

Content Strategy Report

Analysis of UNT's Technical Communication Website and Social Media

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Table of Contents

Part 1

Project Definition.....	4-6
Statement of Core Strategy.....	7
Discussion of Audience.....	8-9
Personas.....	10-13
Voice and Tone Guidelines.....	14-16

Part 2

PTC's Content Strategy.....	17-64
-----------------------------	-------

Part 3

Social Media Strategy.....	66-70
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Part I

Project Definition

The Professional and Technical Communication (PTC) website has many purposes. It provides basic information, such as degree and certificate requirements, contact information, faculty information, and a list of amenities. The website also advances PTC's goal of becoming "the best, most visible technical communication program in Texas." To achieve this goal, web content must do more than provide basic information. This report recommends a strategy for helping PTC fulfill its goal by developing content that meets the following criteria:

- **User-centered:** Content must meet the needs of the audiences. What are they trying to accomplish on the website? What information are they looking for? What frustrates users?
- **Clear and concise:** Content must have a clear purpose. Are calls to action clear and explicit? Is its purpose clear and explicit? Clear content doesn't have to be lengthy; content needs to be succinct. Users don't want to read a novel about products or services.
- **Consistent:** Content must be written using the same language and style. Consistency gives users a reliable experience across the website and even on other platforms, like PTC's Facebook and Twitter.
- **Up-to-date:** Current and accurate content helps instill confidence in PTC. The department cites many outside sources, and because PTC describes itself as "delivering cutting-edge programs for the 21st century," it is imperative the department maintains current information when citing sources.

This strategy is based on information from interviewing the current Director of Graduate Studies, assessing the current PTC website, assessing three competitor's websites, and interviewing members of the primary and secondary audiences. The following sections briefly outline our research phases and their findings.

Phase 1

We interviewed the current Director of Graduate Studies to ascertain the department's long-term goals. We found that the department wants to focus on increasing enrollment for the undergraduate program, specifically incoming freshman and current students who may want to change majors. The department also wants to ensure that they "sell" PTC. This means properly defining technical communication and overcoming the misconception that the industry is boring by highlighting the diverse coursework and opportunities available students. Using this information, we then analyzed the PTC website to find out if existing content promotes those goals. We considered questions such as:

- What would students most likely be looking for on the website?
- Does the website provide that information?
- Is information easy to find?
- Is technical communication properly defined?
- Does the content "sell" PTC?

We found content meets the needs of the secondary audience (graduate students), but does not meet the needs of the primary audience (undergraduates). For example, the undergraduate homepage provides no information on the BA program, does not define technical communication, and does not discuss the industry. Based on the homepage, prospective students have no compelling reason to enroll in PTC. In addition, the website has a few inactive pages such as News and Events.

Phase 2

We conducted a landscape analysis, during which we assessed the websites for technical communication programs at three other universities, including:

- Technical Communication and Rhetoric at Texas Tech
- Technical Writing and Communication at Carnegie-Mellon
- Scientific and Technical Communication at Michigan Tech

A landscape analysis helped us understand what competitors are doing and identify ways we can improve PTC's website. For example, we found that PTC could incorporate student testimonials using visuals and videos similar to Carnegie-Mellon and Michigan Tech. Incorporating visuals and testimonials would help PTC appeal to their primary audience, support the 100 percent job placement claim, and make pages more engaging. We also found that competitors effectively:

- Define technical communication
- Differentiate their degrees
- Use social media
- Include information about their student organization

Phase 3

In addition to referencing our own experience with the PTC website, we interviewed three members of the primary and secondary audiences to attain deeper knowledge about their wants, needs, goals, and frustrations regarding the PTC website. Our findings are outlined in the following list. A thorough discussion of the audience can be found on pages [7-8](#).

Wants and needs

Proof of how successful graduates are
Student testimonials
Job marketability and Industry information
A clear definition of technical communication
Examples of technical communication

Frustrations

Lack of information or details
Ambiguous language and terminology
Content that appeals to existing users and not new users
Outdated information and broken links

Statement of Core Strategy

PTC's website serves two purposes: providing degree requirements, and helping the department achieve its goal of becoming "the best, most visible technical communication program in Texas." We developed a long-term strategy that will serve as the core principle for all content development, ensuring changes work toward the same objective. The following strategy is based on what we learned during interviews with the Director of Graduate Studies and members of the primary and secondary audiences:

Make PTC THE technical communication program in Texas by crafting inclusive and aspirational content that captures the program's diverse, future-forward essence, encouraging unique individuals with broad skills to enroll in our program.

PTC offers diverse classes, which prepares students for a wide range of careers and equips students with a variety of skills. Each person we interviewed during our audience analysis stated that this diversity was a big reason they enrolled in the program. Incorporating this characteristic into the core strategy helps future content creators appeal to their audience. Content that discusses this characteristic also counters the misconception that technical communication is boring and monotonous, which is another task the department wanted to fulfill. It also appeals to people considering other communication majors.

The website identifies the most successful students as those with "strong motivation, time management skills, self-discipline, and a high energy level." Therefore, we included a description of the target audience in the core strategy statement. In addition, describing potential students as unique individuals insinuates that content must appeal to a myriad of people. This technique is important because one interviewee mentioned that ambiguous language and jargon made her feel as though she was already behind the learning curve and wouldn't be able to succeed in the program. We suggest using inclusive and aspirational language so people from other disciplines and backgrounds don't feel alienated or intimidated. The following report presents recommendations based on this strategy by laying out a roadmap to a stronger content strategy for the website.

Discussion of Audience

The current Director of Graduate Studies explained that part of the department's goal is to increase enrollment in the Bachelor's program. Therefore, we identified existing undergraduate students interested in changing majors as the primary audience. Stemming from that are incoming freshman who haven't decided on a major. Graduate students make up the secondary audience. In addition to referencing our own experience as students, we interviewed three members of the primary and secondary audiences and used this information to develop personas used for guiding this strategy.

Primary Audience

We interviewed two recent graduates from the BA program. One participant wanted to get her BA in Environmental Science, but wasn't sure how employable such a degree is. She chose technical communication because the program prepared her to write across many disciplines, including her preferred field, as well as incorporate a creative element, like design. Both participants indicated that the department's successful job placement compelled them to pursue technical communication instead of another, similar degree. Both also enjoyed writing. Their primary goals on the BA page include the following:

- View class listings
- Difference between the certificate and BA
- Definition of technical communication
- Department events
- Job outlook

We inquired about any frustrating experiences they had when browsing the PTC website and found that one participant had been concerned about some of the language. She stated:

“When it talks about the BA in Tech Comm, it mentions content strategy and augmented reality. If you aren't already in the industry, you might not know what these things are, which can be intimidating to the reader and scare them away, feeling like it is not for them because they are already behind the curve. The audience is not a tech writer—the audience is someone who is trying to figure out what a tech writer is and does, and bottom line, whether they could do that.”

Both participants also expressed frustration about vague course descriptions and mentioned that providing examples of coursework would have helped them understand the department. Providing additional information could also exemplify the breadth of technical communication and appeal to people with different interests.

Secondary Audience

We interviewed two recent graduates from the MA program. One received her BA in PTC and the other received her BA in English with a concentration in PTC. When applying to graduate school, the English major considered pursuing English, Communication, and Professional and Technical Communication. She ultimately chose PTC because her concentration exposed her to usability, research, and broad career choices; she liked the diversity of the field. Their primary goals on the MA website overlapped with the BA students, including:

- View class listings
- Difference between the certificate and BA
- Difference between the BA and MA
- Definition of technical communication
- Scholarship information
- Application process
- Job and salary outlook

One participant mentioned she was frustrated because she couldn't find information regarding the cognate or comprehensive exam. While the department no longer requires either of these, we realized the website must provide information about the portfolio. One of the graduate students also mentioned the vague class descriptions as a frustration, as well as information that isn't grouped logically.

Personas

Andrew represents our primary audience. He is an existing UNT student, majoring in English with a minor in PTC. We made him our primary audience because most students learn about technical communication later in their college career, specifically those in communication or writing intensive programs. Andrew represents students who enjoy writing and wants a practical career, but think English is the only degree for such work. His goals, wants, and frustrations are based on interview responses and our personal experience. For instance, his goals and wants reflect interviewees who majored in other departments and needed to find out exactly how technical communication was different or would give them an advantage in an industry. We based most of his frustrations on someone who is familiar with departmental websites at UNT.

Lauren, an incoming freshman who hasn't decided on a major, stems from our primary audience. Her main objective is getting a degree that easily translates into a job so her goals and wants on the PTC website include explicit information on:

- Job marketability and industry outlook
- Examples of technical communication
- Evidence of how successful graduates are

Lauren is based on a very insightful interviewee who considered another major before deciding on technical communication. Her responses raised excellent points about language and audience needs, particularly for those who don't know about technical communication. Her frustrations are also based on her objective of getting a degree that translates into a job. Therefore, she's frustrated by unclear language and terminology, and a lack of details. As someone who doesn't know about technical communication, she requires detailed descriptions of the department, industry outlook, student experiences, and classes.

Alison personifies our secondary audience, graduate students. We decided she should be someone with a background other than technical communication because their needs overlap with someone who received their BA in PTC. For instance, a person who came from PTC might also want to know what makes the MA worth pursuing in addition to how it differs from the graduate certificate. However, because many students come from other disciplines, content should still define technical communication, discuss the breadth of the industry, and specify what makes studying at UNT advantageous—the location to DFW and 100 percent job placement. Alison's goals and frustrations also overlap with someone considering another communication department, so web content must convey what makes PTC different and better than other options.

Andrew Daughtry



Age: 20 years old

Education: Pursuing BA in English

Bio: Andrew enrolled in English because he loves writing. He heard about technical communication from an advisor when deciding on a minor. Andrew became interested changing majors because technical communication seems to emphasize practical writing and a broad range of skills.

Goals: Andrew's primary goals on the technical communication website include:

- Finding out exactly what technical communication is
- See how technical communication differs from English and other communication programs

Wants:

- A clear definition of technical communication and how it differs from other communication programs
- Class listings and degree requirements
- Evidence of technical communication benefits and success
- Information readily available and upfront

Frustrations:

- Broken links
- Information that isn't grouped logically
- Too much text
- Lack of answers to basic questions

Lauren Batres



Age: 18 years old

Education: BA—Undecided

Bio: Lauren enjoys writing and is specifically interested in environmental science. However, she's unsure of how employable an environmental degree is. She heard about technical communication through an advisor, and became interested because the program prepares students to write across many disciplines, making her more employable.

