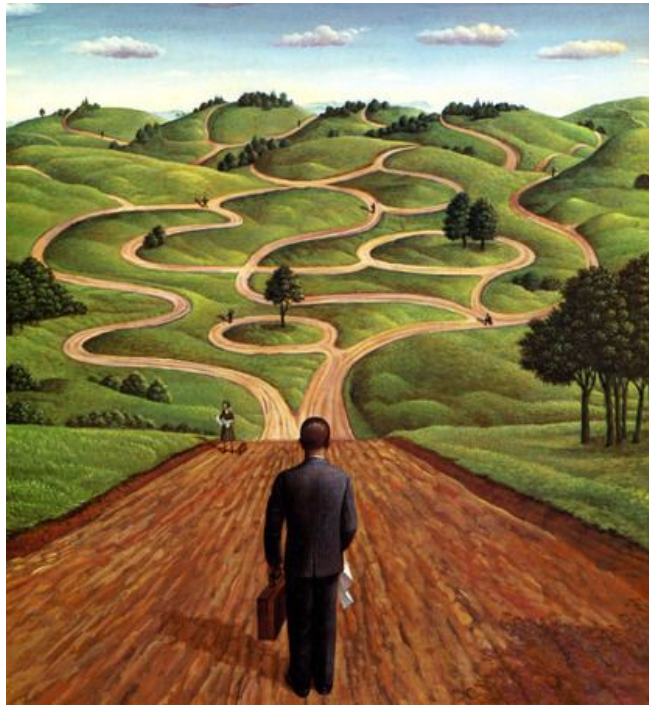


<http://pcwallart.com/winding-path-drawing-wallpaper-1.html>



Case #1: Evaluate and Recommend
COMM 474: Media Workshop
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EXECUTIVE SUMMARY

In this unique case we were given the task to evaluate two basic alternatives. The first being to continue the current digital *Fourth Estate* development process. The second being to discontinue the current digital *Fourth Estate* development process. With the second decision we were required to consider an alternative, which would be to develop an entirely new approach. Based on our evaluation of the two alternatives, we were to recommend the most viable path for the future.

We considered the many tools we were given throughout our experience in the Communication department classes. These tools provided us with the insights we needed to evaluate our decisions, as well as decide the best path to move forward. We outline these tools and processes throughout our report. We also offer our proposal for the future of the *Fourth Estate*.

Situation

The *Fourth Estate* (4E) was an award-winning campus newspaper at the University of Wisconsin - Green Bay (UWGB) until 2014. After many years of success, the 4E made the decision to move in a more modern direction. Rather than continuing the print edition of the 4E, the decision was made to move in a digital direction. A great deal of time, research, and money were contributed to the making of the new *Digital 4E*. However, many unknown problems greatly affected the way the official launch of the *Digital 4E* went. Some of the major issues that went unnoticed included a lack of oversight, leadership issues, and an overall disorganized structure. During the event for the official launch of the *Digital 4E*, several issues began to surface. For example, the amount of content posted on the website at launch created red flags for the future of the *Digital 4E*. After the event, there came a realization that some significant changes needed to occur.

This realization created our duty to assess and evaluate three options for the future of the 4E. The three options we were presented with were as follows. First, continue the 4E, which meant to keep developing the digital 4E as we had been under new direction. The second option was to discontinue the 4E, which meant to end any possibility of a future with the 4E. The second option meant proposing an alternative, option 3, which meant crafting a different class focus. Through assessing and evaluating our options we strived to introduce the best option that would result in the ultimate goal, which was to figure out and recommend the most sustainable and viable option for the future.

Background

For 50 plus years, the *Fourth Estate* existed as the news source for this college campus. Through these many years, there were several huge milestones along the way. To begin with, during the 1960's through the 1990's, "the Fourth Estate was the student voice of the campus" (Sue Bodilly, 2017). At least through the year of 2009, the *4E* was winning many awards. With its super reputation, great value, and overall success, the *4E* became a significant tradition of the university.

