not performing a behavior⁸. Respectively combined with societal and individual frames, we are able to navigate the message to a more specific purpose. In this election, our generation has the opportunity to make our First Impact on our society and future by voting. Greater voter participation improves society as the democratic process is supported by those it

governs. Moreover, should an individual choose not to vote, they then lose the opportunity to shape the future that reflects their personal ideals most. Based on focus group feedback, we will prototype a third version of the logo to reflect our purpose with greater clarity.

TESTING THE MESSAGE

Though the driving message of the campaign has not yet been established, we have a few ideas on how we will engage in the process of testing our message. First, we can revisit our focus group participants and ask for their insight. What's more, we could increase their involvement in the process and project by asking them to share our message with a few of their DIS friends to see how new members of the target audience react. Second, with our plans of creating a Facebook page we will be able to analyze engagement of each post. As we test and diversify the different messages of the campaign, Facebook analytics will be a great asset in determining effectiveness. Third, it would be easy to create another brief survey to distribute to a sample of DIS students, asking them to rank our messages on a scale of one to ten; furthermore, we could include a question on the same survey asking students about their general awareness of our campaign. We will also test our message and its effectiveness based off the number of people who attend our debate watch party at Studenterhuset—we intend on gathering more qualitative data from our conversations with attendees. A combination of these approaches to testing our message will provide us with a wide range of insights and, in theory, increase the effectiveness of our campaign.

CHALLENGES AND FUTURE WORK

This campaign has faced several challenges. To start, the time frame to launch an effective campaign that incorporated different strategies of design thinking was shorter than we would have liked. We first had to learn and understand basic principles of strategic communications and design thinking, and then we had to go through the actual process. Since we are operating within the time frame of the presidential election, our project deadline was shortened by one month, and as a result, we have had to move quickly through the process. Further, we faced challenges of planning community based events. There are two major reasons for this: being new to Copenhagen and DIS, we were unsure how to navigate through the school and community network. And with several travel and study breaks in the DIS schedule it was difficult to find multiple times and dates for events, especially before the election. We also had to brainstorm an organization that would be willing to shoulder the costs of the event, as we are operating without a budget.

Our team met another source of challenges in survey and message bias. There was slight selection bias in the surveys, since they were handed out to the classes which we were in. This may have led some students to answer differently since they knew we would be working with the data. Second, our sample size was not as large as we would have liked it to be, however, within our time frame it was the best we could do. In terms of message bias, it was difficult to remove the team member's personal interest in the election and candidate preference from the strategic communication campaign itself. In order to remain non-partisan, our team had to work diligently to create

messages that would appeal to all members of the target audience, not just those who held beliefs similar to ours.

We also felt challenged with creating a method to evaluate the success of the campaign. It would be tremendously difficult to collect real data on the number of DIS students who voted in the election as a direct result of our campaign. We can be hopeful that our campaign played a generally positive role in motivating students to vote, but to get real numbers on the direct impact was likely our greatest challenge. Finally, the overarching challenge of this campaign was operating under the American system of voter registration. Simply put, it is inconvenient to vote in a U.S. election while studying or travelling abroad. Our campaign aimed to make this process more convenient, and specifically communicate and raise awareness about the different tools that are out there for Americans abroad, but the overall system was out of our control. Additionally, efforts at communicating the “how-to” of absentee voting to students are complicated significantly by differences in state laws and regulations. If the system as a whole was more convenient and streamlined, the communicative burden of this campaign would have been greatly reduced.

Bearing these challenges in mind, our team is ready to move forward with a campaign that encourages and aids students in participating in the political process and creates lifelong politically engaged citizens.

EXECUTING THE STRATEGIC COMMUNICATION CAMPAIGN

The Vote Journey (Figure 10)

After looking at the results of our survey and speaking with the students in our focus group, one of our main conclusions was that a key problem preventing students from tackling the absentee voting process is how confusing and difficult they can perceive it to be. The process varies by state and could involve filling out and mailing multiple forms, waiting for a response, and finding out how to mail or fax your completed ballot back to election officials. For some who are not enthusiastic about politics, this process seems daunting and more trouble than it is worth. In our communications plan, we combat this problem by generating the enthusiasm for voting through our watch party and offering personal help at the event. However, we decided based on focus group responses that it would be beneficial to create an interactive tool for students to use that they could move through like a checklist. We envisioned this as the “Vote Journey,” which would distill the process down to a few digestible steps, lay it out in an attractive manner, and provide helpful links and tips for students to follow. We saw this as a way to keep students engaged in the voting process even when we couldn’t be at their side.