Goals: Lauren's primary goals on the technical communication website include:

- Finding a clear, specific definition of technical communication and what it encompasses (business writing, blogging, social media?)
- To see how viable technical communication is considering the demand for technical communicators and their salaries

Wants:

- Explicit class descriptions
- Testimonials from students to see what really stands out about the department, and how it's helped them progress in their careers
- Examples of technical communication, or a brief description of different genres
- Simple, intuitive navigation, layout, and hierarchy

Frustrations:

- Content that appeals to existing, informed users but not to new users
- Language and terminology she doesn't understand, which makes her feel like she's behind in the learning curve
- Lack of details

Alison Gilreath



Age: 26

Education: Emerging Media and Communication (UTD)

Bio: After her internship as a social media manager, she became interested in pursuing a related graduate degree. She is debating between Media Arts and Technical Communication, so she really wants to know what makes technical communication a better option. Lauren gets bored easily and wants a diverse skill set and broad employment options.

Goals: Andrew's primary goals on the technical communication website include:

- To know the benefits of completing a graduate degree in technical communication
- To know the difference between the certificate and MA program

Wants:

- Clear, specific information on technical communication and what it offers. Class listings and degree requirements
- Diverse coursework and class options
- Information about the industry and job marketability
- Information on departmental jobs and teaching fellows
- Clear contact information

Frustrations:

- Vague requirements and descriptions, lack of details
- Burying important information
- Outdated information

Voice and Tone Guidelines

Voice gives PTC a personality; it reflects who PTC is, what they value, and how they want to be perceived by their audience. Tone reflects the user's emotions. A voice is the same no matter what, but tone should change based on the circumstance. For instance, tone might be optimistic when discussing the 100 percent job placement rate, but sober when discussing the satisfactory progress policy.

Because voice personifies the department, all content should derive from the same message. A consistent voice unifies all media the department uses, including the website, Facebook, and brochures, among others. Consistency gives the audience a reliable experience no matter how they choose to access information, which helps instill confidence in the brand. To achieve a consistent voice, we recommend voice and tone guidelines. These guidelines are not strict, but rather help contributors create content that matches the department's personality.

Voice

We interviewed the current Director of Graduate Studies to gain insights into the department's goals. We learned that the department wants to define technical communication broadly and highlight what makes it unique and different from other related departments. PTC also wants to challenge the notion that all technical communicators write manuals. The department prides itself on being adaptive, and preparing students for diverse career options, including user experience (UX), information design, and content strategy to name a few. In addition, PTC has many industry connections, and an outstanding placement record for graduates. Based on PTC's goals and strengths, we believe the voice should focus on being:

- Confident
- Future-forward
- Aspirational
- Knowledgeable
- Straightforward
- Inviting

Tone

To appeal to their audience, PTC must craft content that matches the tone of the audience. PTC stated their primary audience is existing students who want to change majors, and incoming freshman. During our interview with past students, we found that most of them sought information on class listings, links to resources and scholarships, job outlook, industry information, and what graduates have done with their degree. Based on these findings, students display the following feelings:

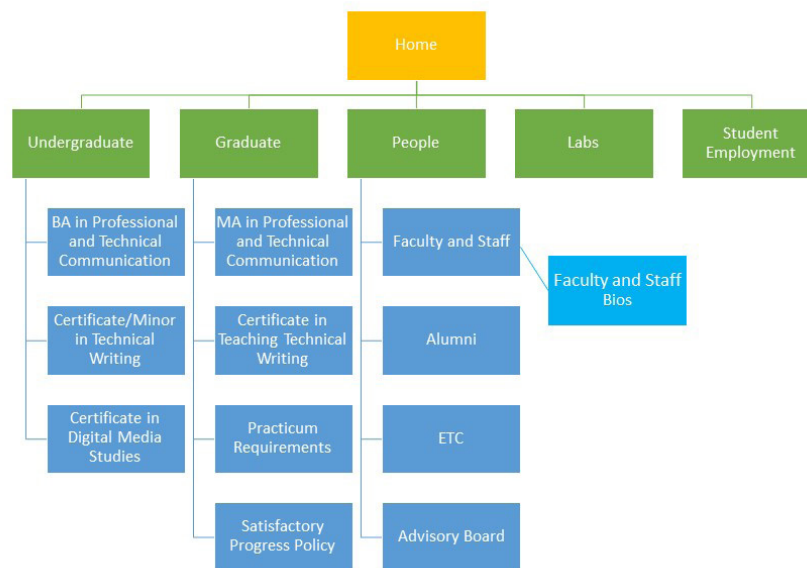
- Interest
- Optimism
- Curiosity
- Inspiration
- Excitement

For instance, the tone should reflect optimism, inspiration, and excitement when defining technical communication and addressing all the possibilities of career choices. Discussing the various courses should be interesting and descriptive enough to satisfy curiosity.

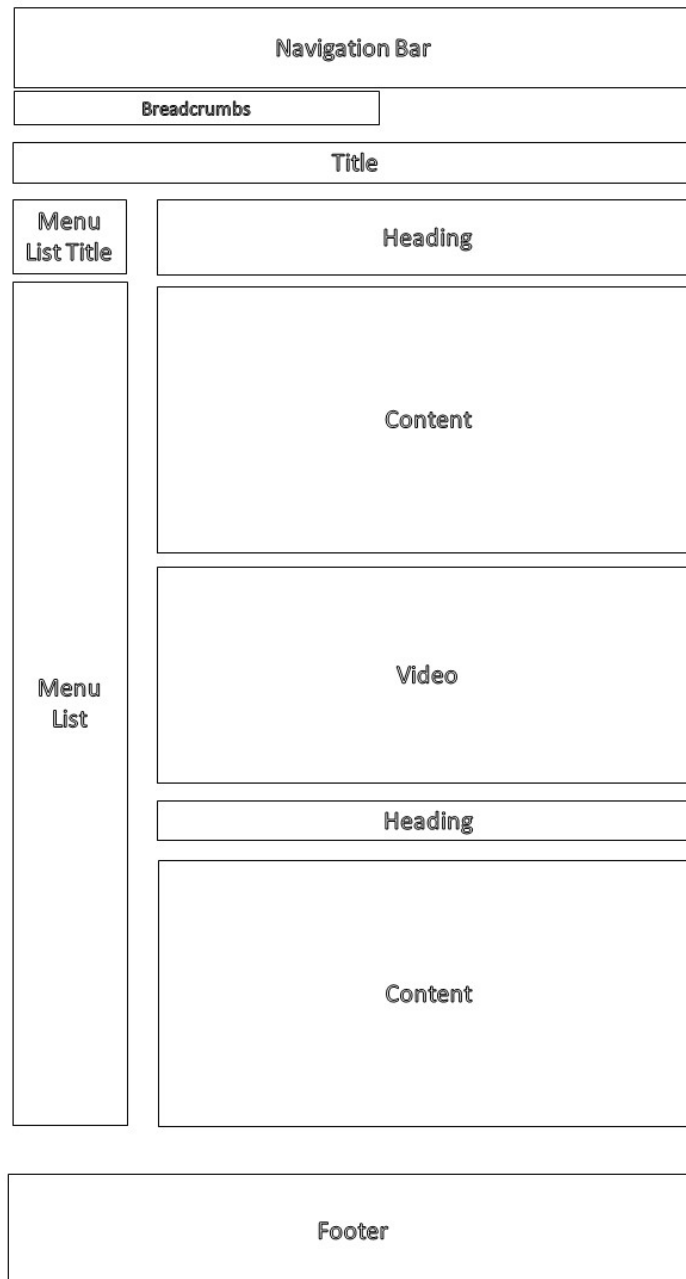
Part 2

PTC's Content Strategy

Site Map



Undergraduate Degrees Wireframe



Target Audience: Primary audience—existing undergraduates interested in changing majors, and incoming freshman.

Purpose: To persuade the audience to enroll in PTC, this page provides an overview that defines technical communication, describes the job opportunities available with this degree, and details the types of degrees offered. The overview is what the audience sees first, so this page must be informative about major topics, such as degree summaries or advisor information, but not too long. The page starts with a summary of technical communication then moves on to a short video. In our landscape analysis we found that Carnegie Mellon used a video on their homepage to showcase the program for prospective students. In addition, during our interviews for the audience analysis, one participant stated:

A “testimonial” section would be really interesting, where students could write little paragraphs or blurbs about something that stood out or that they really found helpful in the program that translates to what they are doing now (for example, an externship that lead to something else or that was beneficial or certain kinds of training).

We recommend the video feature previous and current PTC students who explain what makes the program unique and why prospective students should enroll in the program. Suggested content might include:

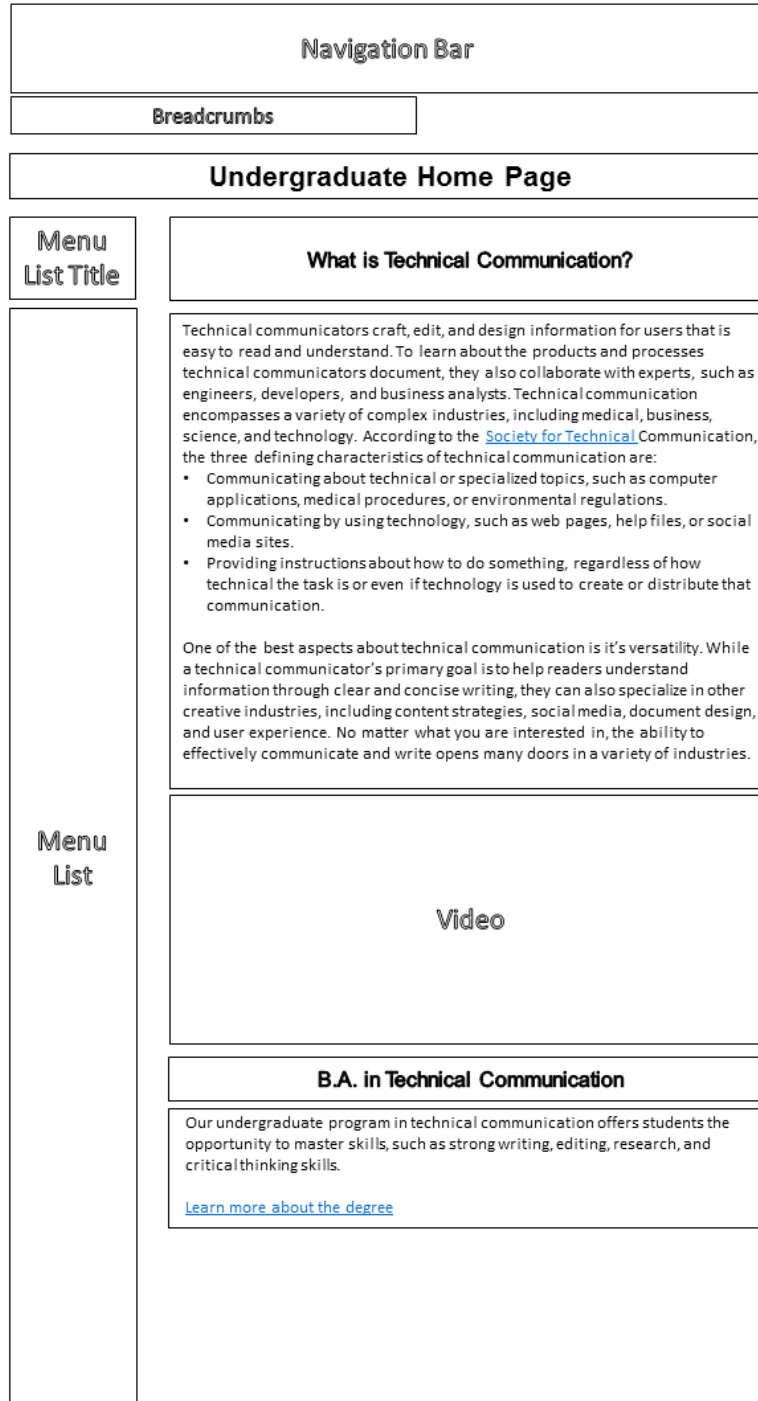
- A brief overview of what technical communication is
- Description of what makes PTC unique
- What students like about the program
- What opportunities are available during and after the program
- Projects that students worked on or have worked on

PTC could use this video across multiple platforms, such as social media or the website. A video also makes content more engaging by connecting the audience with real people, breaking up text, and demonstrating how technical communicators work with multimedia.

Following the video, we have short paragraphs about PTC’s degree choices, career opportunities, advisor information, and a condensed version of applying to the program. Each degree option has a link that redirects students to an in-depth discussion of application procedures and degree benefits.

Message: The primary message of the undergraduate home page shows the benefits of majoring in PTC. We highlight the message several ways throughout content. Currently, the undergraduate homepage fails to define technical communication and contains vague descriptions of the program. For instance, the website states “begin your career in language.” Without a definition of technical communication and only mentioning language, users might read this page and decide they would rather get a degree in any other communication or writing intensive department. This page seriously fails to show how unique and diverse technical communication is. A prospective student probably would not go beyond this first page. Because many undergraduate students might not understand the process of applying to college, we briefly address the process. If they follow the links, they see additional information. We also included information on career prospects, such as information on industry types and job titles to help students understand the opportunities PTC provides.

Undergraduate Degrees



Menu List

Certificate or Minor in Technical Writing

There is no substitution for clear, ethical, and accessible writing; a certificate or minor in technical writing perfectly complements a degree in engineering, biology, media arts, chemistry, or computer science.

[Learn more about minoring or the certificate](#)

Certificate in Digital Studies

The Digital Media Studies certificate is an interdisciplinary program shared among the Technical Communication, Communication Studies, and Media Arts departments. Students take a mixture of digital media, technical communication, and communication classes.

[Learn more about the certificate](#)

Career Opportunities

Professional and technical communicators work in the medical, business, science, and technology fields in a number of positions, including technical writer and editor, grant officer, usability specialist, content strategist, and e-learning developer.

[Learn more about the field of technical communication and your career opportunities.](#)

I want to major in professional and technical communication. What are my next steps?

1. Familiarize yourself with your new [major requirements](#).
2. Understand your [scholarship and financial aid opportunities](#).
3. Contact your new undergraduate advisor to declare your major.

When can I meet my new advisor?

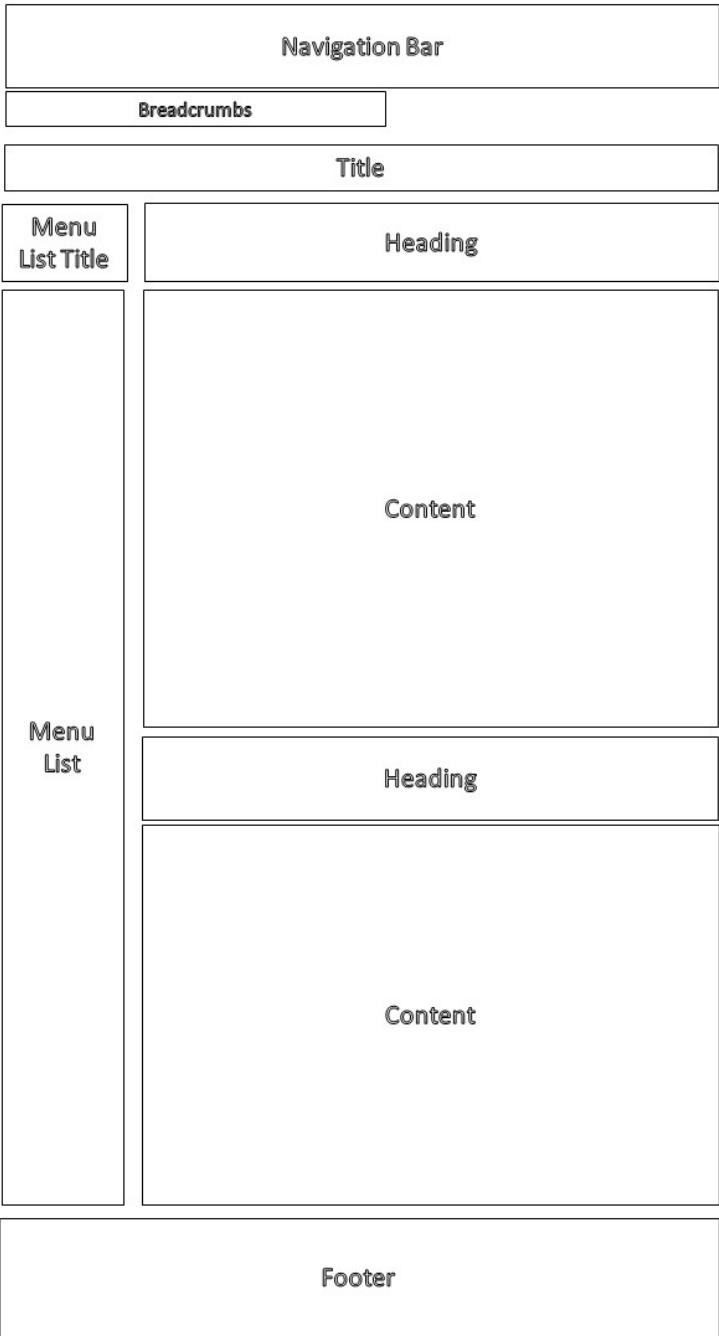
Call the TC office at (940) 565-4458 to schedule an appointment to meet with the undergraduate advisor. Undergraduate advising is by appointment only.

Lee Dollar, Undergraduate Advisor (Lee.Dollar@unt.edu)

Dr. Ryan Boettger, Interim Director of Undergraduate Studies
(ryan.boettger@unt.edu)

Footer

General Wireframe



Target Audience: Primary audience—existing undergraduates interested in changing majors, and incoming freshman.

Purpose: This page is for students who want to know more about the B.A. in PTC. The page starts with a brief overview of technical communication and then talks about the courses offered. This page helps students apply to the program once they have made their decision. Existing content was edited to reflect a more in-depth discussion of the application process. The website currently is three steps listed as the application process. Instead of sending students to various other pages, we included a detailed application process. This level of detail also helps answers questions advisors might receive. We also felt it was important to add additional information targeted to international students.

We interviewed several former and current PTC students and gained extremely valuable insight that identified what types of content PTC should incorporate, especially for students considering other degrees. Every interviewee wanted a list of classes, and a description of the types of jobs they can get with a PTC degree. In our revision, students learn what types of jobs they can pursue after graduating in the first paragraph. The types of classes has it's own heading because we want to highlight this particular topic. We chose not to list all the course descriptions in order to keep the page length reasonable.

Message: The message of the B.A. homepage is that technical communication is a diverse field and the PTC degree is highly employable. We wanted to have a consistent message that built upon the undergraduate home page's message of the benefits of majoring in PTC, so the first two paragraphs include information about career prospects after graduating.

The other portion of the primary message, the application process, emphasizes enrolling in the PTC program by making the information easy to understand and accessible.

Navigation Bar	
Breadcrumbs	
B.A. in Professional and Technical Communication	
Menu List Title	<p>The field of professional and technical communication is an ever-changing field, continually incorporating new industries, such as content strategy, social media, and augmented reality. Our BA program introduces students to all these industries and helps them master the skills necessary to work in high-tech environments, including strong writing, research, usability, design, and critical thinking.</p> <p>The skills students develop in our program have local and global marketability. Consider these facts:</p> <ul style="list-style-type: none"> • Texas currently employs more technical communicators than any other state, except California • The DFW Metroplex employs the sixth most technical communicators in the U.S. • Technical Communication is expected to grow 10% over the next 10 years (Bureau of Labor Statistics)
Menu List	What Courses do I need to take?
	<p>To earn the degree, a minimum of 120 semester hours, of which 42 must be advanced, and fulfillment of degree requirements for the Bachelor of Arts degree as specified in the "University Core Curriculum" in the Academics section of this catalog and the College of Arts and Sciences requirements.</p> <p>View course descriptions</p>
	<p>I want to major in professional and technical communication. What are my next steps?</p> <p>Excited about pursuing a B.A. in technical communication? Follow the steps below to start the process.</p> <ol style="list-style-type: none"> 1. Apply to UNT <ul style="list-style-type: none"> • Complete your online ApplyTexas application. • Request your official transcripts from your high school. • Submit your standardized test scores. All applicants must submit SAT or ACT scores. International applicants must also submit their TOEFL (or IELTS) scores. • Send additional materials (letters of recommendation or essay) only if requested by an admissions officer. 2. Familiarize yourself with your new major requirements. 3. Understand your scholarship and financial aid opportunities. 4. Contact your new undergraduate advisor to declare your major. 5. Once you have applied, track the status of your admission application through your personal MyUNT portal page at my.unt.edu. Learn how to setup your MyUNT account here.