In 2014, Professor Goff retired. Professor Goff was a greatly respected Journalism professor who contributed significantly to the major success of the *4E*. Also in that year, the research and development phase for the *Digital 4E* began to take place. The print version of the *Fourth Estate* was still produced during a majority of this process.

Leading into 2015, the college newspaper started to suffer because of the lack of oversight and leadership. The content was also being produced by students who lacked the proper knowledge and training in Journalism. Later in 2015, certain journalism classes were restructured in order to better develop skills related to digital Journalism. In this restructuring process, what many knew as Print Practicum I and II became Media Workshop I and II. Journalism majors were no longer the only students that were required to take the class to graduate. The class also became a requirement for Public Relations students.

The research and development phase of the *Digital Fourth Estate* concluded in fall of 2016. This process had lasted for two and a half years.

In the spring of 2017, the legal and administrative machinery of the *4E* changed from the Segregated University Fee Allocation Committee (SUFAC) to the Communication Department. SUFAC also provided a transition fund of \$3,000. Shortly after in February of 2017, the Media Workshop class hosted an event for the launch of the new *Digital 4E* website.

However, during the event, several issues emerged. Noticeable problems became evident regarding the website, which uncovered many other concerns regarding the future of the *Digital 4E*. After the event, complications surrounding the overall *Digital 4E* process became apparent to those who could create change. Due to struggles regarding long-term sustainability and viability, organization and structure, and the quality of the product, the *Digital 4E* went into a “Pause and Reevaluate” phase. This decision was made to ensure any route that’s taken will be successful both short-term and long-term.

Competition

To acquire a better understanding of what others’ newspapers and sources include and the type content they post, we researched competition. We considered competition within UWGB as well as several colleges throughout Wisconsin. Within UWGB, we looked at the blog that the Psychology department runs, *The Psych Report*. We also considered *Inside UW-Green Bay News*, which is “the official site for UW-Green Bay news and features” and is ran by UWGB Marketing & Communications. The newspapers of other colleges we researched included *St. Norbert Times* (St. Norbert’s), *The Fox Journal* (UW-Fox Valley), *The Advance-Titan* (UW-Oshkosh), *UWM*

Post (UW-Milwaukee), *The Pointer* (UW-Stevens Point), *The Daily Cardinal* and *The Badger Herald* (both run by UW-Madison), and *The Lawrentian* (Lawrence University).

While looking at the news sources within the UWGB, we first aimed our focus toward the special niches each served. *The Psych Report* fulfilled the interest of the majors, minors, faculty, and casual readers involved with the psychology department. Since it is a blog dedicated to psychology, their content consists of psychology related topics. They deliver much of their information through shows, podcasts, and videos. However, *Inside UW-Green Bay News's* niche appeals to a broader audience including UWGB students and faculty as well as those who may be interested in news and features about UWGB.

In order to find fitting information about the newspapers and sources of other colleges, we chose a different research approach. Factors we considered during this research comprised of whether or not their news source owned a website that held a digital edition, whether or not they still carried a print edition, any social media that supported their news source, different categories included on their website, and any unique features on the source's website (see Appendix B).

Our results showed that all of the different colleges examined had maintained a digital copy of their newspaper. However, not all still carried a print edition. Those who still carried print editions usually released them weekly. All colleges offered the readers these categories: Home, About Us, Contact Us, News, and Sports. Most of them also provided sections for Art & Entertainment, Archives, a Photo Gallery or Stories, and Opinions. Each of them had a variety of content that was easy to navigate. Several of

them were also visually and aesthetically pleasing to look at. One important aspect discovered through our research was that none of these schools possessed any Communication specific blog.

Forces

One of the processes necessary to effectively assess and evaluate these options demanded us to “examine our force field”. The “Force Field” analysis consists of a chart with four quadrants (see Appendix C): Push Forward - Strong, Push Forward - Weak, Pull Back - Strong, and Pull Back - Weak. To figure out which quadrant an idea falls under depends on which combination of Push Forward and Pull Back quadrants are being analyzed. Each have their own components of analysis. The purpose of the force chart is to guide the analysis of each force for and against any potential change. It also assists in better understanding the reasons behind any decision. Considering this chart allows the assessor to either choose to make the change or to hold back.