The Vote Journey simplifies the process of absentee voting down to four steps: registering to vote, applying for an absentee ballot, filling in the ballot, and sending it back.

The first step, registering to vote, is present not only to make sure students are registered but also to push students who are already registered to continue along the path. Instead of framing the Vote Journey as a tool for registered voters and having Step One be applying for an absentee ballot, we make the Vote Journey seem more

accessible even though most students are already registered voters according to our data. This way, when a student who is already registered starts the Vote Journey, they skip right to Step Two and feel like they are midway through a process (and should finish it). They also get some reinforcement for moving forward in the process before they even start taking action.

According to our conversations with students, the step most likely to turn people off is the absentee ballot application itself, so we focus on it heavily in the Vote Journey. This step is complicated, so to present all the relevant information without drawing out the number of steps we added an extra side blurb that provides more information for those who need it. Here we provide links, encouraging words, and screen grabs of the sites we link to help people know what they are looking for. We hypothesized that someone would be more likely to follow a link to an outside website if they can know what they will be looking at before they click, making them more likely to follow through. We also offer a personal tip in this section, to vote by email if you are able. This little blurb serves to direct students to the option we know will be easiest for the vast majority of them. While email voting is not available in all states, we leave the suggestion to excite people with the possibility of easily voting by email. Even if they find they are unable to, they will already be farther along in the process and more likely to complete it.

In step three we skip ahead to filling out the ballot. For some, waiting for it to come in the mail can take a while, but we wanted to draw emphasis away from the dull wait and towards the gratifying process of actually voting. We include a picture of

Barack Obama himself voting to reinforce people to stick around and follow through. Since DIS students are all young and mostly Democrats, we decided President Obama was a good surrogate to place in our materials as an example voter. Here we encourage students to research candidates and ballot questions before voting to foster some enthusiasm for the process.

Finally, we move to sending the ballot back. Here we try to be as direct and informative as possible, detailing where to find DIS scanners (for voting via email), a fax machine, and the closest post office to DIS. We even include a map showing students how to walk to the post office. After this step is complete we encourage students to become ambassadors for voting themselves and get their friends to follow their lead.

The Vote Journey is designed to frame what can be a confusing process as worth the trouble and encourage students to stick with it. We provide helpful links and pictures right in the presentation to capture attention spans that may not feel like digging around a website and generally try to foster an enthusiasm for the process of voting. For people who engage with our campaign, the Vote Journey is a logical continuation of our clear mission of getting people excited about voting and helping them turn their excitement into a positive outcome however we can.

Facebook Page

One of the tools we used throughout our campaign was a Facebook page called “First Impact.” We used the page mostly to post through the DIS student Facebook group, and our event page for the Debate Watch Party, discussed below. As a result, we had the following engagement numbers. The First Impact page had a total of 261

organic impressions, which means from the day we launched the page, October 6, 261 unique users saw our content on their timeline or through their engagement with the DIS student Facebook group and the Debate Watch Party page. Of those 261 users, we had 105 consumers, or unique users who engaged with our content in some way—liked, shared, or clicked on links attached through our content. Our content included publicity for the Debate Watch Party, as well as relevant information and news articles about voting. Since the focus of our campaign was centered around the Debate Watch Party, the analytical insights mentioned below portray a better picture of our overall communicative reach.

Debate Watch Party

On October 20, First Impact held its community event, the Debate Watch Party. In partnership with Studenterhuset, we screened the third and final presidential debate, one day after the debate happened in the United States. Through the feedback we gained in our focus group from October 5, we realized that our greatest communicative challenge involved simplifying the voting process to make it more convenient for students abroad. As such, we reasoned the best way to overcome this communicative challenge would be to hold an event where we could interact, face-to-face, with our target audience and explain the complicated voting process on a case-by-case basis. In order to bring people together and have the opportunity to help individuals with their specific voting needs, we thought a Debate Watch Party would be the perfect event. First, we created a Facebook event page, which included the following description: “Join DIS and Danish students for a night of drinking games, trivia, commiseration, and