BA Page continued...

**Menu
List**

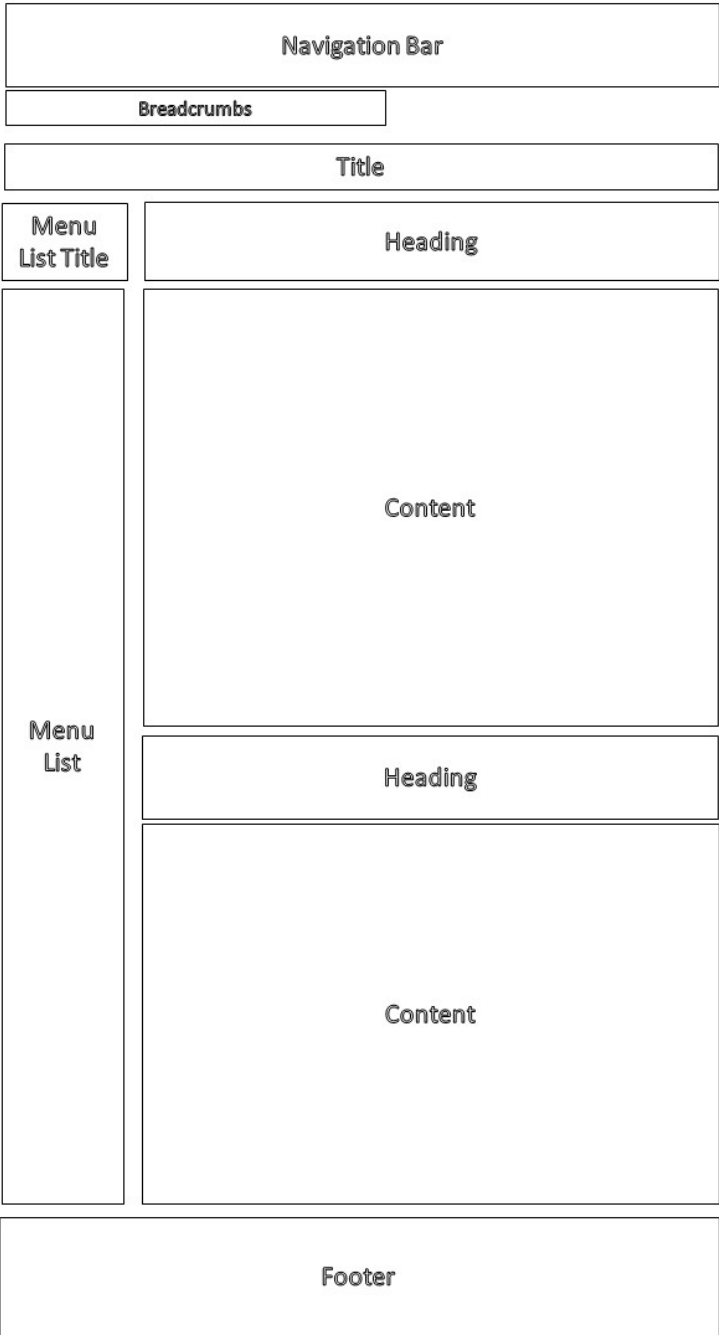
International Students

In addition to the steps above, there are extra requirements for international students. Please follow the link below for more information.

<http://admissions.unt.edu/international/how-to-apply>

Footer

General Wireframe



Target Audience: Potential undergraduates with degrees in biology, chemistry, or computer science, business, journalism, design, international students, transfer students, and change of majors.

Purpose: The purpose of this page is to inform potential undergraduates with degrees in a variety of industries about the benefits of having a minor or certificate in professional technical communication.

Message: The primary message of this page is how a certificate or minor in technical communication can increase the student's marketability. The first paragraph tells how the program is designed to enhance the student's ability to write within the industry. Because the student might understand how the program helps their marketability, we chose to incorporate the course links and names. Our last section on the page further emphasizes the primary message by using call to action language such as "ready to earn" and "increase marketability."

Certificate or Minor in Technical Communication

Navigation Bar	
Breadcrumbs	
Certificate or Minor in Technical Communication	
Menu List Title	How can minoring or receiving a certificate in technical communication help me?
Menu List	<p>Our certificate or minor in technical communication is the perfect complement to a degree in biology, chemistry, or computer science. In addition to the sciences, technical communication is great for people majoring in fields such as business, journalism, or design. The program is designed to set you apart from the competition by enhancing your abilities to create clear, ethical, and accessible writing. Technical communication is a broad field that encompasses many skill sets that most jobs require or prefer.</p>
	What Courses do I take?
	<p>Minor in Technical Communication The minor requires a total of 18 semester hours.</p> <p>Required courses, 9 hours</p> <ul style="list-style-type: none"> • TECM 2700 - Technical Writing • TECM 4180 - Advanced Technical Writing • TECM 4190 - Technical Editing <p>Remaining 9 hours Students must choose an additional 3 courses (9 hours) from the list below. At least 2 of these courses must be at the 3000 or 4000 level.</p> <ul style="list-style-type: none"> • TECM 1500 - New Media for Your College Career • TECM 1700 - Introduction to Professional Science and Technical Writing • TECM 3000 - Teaching Technical Communication in the High School • TECM 3100 - Commercial Publications for High-Tech Industries • TECM 3200 - Information Design for Electronic Media • TECM 4100 - Writing Grants and Proposals • TECM 4200 - Research Methods for the Practitioner • TECM 4250 - Writing Technical Procedures and Manuals • TECM 4700 - Writing in the Sciences <p>Certificate in Technical Communication (subheading) Students may receive a certificate in technical writing by choosing four of the following courses and successfully completing them with a grade of B or higher:</p> <ul style="list-style-type: none"> • TECM 2700 - Technical Writing • TECM 4180 - Advanced Technical Writing • TECM 4190 - Technical Editing • TECM 4100 - Writing Grants and Proposals <p>*or</p> <ul style="list-style-type: none"> • TECM 4250 - Writing Technical Procedures and Manuals <p>*or</p> <ul style="list-style-type: none"> • TECM 4700 - Writing in the Sciences

Certificate or Minor in Technical Communication continued...

Menu List	Ready to earn the certificate or minor?
	<p>With only a few additional course hours, you can increase your marketability.</p> <ol style="list-style-type: none">1. To earn a certificate, you only need to complete four courses with a grade of B or higher. Learn more about the certificate degree requirements.2. To earn a minor, you only need to complete as few as 18 semester hours. Learn more about the minor degree requirements.
Footer	

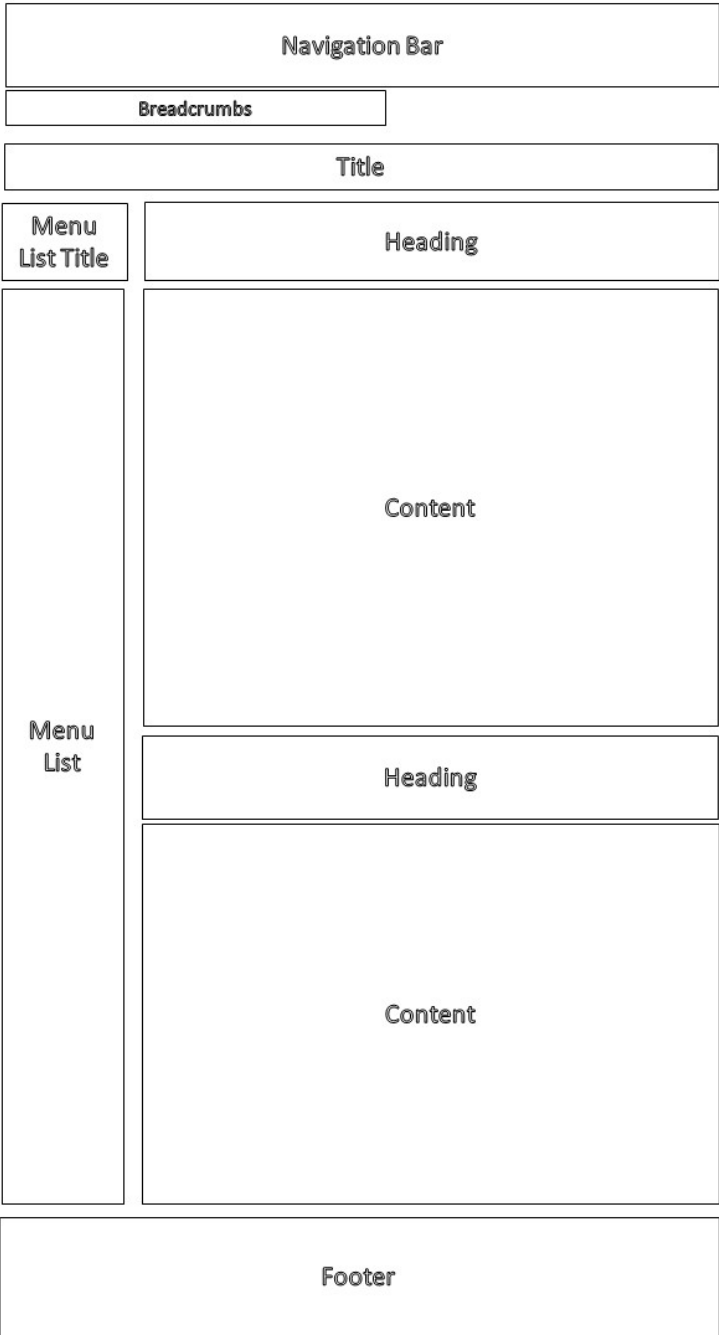
No Changes

Target Audience: Undergraduate students majoring in communication or media arts.

Purpose: The page provides an overview of the certificate, outlines classes needed to complete the certificate, and briefly describes the next steps for interested users. is for students with an interdisciplinary program for undergraduate students who want to market or differentiate themselves within the media industry.

Message: This page demonstrates how technical communication transcends various industries, and how technical communicators do more than write manuals. Throughout the page there are several ways content supports the message. Content appeals to users who may be considering other majors and encourages curious people to try technical communication without making a commitment. This page has the perfect amount of content. In addition to length, the headings use clear call-to-action language that makes content actionable.

General Wireframe



Target Audience: Secondary audience—prospective graduate students and existing graduate students changing majors.