We analyzed our situation using the force chart. Based on the criteria presented in the first quadrant, Push Forward - Strong and Pull Back - Strong, we felt our decision best fit that criteria. The first quadrant’s criteria suggested “experimenting with other alternatives even as we go forward”, “pause and assess”, and “seek counsel of experienced people before proceeding”. We wanted to especially highlight the fact that a different alternative was being considered. We had pausing the past situation and began making an assessment. In this process we sought counsel of experienced people before proceeding or implementing any plans.

Pros and Cons

An ample amount of time was spent examining the many pros and cons of all of our options. We created charts and listed multiple carefully thought-out and significant aspects for each. Following that development we narrowed the lists down to what we believed were the three most significant pros and cons of each choice. This proved to be a difficult process because of the weight of each point.

Continue

To begin, we started by evaluating the pros (see Appendix D for full list) of continuing the *digital 4E* process as it is. We decided that one of the most influential pros that needed to be considered was the tradition of the once highly respected *4E*. Continuing the *4E* meant continuing tradition that years of students had contributed to. With this point we took into consideration how difficult it would be for the university and alumni to accept the end of that tradition.

Adding to that, our second pro pertained to awareness. Since the *4E* remained a part of UWGB for so many years, we deemed it important that some built-in awareness already exists. There may be current students that have heard about the legacy of the Fourth Estate. The university and Alumni may still have vested and vocal interests in the news source. This long history of the *Fourth Estate* has influenced many people who may still be influencing our campus. Therefore some awareness of this news source may be available compared to a fresh start. With this point, we should consider the recent reputation of the *4E* and whether or not that past awareness is influential.

Our third most important pro related to the content choice offered to both writers and readers by the Fourth Estate. The *4E* was a news source with broad and variable content. That meant that its audience could have included the community, UWGB students and faculty, alumni, prospective students, and beyond. Instead of writing stories to fit a certain niche, they were able to choose content that fit their goals and interests. The content choices of the previous *4E* writers were independently made, and not limited by leadership. This type of news source is more closely related to traditional journalism. With this point we should consider that alternatives to the *4E* may limit our writers skill development.

Next we'll consider the top three cons of *4E*. We began with a quote that we felt fit the situation, especially if we were to continue down this route. Warren Buffett once said, "The most important thing to do if you find yourself in a hole is to stop digging." Since the *Digital 4E* is "in a hole", continuing on would essentially result in digging a deeper hole and being stuck in a messier situation.

With the perspective provided by "pausing" the process, we found that continuing does not promise sustainability or viability for a couple reasons. Two of the leading problems that assisted a great amount in the suffering of *Digital 4E* dealt with oversight and operation. We found that lacking oversight resulted in a sustainability issue as well as a lack of direction. Our product suffered because there was limited direction or supervision given to the process. Operationally the product also suffered due to the above. There was not enough structure to give direction to those involved with the production of the *4E*.

A final con for continuing the *4E* would be that we contemplated the difficulty of returning to the reputation and meaning that the *4E* once had. We considered that tradition and awareness effect alumni, faculty, and staff at the university. Although we do not believe that effect is as great on students since they are only present for around four years. This creates an ever-changing audience for the *4E*. Those involved with the paper may find passion in as alumni, but times have changed. The image of the *4E* was not maintained, and we feel it would be a struggle to revive something that has been lost for so long.

We believe that providing an opportunity for current students to start something they can be passionate about would be better. As long as that passion carries on through the availability of oversight and a solid structure for future sustainability, something equally as powerful as the former *4E* can be created. Although, we can accept that if future students find that passion in the tradition that they should revive it. This revival would need to be permanent though, or the *4E* would be damaged further by a recent history of unreliability.