political participation. First Impact DIS is a student run campaign to encourage absentee voting and political enthusiasm in the most important, and least enjoyable, election of our time. Come out to Studentarhuset on October 20th at 7:00 P.M. (19:00) and have a great time with your fellow students. Resources will be provided in the back if you would like to register for an absentee ballot, or get informed.” We launched the Facebook page on October 6, exactly two weeks before the event was held. We posted three separate times on the event page, to build excitement and remind people about the event. According to Facebook metrics, over the course of those two weeks, the event page reached 4,626 unique user—which means 4,626 Facebook users saw the event on their timeline. We had a view rate of approximately 10% with 439 unique Facebook users who clicked on our event page, theoretically to learn more about the event. This translated to a total of 78 users who marked that they were “interested” in attending the event, and 20 users who marked they intended on “going” to the event. However, as Jesper Andersen discussed in his class presentation, it is important that strategic communicators move beyond counting social media engagement numbers, and focus on real world outcomes and shifts in human behavior. He referenced the International Organisation for the Measurement and Evaluation of Communication guidelines on how to measure the effectiveness of communication campaigns: Outputs, Outtakes, and Outcomes⁹. We have just outlined our outputs and outtakes, and now we will turn to our outcomes.

In actuality, 48 people attended the Debate Watch Party. A majority of those in attendance were DIS students who informed us that they found out about the event

through Facebook. Studenterhuset also gave us the opportunity to post information about the event on their website. As a result, there were also six or seven local Danes in attendance, who found out about the event through the Studenterhuset website. Since the purpose of the event was to communicate with students who were looking for assistance with the voting process, we made multiple announcement throughout the evening reminding folks that we were there to help. By the end of the event, we were able to help eight DIS students navigate through our Vote Journey tool. This included helping them find postal offices in Denmark, registration deadlines, addresses to send the ballots to, and where to learn more about each candidate. This surpassed our goals of having 20 students in attendance by 140% and registering five students to vote by 60%. Although our reach could have been larger, First Impact is proud of the strategy we took to communicate through the complex process of voting in the US. With such a complicated process, we saw our approach as the most feasible and effective way to achieve our campaign goals.

Reiteration and Empathy

By early November, First Impact had arrived on the home stretch of our strategic communication campaign. The election was on November 8th, and by our learning trip to London almost all deadlines to register for an absentee ballot had passed. However, there was still opportunity to encourage individuals to fill out and submit their absentee ballots. Although we had performed multiple tasks and activities to empathize with our target, the design thinking application of strategic communication calls for multiple

iterations. Therefore, in our visit to HeadSpace in London, First Impact performed a persona exercise to empathize with our target one additional time before the election.

In this exercise, we utilized the two characteristics most prevalent in our target: knowledge (or lack thereof) of the voting process and motivation (or lack thereof) to vote and understand the voting process. These were identified in our earlier empathy exercises, like our initial survey of DIS students. We then placed “knowledge” and “motivation” on the y- and x-axes of a graph (Figure 13) to visualize the potential individuals in our target. Thinking critically and from the perspective of our target, we developed new insights to create three personas. The ideal target individual lies in Quadrant I, where a voter is knowledgeable of the voting process and the impact of their vote, as well as motivated to vote when the time comes. This individual was represented by “Donald J. Chad,” pictured in Figure 14.

We then empathized with two target types that had the most potential to be positively impacted (moved to Quadrant I) by First Impact. The first of which is Kathleen Rick-E (Figure 15). Kathleen is a voter in Quadrant II: she is either not motivated by the political process or used to be but is tired by it now. She is an informed individual and knows how to carry out her vote, but is not motivated to do so in this election. Finally, we identified Johnson Gary-Gary (Figure 16), a potential voter in Quadrant IV. Johnson really wants to make his first impact by voting in his first election, however he is overwhelmed by the process or does not know how to vote.

In the final week before the election, we used this empathy process to target the human counterparts of all three personas we had created. This also helped us reshape

the way we delivered messages to our target base. Our final outreach was performed through our Facebook page and in our Facebook event for the Debate Watch Party.

REFLECTION

Exit Survey

First Impact has drawn a handful of qualitative conclusions from this strategic communication campaign. However, we also attempted to gain quantitative insights into our impact among the DIS community. In order to do so, we drafted an exit survey that was submitted to the DIS abroad voter community. Unfortunately, a representative sample was unable to be drawn, as the number of respondents halted at $n=10$. Therefore, any qualitative conclusions can only be viewed as assumptions.

Based on Figure 17, it can be assumed that 40% of DIS students are aware of the First Impact campaign. Additionally, nine of ten respondents voted in the 2016 election. Therefore, as many as four respondents may have been aided in the voting process by First Impact. Moreover, all respondents replied between 7-10 on the scaled question: "How likely are you to vote in another election (Figure 18)?" In fact, seven of ten (70%) respondents replied "10" or "I am definitely voting (Figure 19)." In comparison, 22.4% of respondents in our initial survey at the start of the semester replied 1-6 to the same question, with only 47.2% of respondents replying "I am definitely voting."