Purpose: The graduate homepage defines technical communication and briefly describes and differentiates the MA and certificate programs. Defining technical communication is important because many graduate students in PTC received their undergraduate degree in other disciplines. The current graduate page only details the application process, assuming students already know what technical communication is, and that they want to enroll in the program.

In addition, we found during our interviews that prospective students sought to distinguish the MA from the certificate. The current website forces users to read through dense content on both the MA and certificate pages to differentiate the two options. We created web content that makes the information users need clear and readily available to alleviate the extra work and save time. Prospective students also include those who received their undergraduate degree in PTC and want to know what makes the graduate degree worth pursuing. In addition, students who consider transferring from the certificate program to the MA program, or those taking electives in the department, may seek information that distinguishes the MA from certificate.

Message: The primary message of the graduate homepage builds on the department's goal of becoming "the best, most visible technical communication department in Texas." Our web content emphasizes the benefits of pursuing technical communication at UNT specifically. Content appeals to users by communicating PTC's excellent job placement record and prime location. This information is a big selling point that compels most students to enroll in PTC, but it's currently buried on the MA page. Discussing these benefits upfront differentiates PTC from other communication departments and appeals to prospective students by demonstrating job marketability.

Our web content also describes qualities required to succeed in the program to help candidates decide whether PTC is right for them. Users from other disciplines may find such information helpful, especially for those who don't know what technical communication is. Potential students need to be able to picture themselves in such a role: "could I see myself doing that?"

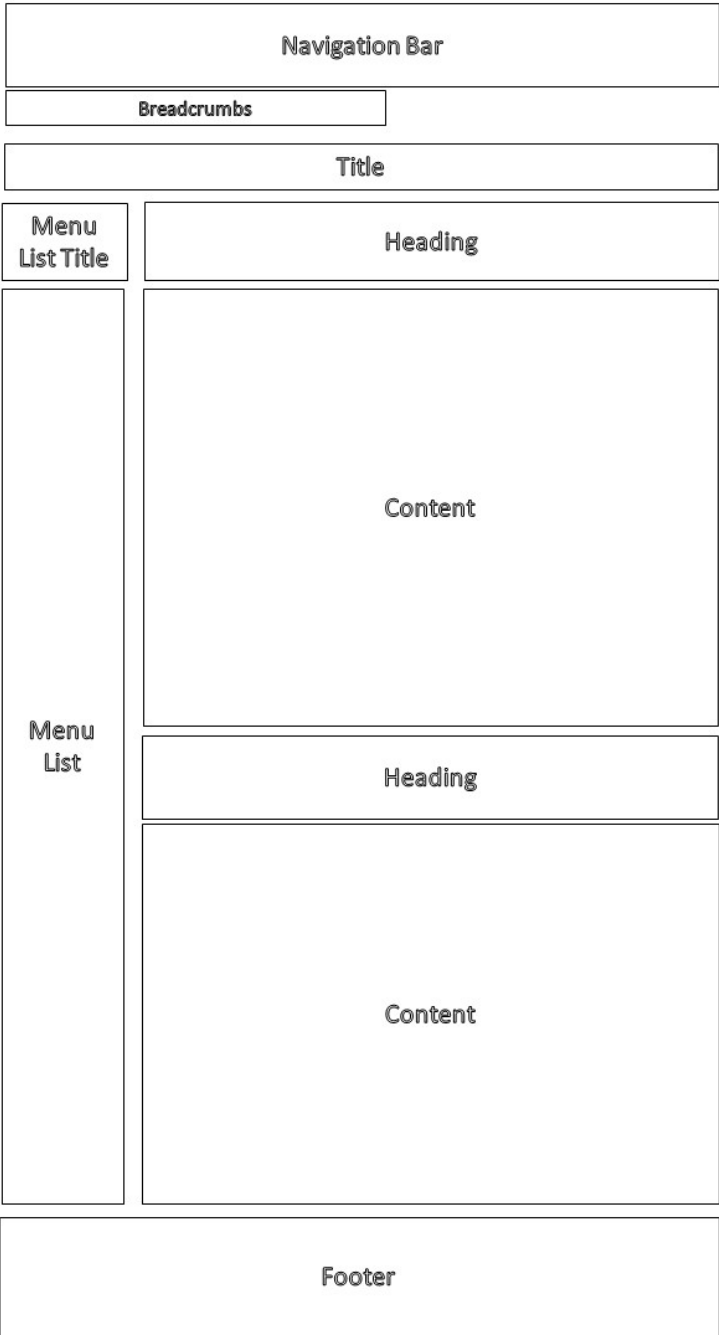
Graduate Degree and Certificate

Navigation Bar	
Breadcrumbs	
Graduate Degree and Certificate in Professional and Technical Communication	
Menu List Title	Professional and Technical Communication
Menu List	<p>Technical communicators collaborate with experts to craft content that effectively and efficiently serves their audience. Their work requires strict attention to design, audience, and language in a variety of formats, including print and digital media. Technical communicators possess diverse skills that allow them to work in various industries, such as software development, information architecture, instructional design, content strategy, and user experience. Successful technical communicators often enjoy:</p> <ul style="list-style-type: none"> •Writing and editing •Collaborating •Technology •Design and usability •Research <p>If you identify with any of the above, keep reading to see how our graduate degree or certificate can advance your career and increase your skill set.</p>
	<h3>Master of Arts in Professional and Technical Communication</h3> <p>Our graduate program in professional and technical communication provides a rigorous curriculum that increases your ability to write, think, and communicate strategically. Our curriculum prepares graduates for a career in technical communication as well as related fields, including grants and proposals, usability, editing, and content strategy. We've earned a 15+ year track record of excellence and hold a 100% job placement record for our graduates. Our job placement record coupled with our prime location in a major metropolis makes pursuing technical communication at UNT one of the most employable choices.</p> <p>The skills gained from our program prepare students for a wide range of career choices and enable personalized marketability. Therefore, we seek applicants with strong motivation, time management skills, self-discipline, and a high energy level who can customize their future. Students with interdisciplinary degrees are welcome, but be sure to research the field before applying and then relay that research in your personal statement. Become part of our tradition and apply to our program today.</p>
	<h3>Certificate in Teaching Technical Writing</h3> <p>While the Master's program prepares students for a career in technical communication, the goal of the graduate certificate in teaching technical writing is to prepare future academics who specialize in another content area to also have a strong competency in the growing field of professional and technical communication. We encourage students from composition/rhetoric, literature, creative writing, and cultural studies to enrich their academic careers with our graduate certificate. Earning a certificate in teaching technical writing will help you:</p> <ul style="list-style-type: none"> •Enhance your marketability •Distinguish yourself from the competition •Secure the academic job of your choice

Graduate Degree and Certificate continued...

Menu List	Applying to Professional and Technical Communication
	The application process differs between the certificate and Master's programs. •For details on applying to the certificate program, visit their homepage . •For details on applying to the Master's program, visit their homepage .
	When can I meet with my new advisor?
	Graduate advising is by appointment only. Please call the PTC main office at (940) 565-4458 to schedule an appointment with the Director of Graduate Studies: Jordan Frith Auditorium 317D 940-565-4677
Footer	

General Wireframe



Target Audience: The Master's page serves the secondary audience, prospective graduate students and existing graduate students changing majors.

Purpose: The existing Master's page contains content that meets the needs of its audience, including those who received their undergraduate degree in other disciplines or PTC. Based on our interviews, users sought information on job marketability and industry outlook. The existing page already meets these objectives by highlighting the excellent job placement record, partnerships with various businesses, and the excellent location for technical communicators.

We also found during our interviews that every user wanted to view class listings. The current web page contains a link to "learn more about the coursework in professional and technical communication." However, the link doesn't take users where they expect to go; the link takes users to a general page that lists all the departments, not PTC classes. We replaced that link with one that takes users directly to PTC class listings and placed the link in a more noticeable location, outside of the application procedures; no user would look for class listings in the application process. We also updated content to reflect the new requirements. For instance, our content no longer lists styles or presentations, and replaced the cognate with the portfolio.

Message: Similar to the graduate homepage, the Master's page builds on the department's goal of becoming "the best, most visible technical communication department in Texas." Users stated they wanted information on job marketability and industry outlook during our interviews. Based on this want, web content describes why pursuing technical communication at UNT is advantageous by discussing the success of graduates and proximity to one of the most employable areas for technical communicators. In addition, the page reflects the positive industry outlook by drawing attention to expected growth in the industry. Providing such clear, specific information on the advantages of studying at UNT advances the department's goal of being one of the best technical communication programs.

Navigation Bar	
Breadcrumbs	
Master of Arts in Professional and Technical Communication	
Menu List Title	What can your graduate program in professional and technical communication offer me?
Menu List	<p>A prime location -- We are the only Texas-based technical communication program located within a major metropolis. Our prime location has allowed us to forge long-term, professional relationships with industry leaders, who you will interact with as part of your coursework and also during your internship and employment processes. Our Texas-based location also offers a variety of other benefits:</p>
	<div> <p>Infographic of U.S./TX showing where most technical communicators are employed.</p> </div> <p>A 100% job placement record -- We pride ourselves on our job placement record for our graduates, who work as technical communicators at AT&T, Apple, Microsoft, Sabre Airline Solutions, and GE Healthcare. Recent graduates began their jobs with a \$50-\$55K annual salary. Our program also prepares you to study at the doctoral level. Recent graduates have earned fellowships at premiere technical communication programs, including University of Washington, Purdue, and Texas Tech. Read more about our professional and technical communication alumni.</p> <p>A rigorous curriculum -- Your coursework balances the study of complex theories with practical application. Courses on the principles of technical communication; technical writing and editing; usability; document design; and communication and information technologies equip you with advanced knowledge and skills that are immediately applicable to the industry. Our night courses are designed around a flexible schedule that enables professionals to balance work and personal life with a strategic investment in their careers.</p> <p>Your coursework will be writing and reading intensive. Expect to produce a minimum of 5,000 words of technical writing per class in various text types using various technical styles. You will read a mixture of peer-reviewed journal articles, scholarly books, textbooks, magazines, and blogs to understand the multiple perspectives that shape technical communication. The faculty expect you to arrive to class prepared, engaged, and ready to learn. Students who are not highly motivated and driven do not succeed in our program.</p> <p>In addition to electives, you will complete an internship at a major organization (called a practicum). Prior to earning your degree, you must create an online portfolio that demonstrates your mastery of technical communication fundamentals using major projects assigned throughout your graduate career. Applicants whose undergraduate degree is not in professional and technical communication may be required to take 3-6 hours of graduate leveling courses as approved by the graduate director. These courses would count as electives toward the MA degree.</p> <p>Learn more about the coursework in professional and technical communication.</p>

Menu
List

How do I apply to your graduate program in professional and technical communication?