Discontinue

Next we considered the pros (see Appendix E for full list) to the idea of discontinuing the *4E*. This would mean that the future of the *4E* as a product would be ended. The first pro related to discontinuing the *4E* would be the preservation of the reputation of our department. By stopping the product, we can ensure there wouldn't be a chance to further risk our reputation. A poorly produced and unreliable product does

not look good for students who are attaching their names and reputations to it. We want our department to maintain a reputation of excellence.

A second pro to discontinuing would be eliminating the stress students and faculty were feeling regarding the product and its process. All of the issues outlined in this paper have created a source of tension and stress for students and faculty. By eliminating the *4E* problem we eliminate issues with reputation, oversight, sustainability, credibility, and beyond. With this point we considered that there is a need for portfolio building, as well as a campus news source. We felt that ending the *4E* meant a sustained break to evaluate and plan for a future news source. We do not disagree with a news source being available to campus and our students. We do disagree that this news source should be that place. Again, future students can evaluate if that decision is lasting.

The next most important pro was regarding money. The current *Digital 4E* website is set to cost roughly \$3,000 per year. Our department does not independently have that kind of budget. That money would need to be a product of continued fundraising. Fundraising that kind of money may be a struggle to maintain. With this pro we considered that an alternative, such as a blog, would average a cost of \$100 per year. This kind of cost is sustainable by our department. Fundraising for that sort of platform at this time would be much more manageable. We simply cannot afford the platform that was chosen for the *Digital 4E*. Alternatively, we should have considered in-house work if we wanted to have a *Digital 4E* website. Outsourcing that task does not take advantage of our university's skills. We would like to propose that future plans take

advantage of the many parts of our university that could contribute and create a mutual benefit.

Just like the option of continuing *4E*, attention needed to be paid to cons as well. First and foremost, discontinuing *4E* would eliminate a number of portfolio opportunities. A majority, if not all, students in our class expressed and emphasized the importance of receiving those chances to build their portfolios. Building portfolios would give students the chance to show off their work for professionals to see while they are presented with future career possibilities. Without them, they are unable to showcase their work. These students place emphasis on content choice and variety as well as opportunities for long-form stories.

Another con involves the loss of time, work, and money put into the *4E* over recent semesters and throughout its history. The loss of time and work is an accumulation of two and a half years of students preparing research and developing the *Digital 4E* product. Students in the Media Workshop classes in recent years have devoted themselves to preparing for the future of this product. We do not discount the effort that was put in and the great amount that was accomplished by them. This necessary change was beyond their control and influence. This change also had happened early in the semester, but not before a good portion of money was spent. Money was spent on the launch of the *Digital 4E*. Money was also spent on a public launch party for the product.

Third, we saw losing tradition as a con. Again, we wanted to be careful when it came to the tradition of *4E* because its importance to the university and alumni.

Alternative

Before going into the pros and cons of an alternative (See Appendix F for full list), it's important to note that we consider this to be a stepping stone to any future developments, expansions, or plans. An alternative to us means the growth of something new that will hopefully meet the needs of students and faculty.

Beginning with pros, we saw the alternative option as a super opportunity to establish a solid foundation. Tied in with that would be a chance of a fresh start. Secondly, rather than trying to fix large problems from the past, an alternative would allow any potential issues to be worked out on a smaller scale first. With that, any problems that are brought to the surface are more likely to be noticed right away. The last pro for the alternative we found significant importance in was the ability for students to improve and advance their skills, making sure they are satisfied with the quality of their work. By allowing this, students get the chance to be more content with their work, which would mean a stronger portfolio for them creating a win for the students.

Although a completely new start would be a huge pro, we considered it a con as well. Building anything new means organization, and often that can bring chaos. Not only that, but a lot of time and energy would be necessary. Also, with anything new, few people are aware of it, so it would be important to build awareness. In the same way, structure must be obtained. Uncertainty was a factor we placed under cons. Being uncertain of anything new can result in fear, which can potentially hurt the process. We came to the conclusion that uncertainty of time could also be an obstacle; it might be a struggle to judge when the time would be right to progress to the next step. Finally, we

added pressure to be more successful to the cons list. Right from the beginning, it would be ideal to begin successfully and to build and maintain a great reputation. Included in that would be the pressure to produce the best content that could be produced.