Finally, it can be assumed that First Impact was successful in improving political engagement (Figure 20). All survey respondents replied between 7-10 to the scaled question: "How likely are you to remain politically informed after this election?"

Additionally, six of ten respondents replied “10” or “I will remain as politically informed as possible.” This is encouraging for the future, as an engaged public will allow for greater discussion around political ideas, bi-partisan engagement, and preparedness for all upcoming elections.

Lessons

The major lesson that was learned and reinforced throughout this project was the usefulness of the design process. By focusing more on the process and less on the result of the campaign, we understood where our campaign was within the design process and in relation to our target audience better. This allowed for a better campaign as a whole because we focused on one step at a time, instead of feeling overwhelmed with immediately creating a perfect campaign. It allowed us to mold our goals around the campaign, rather than our campaign around our goals. Specifically within the design process, the steps of empathy, prototyping, and testing the message, surpassed expectations of their usefulness.

First Impact would not have pursued the vote journey to the extent that we did without empathy and prototyping. We would not have known how our target audience could use the vote journey without understanding them holistically through both the quantitative data of the surveys and the qualitative data of the focus group. Additionally, First Impact would not have refined the vote journey without constantly prototyping the ideas. And finally testing the idea, through the event at Studenterhuset, allowed us to set a goal for ourselves and measure how successful our campaign was. This allowed

us to reflect better on what we did well within the campaign and what could have been improved on.

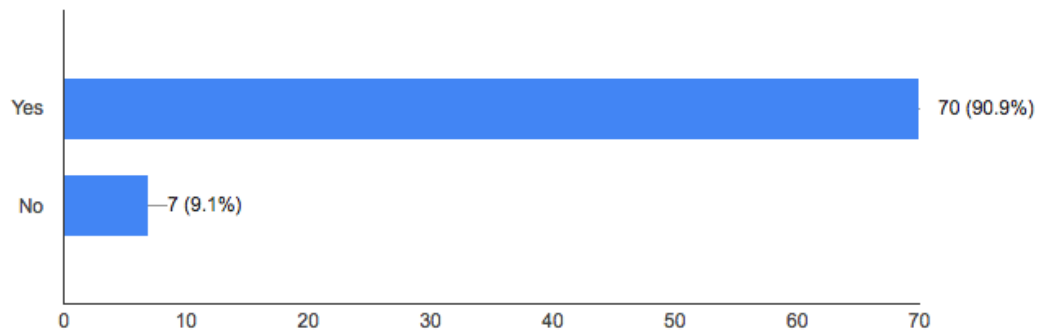
Further Strategic Communication

Lastly, to further our strategic communication, First Impact would like to continue the campaign for DIS in future elections, both congressional and presidential. We would like to make revisions to our vote journey, based on the needs of the target audience and DIS as an organization through further focus groups and surveys. First Impact would like to have a digital component of the vote journey on DIS's canvas page to help streamline the process for all DIS students. Additionally, we would like to include information about registering to vote in the pre-departure packet, allowing students to be prepared and knowledgeable about all the barriers to vote while abroad. First Impact would also like to do focus groups on the Studenterhuset campaign to understand what the event, communication, and how helpful the event was from the students' perspective.

Figures

Figure 1:

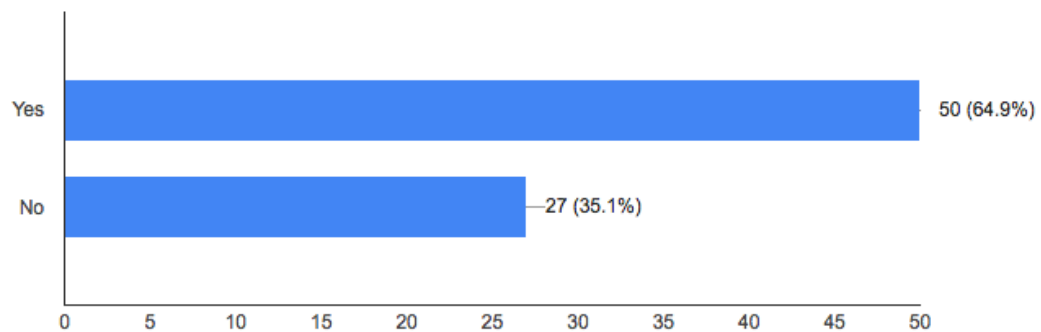
Are you registered to vote? (77 responses)



Survey results depicting DIS student voter registration numbers.