1. Apply to the Toulouse Graduate School

- Complete your online [ApplyTexas application](#).
- Request your official transcripts from all colleges and universities you have attended. To be eligible for admission to the MA with a major in professional and technical communication, applicants must have at least a 3.0 GPA on the last 60 hours of undergraduate semester credit hours prior to receiving a bachelor's degree or a 2.8 GPA on all undergraduate work.
- Submit your standardized test scores. All applicants must submit Graduate Record Examination (GRE) scores. International applicants must also submit their TOEFL (or IELTS) scores.

NOTE: We do not accept test scores other than the GRE and TOEFL (or IELTS) scores. The department does not grant conditional admission to applicants who have not submitted all test scores.

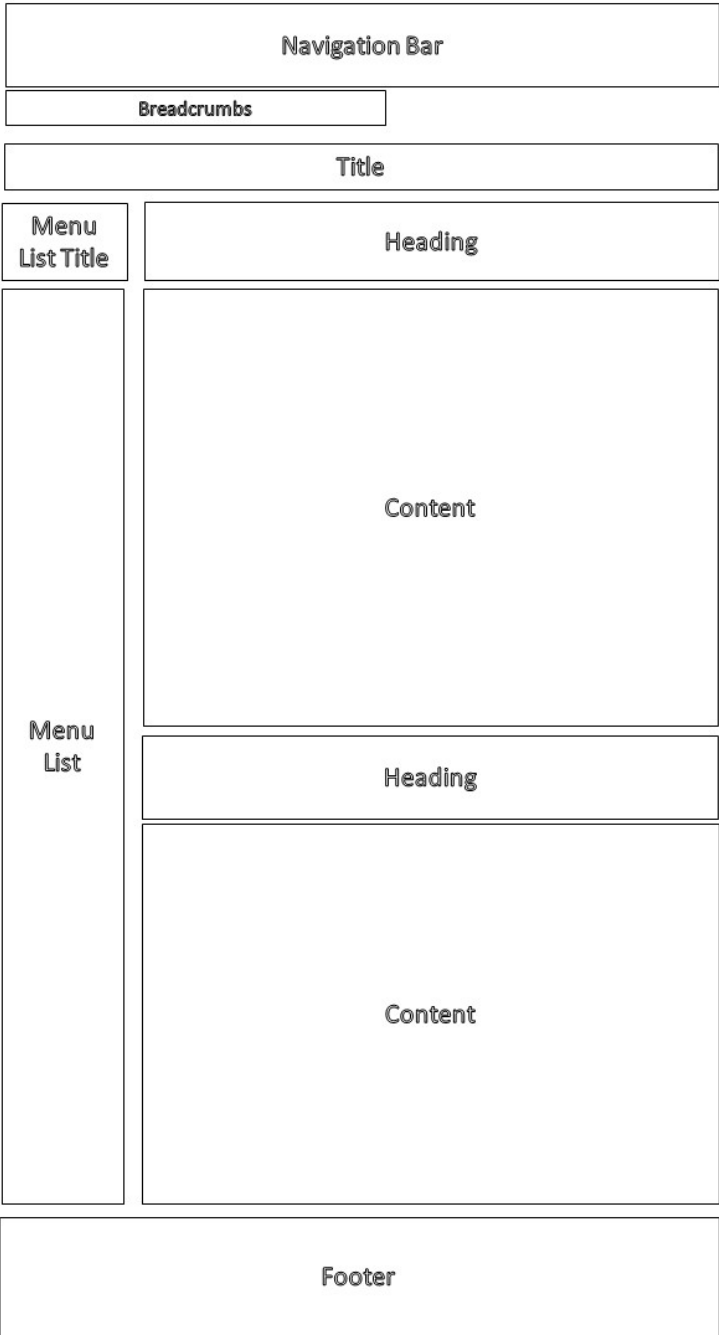
2. Email the following documents to the TC [Graduate Advisor](#)

- A 500-750 word personal statement in response to one of the following prompts:
 - Describe a situation where you successfully used technical communication. How do you believe UNT's MA with a major in professional and technical communication will complement what you already know about the field?
 - Summarize the most recent article you read about technical communication. Discuss how this article informed your thinking about technical communication and then how UNT's MA with a major in professional and technical communication will enhance your understanding of the field.
- A current vita or resume.
- A writing sample or professional portfolio (optional).

An admission decision will be made once the applicant's file is complete. TC accepts applications throughout the year; however, visit the Toulouse Graduate School Web site for their application deadlines.

Footer

General Wireframe



Target Audience: Tertiary audience: future academics who specialize in other communication and writing fields.

Purpose: Encourages tertiary audience to enroll in the graduate certificate program. Not many changes were made to this page. We consolidated some of the headings so the page isn't as overwhelming to look at. For instance, we incorporated "How quickly can I complete the graduate certificate in teaching technical writing?" into "What classes do I take?" In addition, we reorganized the headings so that the page matched the pages for degrees and other certificates by moving the admissions procedures to the end.

Message: Encourages tertiary audience to advance their academic career by earning the certificate in teaching technical writing. Highlights recent negative trends in English fields and discusses the growth in technical communication to stress the benefit of pursuing the certificate. In keeping with the future-forward characteristic of PTC, we updated some of the facts. We also deleted the following fact:

Less than a third of technical writing teachers had their highest degree in the field. The remaining respondents represented degrees in 16 other disciplines, primarily literary or cultural studies (Dayton, 2004).

We deleted this fact because it is from 2004 and we could not find an updated version of that fact. Our content excludes the "FACT" titles that precede each fact because, honestly, it sounded like Dwight Schrute wrote the content.

Certificate in Teaching Technical Writing

Navigation Bar	
Breadcrumbs	
Certificate in Teaching Technical Writing	
Menu List Title	How will a certificate in teaching technical communication advance my academic career?
Menu List	<p>The graduate certificate in teaching technical writing prepares future academics who specialize in another content area, such as composition/rhetoric, literature, creative writing, and cultural studies, to also have a strong competency in the growing field of professional and technical communication. Our certificate in teaching technical writing equips you with the skills you need to teach a variety of foundational courses in technical communication, including introduction to technical writing, technical editing, technical style, document and Web design, and professional report and proposal writing. Consider the following facts:</p> <ul style="list-style-type: none"> •The Modern Language Association saw a 37% drop in faculty positions advertised on the association's electronic jobs list for the 2009-2010 academic year. (June 2009). •The job recession has greatly impacted academic jobs in literature and language, leaving job seekers "chasing a rapidly shrinking pool of jobs" that will last at least several more years (June 2009). •An analysis of the jobs published in MLA's Job Information List suggests that applicants for language and literature jobs would benefit from a secondary specialization in professional and technical writing (February, 2015). <p>This graduate certificate caters to non-majors. Teaching technical writing requires an acute attention to the stylistic and rhetorical standards and practices that govern workplace writing--these practices often run counter to traditional humanities-based writing training. Understandably, these emphases are not part of the curricula in rhetoric/composition, literature, creative writing, and cultural studies programs.</p>
	What courses do I take?
	<p>All of required courses are offered once an academic year as part of the regular rotation in professional and technical communication. You can fulfill the certificate requirements in one academic year if you are committed to taking 6-credit hours a semester.</p> <p>Required Courses</p> <ul style="list-style-type: none"> •TECM 5195 - Editing Technical Documents •TECM 5550 - Studies in the Teaching of Technical Communication <p>Elective Courses (choose any 2 of the following):</p> <ul style="list-style-type: none"> •TECM 5170 - Grants and Proposals •TECM 5191 - Digital Literacies for Professional Communicators •TECM 5200 - Project and Content Strategies for Communication Professionals •TECM 5280 - Designing Technical Documents •TECM 5290 - Design and Development of High Tech Training Material

Menu List	<div>What are the admissions procedures?</div> <p>The admission procedures for a graduate certificate differ from a graduate degree. GRE scores, letters of reference, a personal statement, and a resume are not required. Applicants, however, must follow these procedures:</p> <ul style="list-style-type: none">•U.S. citizens/permanent residents submit application, application fee, and official transcripts to the Toulouse School of Graduate Studies.•International applicants submit application, application fee, and official transcripts to the International Admission Office. TOEFL scores must be also submitted. Applicants who have undergraduate degree from a U.S. college/university or who have successfully completed an intensive English program may be exempted from the TOEFL.•Current UNT graduate students can register for any of the courses required for the certificate in teaching technical writing. However, admission to a UNT graduate program does not imply admission to a Graduate Academic Certificate Program. <p>Current UNT students must also complete the "Application for Concurrent Graduate Academic Certificate Programs" (PDF) for each certificate sought. This application does not require an admission fee.</p> <p>UNT's Toulouse Graduate School and the Department of Technical Communication's Graduate Studies Director will notify students of their admission status.</p>
	<div>What if I have more questions?</div> <p>Please contact Dr. Jordan Frith, Graduate Studies Director, with any questions about the certificate in teaching technical writing.</p>
	Footer

No Changes

Target Audience: Secondary audience—existing and prospective graduate students.

Purpose: The practicum page details what existing and prospective graduate students can expect as they get ready to complete the practicum. We kept this page because one of our interviewees stated that she was frustrated because she could not find any “guidance or help” regarding the cognate or comprehensive exam. This page helps prepare students for a major requirement to complete their degree.

Message: This page does not necessarily meet any business objectives; it simply informs the audience and fulfills their needs.

No Changes

Target Audience: Secondary audience—existing and prospective graduate students.

Purpose: This page details what existing and prospective students can expect as they complete their graduate degree as well as the consequences for not meeting basic requirements. The page does a good job giving a step-by-step account of the actions taken against students and what students can do to stay in the program. We left this page on the website so the information is readily available (especially because we could not locate it anywhere else).

Message: This page does not necessarily meet any business objectives, but rather informs the secondary audience.

No change to content. We deleted all pages except for the “All Faculty” page and renamed it “Faculty and Staff.”

Target Audience: All audiences.

Purpose: This page lists all faculty and staff. We left this page because interviewees from both the undergraduate and graduate programs stated they sought information about the faculty. However, we deleted all pages except for the All Faculty page, which we renamed Faculty and Staff. Deleting these pages also made space to include the Alumni, Advisory Board, and ETC pages under the People menu option.