Effectiveness

In total, we came up with 16 values to evaluate. We created a table that lays out the three options, each first in their own column; beginning each row, we listed the values and across the rows, under the columns, are the ratings of how best the characteristics pertain to the option and which would suffer the most if going on with that option (see Appendix G). Each were rated on a 1-10 scale; 1 being the best outcome, and 10 being the worst outcome. While evaluating the values, we took into consideration the arguments brought up in class discussion about what was important to them and potential students of the future regarding a new news source. It was also important for us to think in terms of sustainability, since the ultimate goal is to have a high-quality, long lasting product that will still be a major part of the university years in the future like the *4E* once was. One of the categories was not rated by a number, however. Rather, we evaluated whether the option would bring more success short-term, long-term, or if it could be successful both short and long-term.

When we finished rating each value, we gave careful thought into deciding which of the seven values stood out as most important. Placed in order from most important to least important, we came up with the following: sustainability, reputation, portfolio building, oversight, foundation, class structure, and whether it would be more successful

short-term or long-term. First, we analyzed these characteristics for continuing the *4E*. Most of the ratings fell on the lower end of the scale, which meant that value would suffer if that option was chosen. Portfolio building came to be the best outcome (rated 10) if we chose to go on with the *4E* mainly because content was already written for it, and students only had to continue writing more. The lowest rating for this choice turned out to be the reputation (rated 2). Its reputation began to rapidly decline when many non-journalism students started to take over. Also, continuing would bring short-term success for the fact that a significant amount of work would be necessary to improve many incredibly important aspects of it, including its reputation. Next, we evaluated the second choice of discontinuing the *4E*. Because this option means just putting the *4E* or any blog or news source to a stop, a majority of the characteristics would not be applicable. The highest value for discontinuing (rated 5) turned out to be the reputation primarily because, without anything, the reputation could not be changed. As for short or long-term, we saw it as long-term. Evaluating the route of the alternative resulted in much more notable outcomes. All of the ratings for the alternative fell between a seven and nine because of a fresh start and a new chance to notice and fix issues right away. That means most of the focus could be geared toward the building of a product instead of having to focus on making the old product better and trying to solve already existing problems. For this reason, the alternative holds a greater chance of success both short and long-term.

Audience Analysis

We divided our audiences into two categories: internal and external. The internal audience includes those that are and will be in the Media Workshop course. They will also be involved with the Communication blog process. Unlike the internal audience, the external audience are not involved in producing content, but rather, they are potential readers of the Communication blog.

Current Internal Audiences

First of all, we analyzed the current internal audience. The internal audience includes those who are currently involved in the Media Workshop course. The Communication Department and faculty members assist students in gaining a comprehensive understanding of Communication, growing personally and professionally, and developing their skills. We can infer that the Communication professors are looking for opportunities to help students create content for their portfolios, develop their skills, provide real world scenarios, and establish a professional reputation for the department. We should make sure the course development benefits students by including them in the creation of evaluation criteria, which will decide the future expansion of the blog. It is also necessary to make sure there is communication between all who are involved in the process including students, faculty, and oversight as they all offer constant feedback of the blog. We should not create a rigid timeline for the future of the blog or the course quite yet. The timeline will be based on the evaluation points after each expansion develops. Also, in order for students to improve their leadership skills, it is important not to let faculty members exercise extreme leadership.

This means faculty should not be instructing the students on what to do; instead, they should provide help, guidance, and be knowledgeable about what is all happening.

Oversight pays special attention to the progress of the blog, what the class is doing and what is going on within the class, and the reputation of the Communication department. We can infer that they will monitor and maintain the professional reputation. We suggest they maintain organizational structure and keep up-to-date on what is all going on regarding the blog and those working on it.