Figure 2:

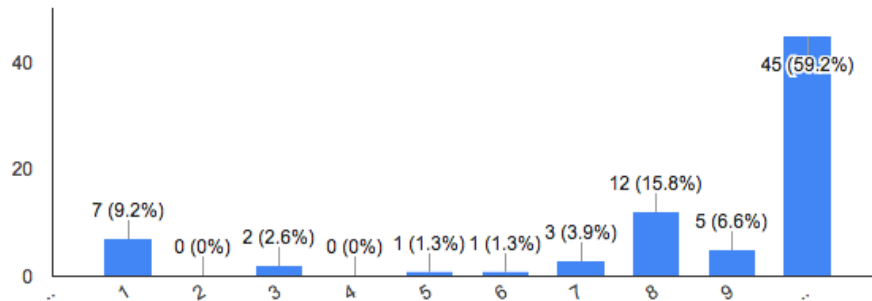
Have you applied for an international absentee ballot so that you can vote while abroad?
(77 responses)



Survey results depicting DIS student absentee ballot registration numbers.

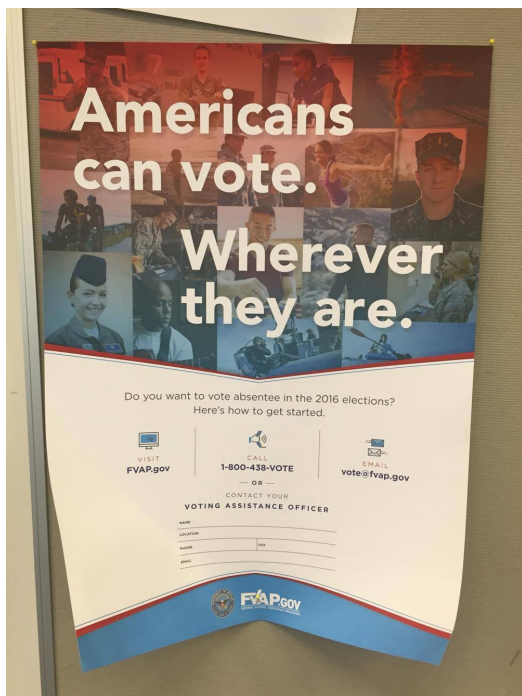
Figure 3:

How likely are you to vote in the upcoming election? (76 responses)



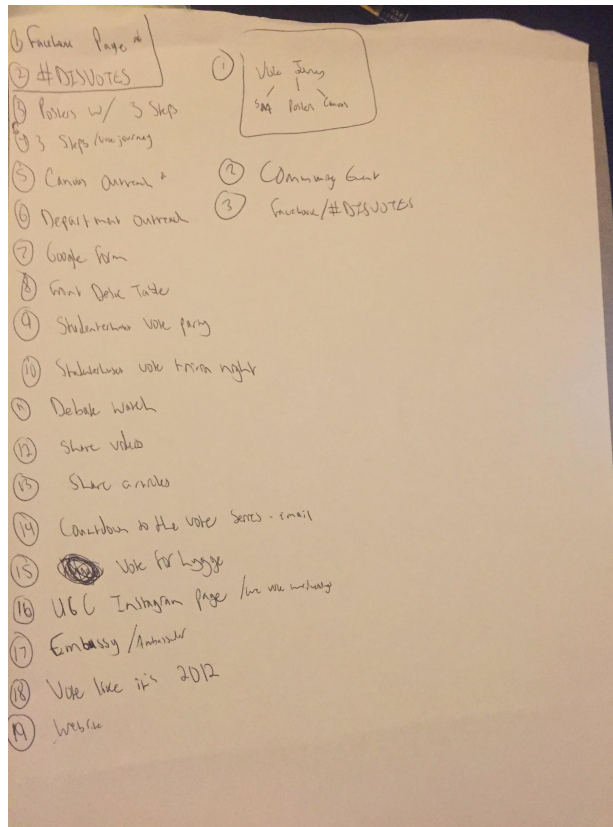
Survey results depicting DIS student likelihood to vote in the upcoming presidential election.

Figure 4:



Poster from Vestergade 23 lounge depicting resources for DIS students to register to vote.