Message: This page does not necessarily meet any business objectives; it fulfills audience wants.

No Changes

Target Audience: All audiences.

Purpose: These pages contain faculty and staff bios. We left this page because interviewees from both the undergraduate and graduate programs stated they sought information about the faculty.

Message: This page does not necessarily meet any business objectives; it fulfills audience wants.

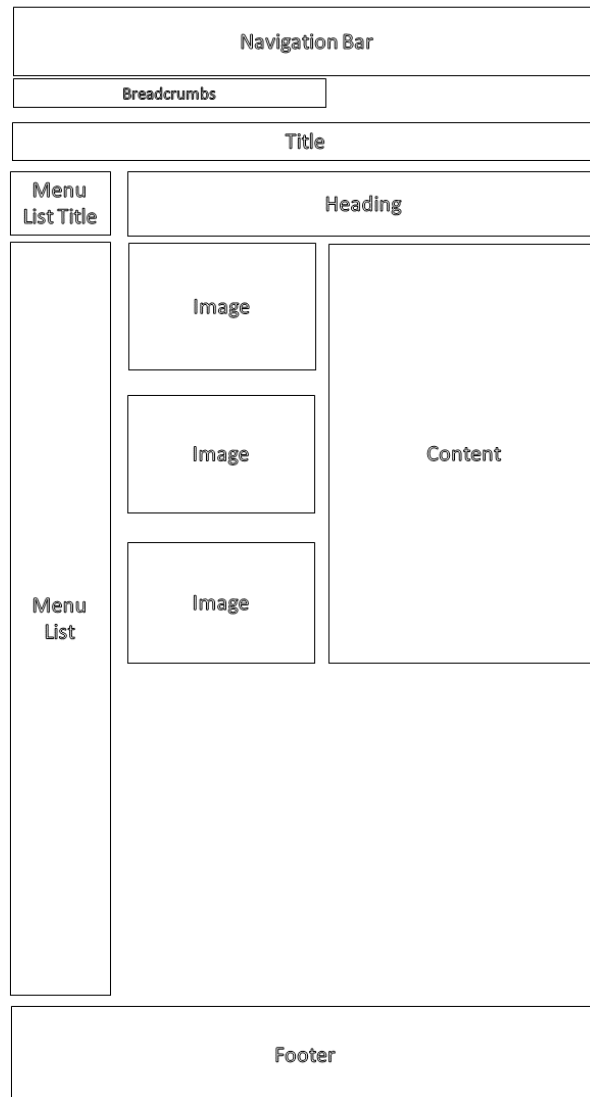
No change to content. However, we do recommend including undergraduates in the alumni page, not just graduate students.

Target Audience: All audiences.

Purpose: The Alumni page inspires prospective students to enroll in PTC by demonstrating how successful graduates from the program are. This page exemplifies the department's 100 percent job placement record and supports the claim that a degree in PTC prepares students for careers in a myriad of fields.

Message: Technical communication is a vast field and coursework equips students with the skills to write across multiple disciplines. Because graduates work in a variety of industries, students are able to market themselves in various ways to pursue their own future. We did not change content, but we do recommend including undergraduates in the alumni page, not just graduate students; the primary audience is interested in other undergraduates.

Eagle Technical Communication Wireframe



Target Audience: All audiences.

Purpose: The page for Eagle Technical Communication (ETC) informs prospective and existing students about the department's student organization. Prospective students need to see what type of opportunities are available within the program, but the existing website does not indicate that the department has a club. In fact, many of us only found out about the student organization from other students. Clubs are a good resource for students, and we learned during our interviews that many people were interested in events. Because ETC hosts many of the events throughout the semester, their page could replace the existing Events page with the calendar. We modeled the ETC page after the Texas Tech student organization page. The content does not need to be lengthy or thorough, just a brief overview of the events they host, how students can get involved, and a link to their Facebook page. In addition, information should include when and where they meet.

Message: This page shows that the department inspires and encourages students to enhance what their experience and coursework by providing additional opportunities for professional development. The information on this page is particularly important because many people we interviewed expressed interest in events.

Eagle Technical Communication

Navigation Bar		
Breadcrumbs		
Eagle Technical Communication		
Menu List Title	About Eagle Technical Communication	
Menu List	Image	<p>Eagle Technical Communication (ETC) is a student chapter of the Society for Technical Communication (STC), "the world's largest and oldest professional association dedicated to the advancement of the field of technical communication." ETC builds on coursework and helps undergraduate and graduate students:</p> <ul style="list-style-type: none">Develop professional skillsLearn about the industryPractice their technical communication skillsBuild their volunteer experienceMeet other students interested in technical communication <p>Our organization hosts events throughout each semester, including workshops and seminars, featuring STC guest speakers.</p> <p>Like us on Facebook!</p>
	Image	
	Image	
Footer		

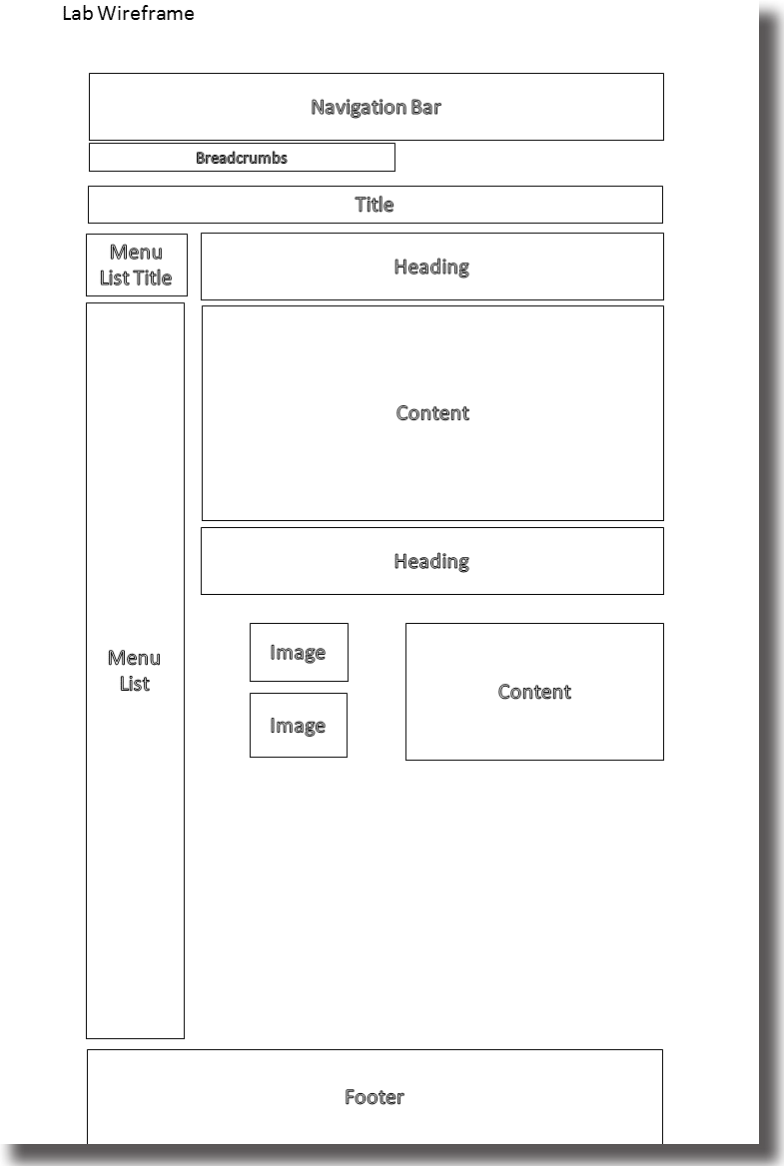
No Changes

Target Audience: All audiences.

Purpose: The Advisory Board page exemplifies how PTC stays up-to-date on industry trends.

Message: This page supports the department's future-forward quality. The advisory board demonstrates how PTC focuses on equipping students with the most current and relevant skills needed in the field. In addition, seeing where advisory board members work reiterates the breadth of technical communication.

Lab Wireframe



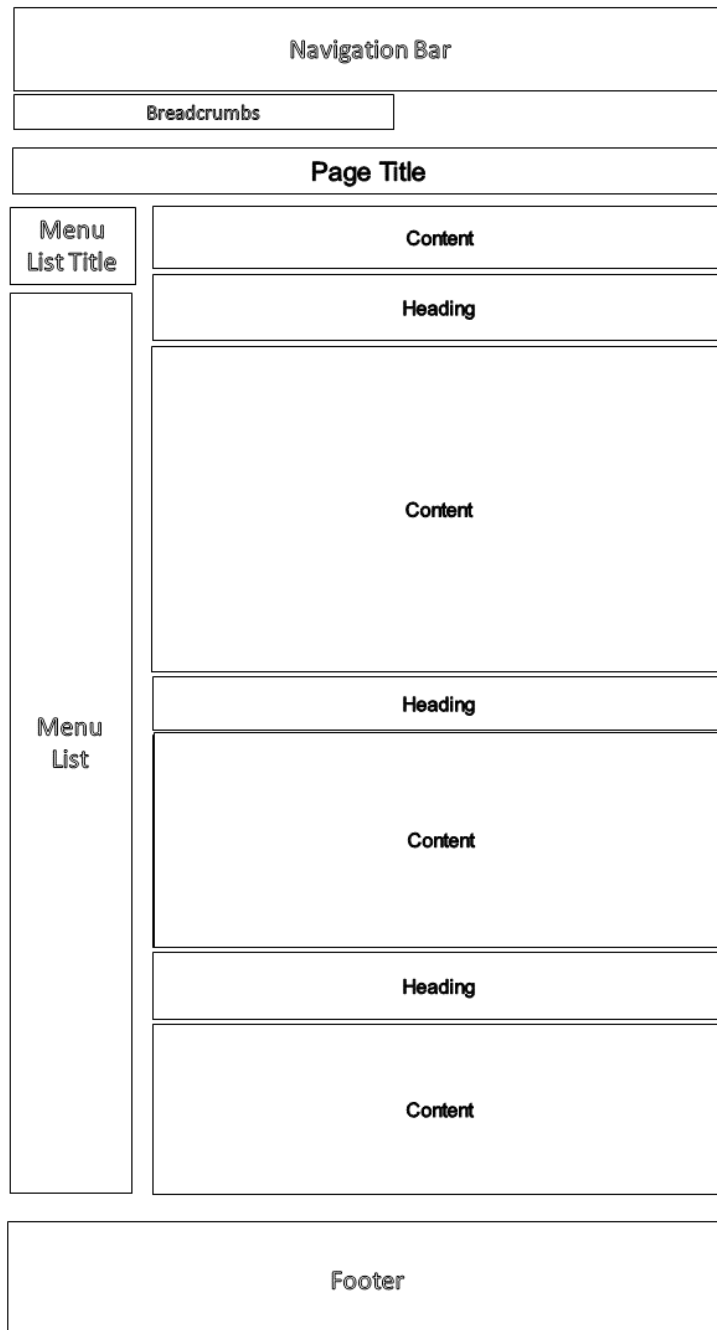
Target Audience: All audiences.