Journalism students work on establishing their skills of writing, editing, video reporting and editing, in-depth research and reporting, and developing a well-rounded understanding of important issues. We can infer that they are looking for a place to write high-quality articles for their portfolio, practice their journalism skills, take advantage of real world scenarios, and help to maintain a positive reputation for the Communication Department. We should consider allowing them the chance to choose between a greater variety of contents after establishing the foundation of the Communication blog. We propose creating evaluation phases before expanding the blog. We should not give them roles that are unrelated to Journalism nor limit them to picking one of their emphases over another.

Public Relations (PR) students work on developing their skills in writing, exploring a wide range of Communication modes, promoting events, and responding to a variety of crises. We infer that they also want to create content to add to their portfolios, practice their skills as Public Relations professionals, and help maintain a positive reputation of the Communication Department. We should allow them to create

promotional events, fundraise, lead campaigns, and allow them to manage social media. We should not give them roles unrelated to Public Relations nor limit them to picking one of their emphases over another.

Future Communication students will come to the department expecting to learn how Communication happens and how various messages and their context affects others. We can infer that they will want to produce content for their portfolios, practice skills as a Communication professional, and help maintain a positive reputation of the Communication Department. We should emphasize the field experience components of this course, encourage them to maintain the professional reputation, and inform them of opportunities that the department can provide. We should not undervalue the real world experience provided by this course.

Potential Internal Audiences

The audiences listed below are potential internal audiences. These include the other emphases in the Communication major. Currently, they are not involved with the current Media Workshop process, but as the blog expands, we can consider incorporating them into the process.

Mass Media students improve their skills of writing, editing, advertising, sales, market and audience research, and knowledge about new media. We infer that they want content to add to their portfolios, practice their skills as Mass Media professionals, and help maintain quality reputation of the Communication Department. We should consider introducing the idea of adding podcasts to the blog and letting the students

create them as a way to include them. We should not give them roles unrelated to Mass Media nor limit them to picking one of their emphases over another.

Organizational Communication students are learning skills in organizational communication, speaking, interviewing, meeting management, and problem solving. We can infer that they want the opportunity to create content for portfolio, practice their skills as Organizational Communication professionals, and maintaining a positive reputation of the Communication Department. We should have them facilitate communication between all emphases, consult for groups or individuals, and encourage communication between internal and external audiences. Again, we should not give them roles that are unrelated to Organizational Communication nor limit them to picking one of their emphases over another.

Health Communication students practice developing their skills in communicating internally and externally in the healthcare environment, improve provider/patient interactions, and inform the public about healthcare issues, threats, and crises. Here, we can infer that they are not related to the blog operation directly. Therefore, we should offer the class to them, but not require them to take the course due to the indirect relationship. We can also suggest that they contribute content related to their major. We should not give them roles that are unrelated to Health Communication nor limit them to picking one of their emphases over another.

Our last potential internal audience is the Media Workshop students of Spring 2017. They are currently taking the class and contain a good understanding about this unique situation. We can infer, especially for Journalism students, that they want to

produce high-quality content for their portfolios, further develop their skills related to their emphasis or emphases as well as maintain a positive reputation of the department. We should provide them with the opportunity to contribute to the blog during the one summer after graduation. However, we should not allow them to overpower future Media Workshop students.

External Audiences

The external audiences are the potential readers of the Communication blog. Since the Communication blog will go through a slow rollout process and have a smaller audience, we should focus on the audiences within the Communication Department including potential Communication students.

The Communication department and faculty members believe the skills that Communication majors can bring is applicable and beneficial. We can infer that they want more people coming to the Communication Department. Another point we can infer is that they want to effectively and honestly promote the Communication Department based on their beliefs. Therefore, we should promote what Communication students really do and positively inform other about how awesome the Communication Department is. We should keep the focus on the positives of the Communication department, we should not focus on comparing it to other majors.

