

PRIMARY AND SECONDARY MESSAGES

FACULTY PAGES

The Sandi Harner page supports several primary messages. Her personal bio builds her credibility—it describes her long history of success in the field. Adding content that includes engagements at professional writing conferences will strengthen her credibility as well. Consequently, the Sandi Harner Faculty page communicates the primary messages that Professor Harner has created a credible program that helps students earn a useful degree. Moreover, the Sandi Harner page suggests several secondary messages: she appears to be a friendly resource in her picture, and her bio illustrates that not only is she intelligent but that she also has a passion for Professional Writing and has created a nationally acclaimed major.

Like the Sandi Harner page, the Nick Carrington page communicates that the Professional Writing program is a credible program and that the degree is useful. Moreover, because Mr. Carrington graduated from the program, the page also communicates that the Professional Writing community is strong and the major is very alumni-friendly. Secondary messages on the page include that Professional Writing majors love their program and are intelligent and friendly. Together, these messages suggest that students might love their major so much that they will want to give back.

THE TPC EXPERIENCE PAGES

The TPC Experience pages support a primary message that Professional Writing majors at Cedarville are a close-knit community. First, on the Student Life page the pictures and the content depict Professional Writing majors participating in their community events. The Student Life page also supports the secondary messages that Professional Writing majors are friendly, fun, and community-oriented. The tone of the Student Life page also suggests that students love their major.

Next, the Student Testimonial page focuses on what specific students have to say about their major. The many testimonials and pictures send three primary messages: as many current students testify, the major is credible, the degree is useful, and Professional Writers participate in a close-knit community. Adding testimonials from current students will send the secondary message that the major is current. The page sends two other secondary messages: students are friendly and love their program.

Finally, the Graduate Stories page sends some of the same primary messages as the other TPC Experience pages. The testimonials suggest that graduates have a valuable degree from a credible

institution that can keep its promises to equip graduates. Moreover, the page strongly suggests that Professional Writing is a community-driven major: the alumni are willing to participate in the testimonials to support their program and remain part of the community. Some secondary messages from their specific testimonials include that Professional Writing graduates are intelligent, friendly, and hold diverse interests but share in success.

RESEARCH

SPECIFIC USERS AND MESSAGES

The site's user groups include current students, prospective students, alumni, and parents. Prospective or future students and parents might visit the Faculty and TPC Experience pages to see what credentials the faculty has and to see what kind of community the major has. Particularly, curious students and cautious parents might visit testimonial pages to see what current students say and how alumni have succeeded. Consequently, the primary messages should reassure prospective students and parents that the program is credible, the degree is valuable, and the major builds a strong community.

Like prospective students and parents, current students might visit the Faculty and Experience pages to investigate the community. Since likely they will know the professors personally, they might visit the pages to learn more about them. They might also spend time on the testimonial pages to see how their interests compare to graduates' job placements. For current students, the primary messages on these two pages should reassure them that their degree is valuable, that their program is credible, and that they are part of a long-standing community.

Finally, alumni might visit the two pages to re-engage in community. They might be asking to contact their professors or alums. If they want to give back whether by money, mentorship, or simply internship leads, they need a place to do so. Primary messages they receive will be that they have a useful degree from a credible program that maintains a strong community even after graduation.

USER NEEDS AND MESSAGES

When Future students navigate to the site, they might be asking whether Professional Writing is a credible program, whether the degree is valuable, and whether there are fun activities or friendly people in the major. Not only might they need more information about the kinds of people—students, faculty, and alumni who are involved in the major—but they will probably ask about community events. Moreover, they likely will be asking what kinds of jobs alumni have so that they can envision their own future. To convey these primary messages, several of the Faculty and TPC Experience pages must reflect

current information. Not only do the pages need to be PSW and not TPC specific, but they also need to have current photos of different students so that the same students are not in the same photos. Moreover, to improve the quality of the Faculty pages, the content should include the several speaking engagements both faculty members have attended, increasing the program's credibility.

Like future students, parents need to see that their children are engaged in a strong community and are working toward a useful degree in a credible program. They too will like to envision their son or daughter participating in community events. Again, an updated brand, more photos, and speaking engagements help to satisfy parents' user needs. They will see a strong, credible, and successful community when they start a conversation on the site.

Since Current students are familiar with the daily experiences of the major since they are participating in the community, they might come to the site to learn more about future jobs. As they build a portfolio, they will ask about job and career opportunities. The Alumni Testimonial pages in particular will help them to see how different personalities are flourishing in diverse work environments. However, to satisfy this user need, these pages need to include more student testimonials from more current students instead of just the classes of '13 and '14.

Finally, alumni might visit the Faculty pages to contact their professors, other alums, or even students. They need to find up-to-date information so that they can keep in touch. They also may be asking questions about the curriculum to see if they can help current students. If they are interested in giving back to the program, they also need a platform where they can engage either students or faculty to offer advice or perhaps networking opportunities. While the Faculty and TPC Experience pages do not need as much work to satisfy alums' user needs, the alumni do need current information and a platform to connect with their community.

ORGANIZATIONAL GOALS AND MESSAGES

The Professional Writing Student organization has goals for each of its user groups. First, it needs to reassure parents and convince prospective students that the degree is useful, the program is credible, and that students participate in a strong community through content and images. The organization needs to create an image in which future students can see themselves participating. Likewise, current students need a navigable resource so that they can learn more about jobs or alumni accomplishments. Finally, the organization needs to create an environment where alumni can connect with each other and current participants. Since they are a great networking source, the organization needs to engage them with the site.

COMPETITIVE ADVANTAGES AND MESSAGES

The Professional Writing site needs to suggest that the Professional Writing program is credible, the degree is useful, and the community is strong. Consequently, the site cannot resemble AKD's site, which is outdated and seems elitist, or ZPE's site, which is outdated and does not have credible content. AKD's site appeared pretentious because of the dark colors and highly academic tone they chose. Instead, the Professional Writing tone might be more like ESA'S tone which is professional and modern. To convey its primary messages, the Professional Writing site needs more warm colors and a friendlier tone. Like the AKD and the ZPE site, the Professional Writing site has outdated information that detracts from the site's credibility. To increase credibility and attract prospective students and parents, the site must look professional, especially since web-design is in the Professional Writer's skill-set. Likewise, the Professional Writing site should use social media well or not at all since networking and social media is another area in which Professional Writers often participate. To show different community events, the site can follow ESA's site format and use photos to draw viewers' attention to a calendar of events.

TACTICS

The Professional Writing site can use several tactics to improve the site. First, by updating pictures with including more students, the site will support the primary message that the major has a strong community and the secondary message that it is diverse. These pictures should show students participating in out-of-class activities. Moreover, future students and parents should be able to look at the pictures and visualize themselves or their child participating. Second, the site should feature more testimonials or at least testimonials from different graduating years. Again, using more students for testimonials will support the primary message that the major is a community with a usable degree and the secondary messages that the student body is diverse, fun, and friendly. Third, the site needs to feature the students' skill sets; consequently, the Professional Writing site and organization should use social media like Facebook and Twitter, but only if they do so well to support the primary message that the major is credible and useful. A successful social media presence would illustrate a specific skill set; however, a poor social media presence would undermine the claim that Professional Writing majors are strong communicators. The site could also include blog if these blogs were current and well written. These channels will only be effective if they include carefully maintained, high-quality content.