Purpose: The lab page displays a resource for students who currently engaged in PTC. The page also provides information, including the hours of operation and contact information.

Message: This page demonstrates that PTC makes considerable investments to ensure that students can succeed in the program by providing a space equipped with computers and software, especially for those who don't have them at home. To make the page more focused on PTC, we deleted the unaffiliated UNT Writing Lab page and instead direct users to the UNT Writing Lab website. We suggest images of the director and manager of the Technical Communication Lab be included on this page.

Navigation Bar				
Breadcrumbs				
Technical Communication Lab				
Menu List Title	What is the Technical Communication Lab?			
Menu List	<p>The Technical Communication Lab (TCL) is a reserved computer lab for students currently taking technical writing courses. The lab is equipped with all the technology and software you need to complete your technical communication coursework. The TCL staff are specially trained to help students learn word-processing and graphics applications used to produce technical and business documents. For information on the unaffiliate UNT Writing Lab, please see their website.</p> <p>Lab Hours: Mondays-Thursdays 8am - 10pm Fridays 8am - 4pm <i>TCL is closed during the summer break.</i></p> <p>Lab Location: AudB #307</p>			
	<p>Technical Communication Lab Staff</p> <table border="1"><tr><td>Image</td><td>Brad Davis, Director Office: AudB 310 Phone: 940-565-4193</td></tr><tr><td>Image</td><td>Jake Ferguson, Manager</td></tr></table>	Image	Brad Davis, Director Office: AudB 310 Phone: 940-565-4193	Image
Image	Brad Davis, Director Office: AudB 310 Phone: 940-565-4193			
Image	Jake Ferguson, Manager			
Footer				

Student Employment



Target Audience: All audiences. Teaching Fellow positions target graduate students, and lab tutors target all audiences.

Purpose: This page details possible employment opportunities for students and provides the applications for each position. We deleted the two links at the top of the page because those links were broken. Also, including them is redundant because each job description includes links to its respective application.

Message: This page does not necessarily meet any business objectives; it simply informs the audience about job opportunities.

Student Employment

Navigation Bar	
Breadcrumbs	
PTC Employment Opportunities	
Menu List Title	PTC offers a variety of instructional positions, including teaching fellows, Writing Lab tutors, and Technical Communication Lab tutors.
Menu List	Teaching Fellows
	<p>As an PTC teaching fellow, you have the opportunity to teach courses in developmental, scientific, and technical writing. Based on your schedule and needs, you may teach one or two courses per semester; teaching two courses entitles you to full UNT Benefits and in-state tuition rates.</p> <p>To be eligible for a teaching fellow, you need to meet the following minimum requirements:</p> <ul style="list-style-type: none">•Completed 18 hours of graduate level coursework. This does not apply to the teaching of TECM 1200.•Enrolled full-time (9 hours per semester) as a graduate student.•Must have passed with a "B" or better, or be enrolled in TECM 5550, a teaching methods course. <p>Download and complete the teaching fellow application (.pdf) and review the instructions for the application process.</p>
	Writing Lab Tutors
	<p>The Writing Lab is housed in PTC but caters to the needs of the entire university community. We welcome applicants from all types of writing and language backgrounds as well as both undergraduate and graduates. Lab tutors work a maximum of 20 hours per week, and you have the opportunity to tutor in conjunction with teaching one course.</p> <p>Download and complete the tutor application.</p> <p>You will need to call the Writing Lab staff at 940.565.2563 to schedule a time to take the application quiz and to set an appointment for an interview. You may email your completed application to writinglab@unt.edu.</p>
	Technical Communication Lab Tutors
	<p>The PTC computer labs need tutors who can help students learn word processing and graphics applications used to produce technical and business documents. Tutors generally work 14-17 hours a week and their duties include demoing software tools to technical communication students, maintaining the labs and their equipment, and assisting instructors with their technological needs. As part of their job, all tutors attend an orientation every semester to keep their skills current. To apply, email a resume to Brad Davis, PTC lab director. Preference will be given to applicants who have taken TECM courses and have Adobe CS5 experience.</p>
Footer	

Part 3

Social Media Strategy

As a part of the overall content strategy of the PTC web presence, we also examined the department's social media presence. Social media is often used to drive traffic back to a website, increasing its overall use. We describe how similarly situated technical communication programs approach social media, lessons that may be learned, and recommendations for platforms and content. Overall, the driving force behind PTC's social media presence is engaging content.

How does PTC handle Social Media?

We first examined how the department currently employs social media. PTC supports three platforms of social media: LinkedIn, Twitter, and Facebook. Because LinkedIn has very few members and the Twitter account is very new, we cannot assess its use. However, we assessed the Facebook page because it is better developed. Table 1 displays the kind of content posted and any activity the posts generated over the course of one year.

	Number of Posts	Number of Likes	Number of Comments	Number of Shares
Job/internships	13	42	6	0
UNT General	8	38	1	0
Slice of life/Random	4	38	1	0
About TECM	14	101	7	0
Faculty	4	102	3	3

Engagement with content is low. Very few people comment on posts, and no one shares posts. Posts about the faculty tend to have the most engagement, but this may be because faculty members share these posts with their networks. We found during our landscape analysis that other technical communication programs employ LinkedIn, Twitter, and Facebook. Therefore, we recommend PTC continue using these platforms despite their low performance.

How are other departments handling social media?

We assessed Texas Tech, Carnegie Mellon University, and Michigan to determine how PTC compares in social media performance. Understanding how they handle their social media may help generate new ideas for this strategy. Table 2 displays user activity on social media for the other departments when compared to PTC.

	PTC	Texas Tech	Carnegie Mellon	Michigan Tech
Facebook Page Likes	462	580	568	153
Twitter Followers	22	439	440	N/A

Table 2

Only members can view LinkedIn pages, so that information was difficult to ascertain for the other departments. In addition, because the PTC Twitter account was recently created, the number of followers is well below the other departments. However, PTC Facebook activity performs better than some, but not as well as most. Because these numbers are similar, they may represent a glass ceiling in terms of how large the social media presence can grow from the student population alone. If this is correct, PTC must increase engagement with existing followers, keep alumni interacting, and gain new members. Content that focuses more on students and networking may prove more engaging than the content that is currently produced. In order to engage with students, as well as ensure maximum coverage, content should also:

- Be recycled for Facebook and Twitter
- Use diverse content types, such as videos and pictures.
- Engage and interact with students

Social Media Content PTC Should Develop

Each platform that PTC uses has different strengths and weaknesses. Content that follows the following guidelines will acquire the most attention.

Facebook Content

Because of Facebook's algorithm, there are two big things to consider when it comes to creating content that appears in news feeds:

1. Diverse content types, including links, videos, and photos, appear more often in news feeds than posts with text alone.
2. High quality content that consistently receives user interaction have higher placement in news feeds.

Facebook has a variety of useful benefits for PTC to appeal to potential and current undergraduate students. Because posts can be informal or professional, Facebook is an easy platform to develop a consistent and diverse content schedule. Some suggested content ideas might include:

-
- Upcoming undergraduate events
- Important holidays
- Student focus
- Blogs and articles

Twitter Content

Twitter is a great resource for potential students. It has a wealth of benefits for future undergraduate students because of how easy it is to connect with professionals in the industry. It is also very easy to recycle content due to its less demanding character count on all posts. Content ideas might include:

- #tecmchat - have a monthly guest speaker lead TwitterChat, preferable an alumni or student advisory board member, answer questions about the technical communication industry
- Retweets from professional tech writers
- Blogs and articles
- Student focus
- Engaging in relevant trending topics

LinkedIn Content

LinkedIn is an important business networking tool, as many employers use it to screen applicants. Although Facebook and Twitter can and should be playful, LinkedIn should be used for networking and professional development. PTC can reach out to connect with alumni and current students as there are only 9 members in LinkedIn group. Content ideas might include:

- Blogs and articles on professional development
- Industry news

Reasonable goals for the first six months of social media

Within six month of implementing this strategy, the following should be accomplished:

- Create a consistent content schedule
- Monitor accounts for engagement and new content topics
- Incorporate ideas from Technical Writing club or encouraging members to engage in content ideas. (discuss at each meeting)
- Have a monthly blog featuring tech writing students
- Create a monthly email encouraging new students to engage in social media. This should also list events and interesting industry news

Social Media Engagement Strategy

Consistently posting ensures users stay engaged. We suggest that Twitter and Facebook post new content at least twice a week. Luckily, content for these posts can be recycled between platforms. LinkedIn does not need to be updated as frequently but posts on Facebook and Twitter, especially those related to Internships and professional development, should point to the LinkedIn group for more information.

In order to access this strategy, monthly reports should be created to monitor growth and the most engaging content using tools such as HootSuite. Consider scheduling posts based on the most engaging time. By carefully monitoring engagement metrics as outlined in the goals, PTC can post at engaging times as well as create the best types of content to present to their audience. Here is what our proposed social media content strategy would look like over a one month period in January:

- January birthdays of students/faculty at the beginning of the month
- Featured student achievements/projects in alternating weekly intervals.
- Important events (Martin Luther King Day, First day of school post)
- Internships posts/professional development posts on alternating weeks
- #tecmchat Twitter chat at the end of the month

What this content over a month calendar is visualized in Figure 1.

<i>January 2017</i>						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 January Birthdays	3	4	5	6 Internship Post	7
8	9 Featured Student Work	10	11	12	13 Professional Development Post	14
15	16 MLK Day post	17 Start of Spring Classes post	18	19	20 Internship Post	21
22	23 Featured Student Work	24	25	26	27 Professional Development Post	28
29	30	31 #tecmchat				

Figure 1