Another external audience includes current communication students. We infer that they take interest in knowing more about alumni and possible career paths. We should provide alumni profiles and possible career building tips. As the information is put together, we should remember not to provide or emphasize basic facts.

Our last external audience consists of future students who are considering Communication as their major. We infer that they take special interest in learning about communication and the department as well as various courses and skills they can gain. We also infer that they would like to be acquainted with faculty members, current students, and alumni. For these students, we should focus on more basic information rather than rushing into information about capstone courses and higher level classes.

Decision

Out of the three choices, we chose to go the alternative route. The very beginning phase for our decision consists of beginning the Communication blog. This would be the very first stepping stone. By doing so, a stronger foundation is established for a more sustainable product to be built upon. Also, students receive the opportunity to get add their work to their portfolios. The Communication blog would go through the process of a slow rollout. This means that content would be uploaded, but the blog would not be officially open to its audience right away. Once a consensus is reached regarding the satisfaction of blog content and amount of content, then the blog can be officially introduced to its audience. Since this blog fills a specific niche, its audience size will remain a smaller. Working on this kind of blog ensures problems will be immediately recognized and fixed and can be done so on a smaller scale first. Before moving on to the next stepping stone, or expanding our product, we recommend having points of evaluation. These points of evaluation are where oversight, leaders, and the class come together to discuss whether or not the next step is ready to be taken at that time.

After establishing a sound, high-quality Communication blog that goes through proper evaluation, we recommend that it goes through another slow rollout process. At this point, various content of a greater variety of topics will be added onto the Communication blog to produce a blog for the College of Arts, Humanities, and Social Sciences. This college blog will not only be limited to communication subjects, but other subjects within this specific college. However, the blog will still be run primarily by Communication students, especially those with a journalism emphasis.

Lastly, we thought it was necessary for this school to eventually have a news source for the whole university. The last slow rollout would lead up to that. Although Communication students would still run the source, the content topics could include just about anything pertaining to the university or the Green Bay community. With this, the primary audience would be students of the university, but it wouldn't be as limited to the one audience as the previous ones. We expect the audience for this source would extend to the Green Bay community and even some families of students who attend the school.

Along with our decision, we have two suggestions based on our audience analysis. First of all, we can provide opportunities to current Media Workshop students, especially Journalism students, to contribute to the blog for the one summer following graduation, or at most Fall 2017 because of the sudden change of the course direction.

Secondly, we would suggest reorganizing the Media Workshop course and incorporate all emphases of the Communication department. It would be important that we take advantage of this field experience and portfolio building opportunity for the

juniors and seniors of the Communication major. The rationale behind this is that it is beneficial to both the Communication department and students, and it is important to have more content and students to expand the the blog. Even though we would suggest that adding all emphases can bring a great advantage to the operation of the blog, we see two major obstacles for this idea. The first half of the course involved only two emphases and was not well-organized; if we would include three more emphases, the organization of this course could become significantly more complicated. In addition, considering the current number of professors in the Communication Department, it is not realistic.

WIFM/WIFO

While making this decision, it is important to consider two questions and weigh their importance. The two questions are “What’s in it for me (WIFM)?” and “What’s in it for the organization (WIFO)?”. For our decision, we answered the WIFM by proposing that students can build their portfolios with high-quality work, develop skills regarding their emphasis or emphases, assist in maintaining the positive reputation of the Communication department, and work on becoming more professional.

For the WIFO of our decision, we propose taking advantage of the slow rollout and smaller audience because it can establish a solid foundation for long-term success. It can also allow a positive reputation, provide better leadership for the blog and the course, and continue student development.

Based on the audience analysis and evaluation chart, we believe WIFM and WIFO balance each other out. We see our decision benefiting both the students and the Communication department.

Evaluation

We considered a few criteria that can be evaluated to decide if the blog should expand its content and therefore audience. We believe that evaluation is essential to help decide if the blog will continue to be successful as it grows. We did not create an expansive chart for evaluation decisions because there are variables we can not be sure of at this time related to organizational structure, platform structure, and class structure. We did craft a few questions that we believe would apply in future evaluations regardless of the variables.