Figure 5:



Ideation class exercise results from one group member prior to synthesization.

Figure 6:

Figure 8:



First iteration of logo.

Figure 9:



Second iteration of logo.

Figure 10:

<https://prezi.com/hbejvywerl8/first-impact-vote-journey/>

Final iteration of The Vote Journey.

Figure 11:

<https://www.facebook.com/firstimpactdis/>

The Facebook page.

Figure 12:

<https://www.facebook.com/events/344288315908448/>

The Debate Watch Party

Figure 13:

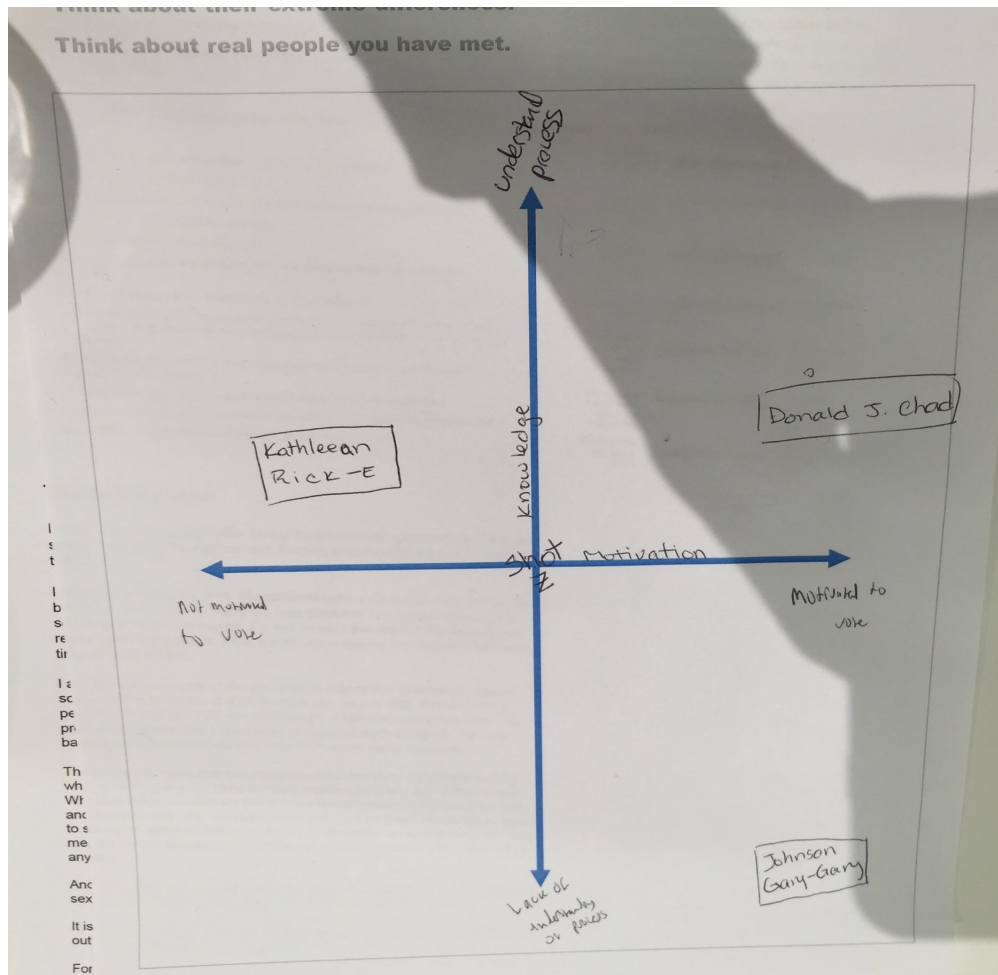


Figure 14:

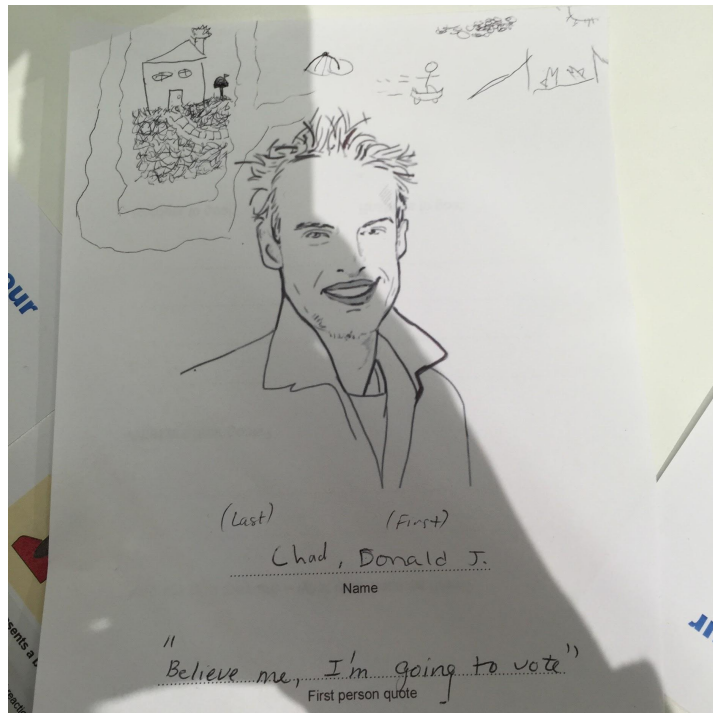


Figure 15:

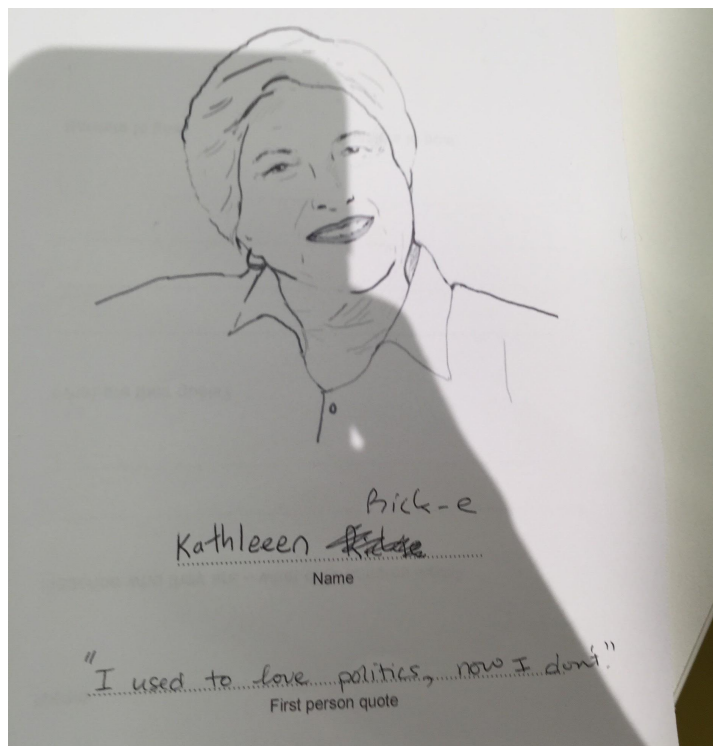


Figure 16:

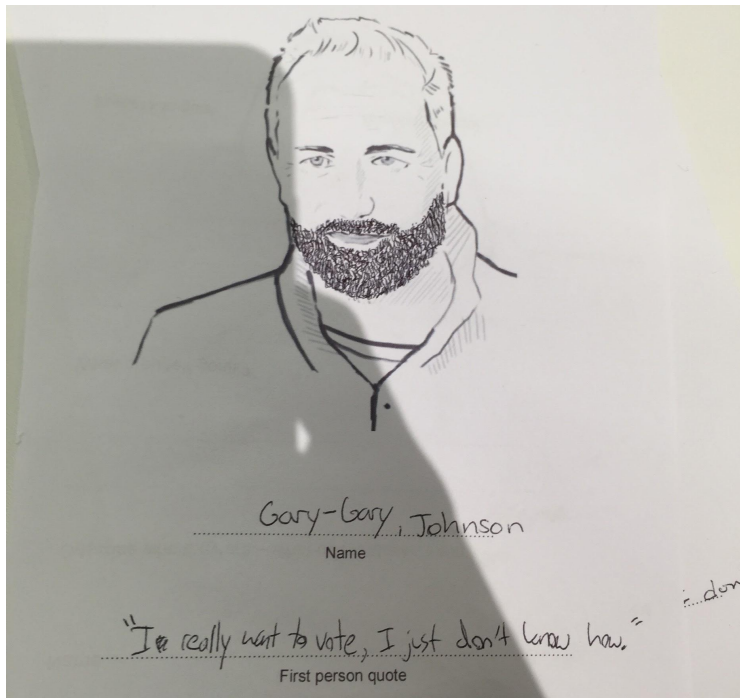


Figure 17:

Were you aware of the First Impact campaign? (10 responses)

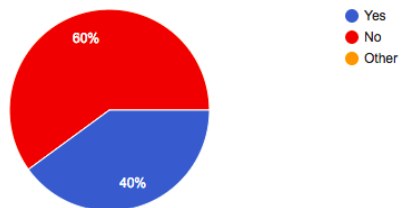


Figure 18:

Did you vote in the 2016 Presidential Election? (10 responses)

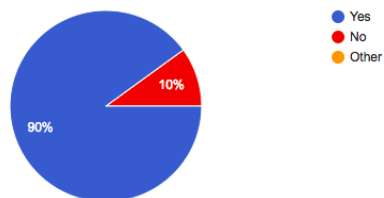


Figure 19:

How likely are you to vote in another election? (Local, State, Midterm, etc.)
(10 responses)

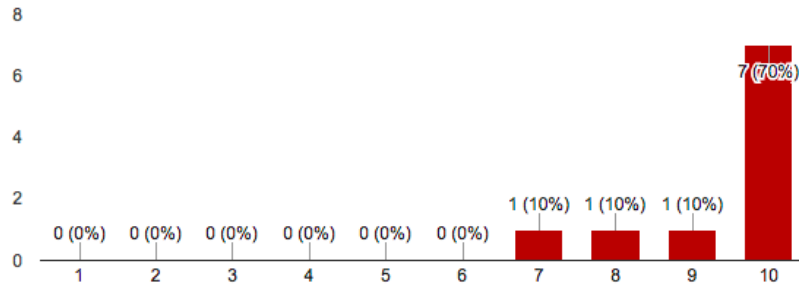
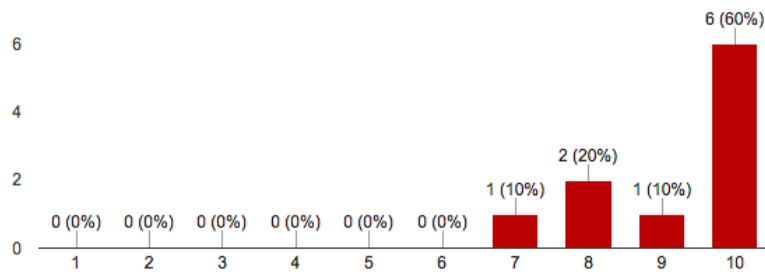


Figure 20:

How likely are you to remain politically informed after this election?
(10 responses)



Works Cited

1. McDonald, Michael P. "Voter Turnout Demographics - United States Elections Project." *Voter Turnout Demographics - United States Elections Project*. University of Florida, Web. 04 Oct. 2016.
2. Dzieduszycka-Suinat, Susan. "Absentee Ballot Request and Voter Registration Services for All U.S. Voters in All States at Home and Abroad." *NOT GOOD: 4% Turnout for Overseas Voters*. U.S. Vote Foundation, Web. 04 Oct. 2016.
3. Aaron, Henry J. "2016: The Most Important Election since 1932." *Brookings*. Brookings Institution, 18 Dec. 2015. Web. 19 Nov. 2016.
4. Ragas, Matthew W., and Marilyn S. Roberts. "Communicating Corporate Social Responsibility and Brand Sincerity: A Case Study of Chipotle Mexican Grill's 'Food with Integrity' Program." *International Journal of Strategic Communication* 3.4 (2009): 264-80. Web. 04 Oct. 2016.
5. Molleda, Juan C., and Marilyn Roberts. "The Value of "Authenticity" in "Glocal" Strategic Communication: The New Juan Valdez Campaign." *International Journal of Strategic Communication* 2.3 (2008): 154-74. Web. 05 Oct. 2016.
6. "The Design Thinking Process | ReDesigning Theater." *ReDesigning Theater*. Stanford University, Web. 04 Oct. 2016.
7. Vlogbrothers. "Why I Didn't Vote (And Six Reasons You Might Not)." Online video clip. YouTube. YouTube, 9 August 2016. Web. 4 October 2016.

8. Kim, Kenneth E. "Framing as a Strategic Persuasive Message Tactic." *The Routledge Handbook of Strategic Communication*, edited by Derina Holtzhausen and Ansgar Zerfass, Routledge, 1 January 2014, pp. 285-301
9. "Home - AMEC Integrated Evaluation Framework." *AMEC Integrated Evaluation Framework*. AMEC, Web. 19 Nov. 2016.