One question to consider would be, “Can more content be produced in a timely way?”. The goal of this question would be to ensure that we have the staff to produce a predictable and relevant content schedule.

Another question could be, “Have target audiences been reached?”. The goal of this question would be to gauge if the blog has acquired the relevant audience. For example, with the Communication based blog there should be a portion of Communication students that are taking interest in the blog content regularly. If we cannot reach a target and niche audience, we would not be recognizable if we expand our content to a larger audience. We need to create awareness and hype with one audience at a time. As we get better with engaging the audience, we will be better suited to grow.

Another possible question would be, “Are students in the class satisfied?”. The goal of this question would be to make sure that students are growing the skills that are expected from their chosen emphasis. For example, Journalism students would be creating portfolio pieces that have been reviewed and published. Students need to feel like they are receiving value from the Media Workshop class. Value is created for students through skill development, experience, and feedback. Students should be receiving these things and growing throughout the semester. Opportunities for professional growth need to be provided by the class and organizational structure.

A final question to be considered would be, “Can the faculty support a broader structure?”. The goal of this question would be to make sure that support, such as faculty or oversight involvement, can maintain the growing structure of our product. Students may be concerned that the growth of content and audience may mean that goals will be lost without the appropriate involvement of oversight or faculty. Students can try their best to function as a professional source, but at times may need the guidance of oversight or faculty. We would like to be sure that those resources would be available to us to the level needed with growth.

Next Steps

Our proposal would be to start a Communication based blog by the end of the semester. To accomplish this, we’d first need to create a platform. As suggested by the previous set of projects we would choose Wordpress as a blogging platform. We’d like to note that this suggested blog platform would align with the department’s budget goals. Next we’d begin developing and publishing content. A portion of the class would

devote their time to developing content related to the Communication department. Topics could include trends in the industry, profiles, resources, or news related to Communication. Once this content has been developed it should be included in the blog. After the blog has a basis to be evaluated on it should be reviewed through an advancement checklist as well as by oversight. If both of these checkpoints deem it to be a suitable base to expand on then the content of the blog should be grown.

Based on evaluation in following semesters we could add College, UWGB, and finally community content respectively. Each of these advancements in variety of content would be determined based on successful evaluation. We decided not to suggest a timeline for these future expansions. There should be no expectation on the behalf of students or faculty for how this is grown. We believe that the blog should grow at whatever pace is right for its audiences - internal and external. We also would like to emphasize the continuous evaluation of our product, throughout each stage of expansion as well as on completion of them all.

We do not undervalue the importance of freedom to choose from a variety of content. We understand the importance of journalistic freedom. We also see the need for a sustainable and reputable source for journalists. We believe the long term success of the blog should outweigh the immediate benefits of content choice. We believe that at the time of the final expansion, to include community content, that the blog should be at a level similar to the Fourth Estate for content choice.

At that point the blog should be converted to a news source, whether it be the Fourth Estate or a rebrand. We would suggest that future classes that are faced with

this decision weigh both the rich history of the Fourth Estate as well as the passion possible with a fresh start. The Fourth Estate was a great source of news for UWGB. We believe that with the right structure this greatness could return. We also want to emphasize the importance of getting this final “re-opening” of the Fourth Estate right for a final time. The Fourth Estate name, if kept, must be sustainable and reputable for the long-term future.

Alternatively, the Fourth Estate concept could be rebranded to have a fresh start. We believe that future students may be more motivated and passionate if they can begin their own legacy for the campus. A new student news source could be developed to create a rich new tradition for the future of the campus. We believe the benefits of this would be passion by students and a fresh reputation that could create hype among others. We encourage future students to put consideration into the branding choice of our future newspaper. We do advocate for the success of one on the UWGB campus for the long-term.

Key Messages

We developed a couple key messages based on our proposal. Our audience should know that we based our decision on the needs of the Communication department and its students. Through evaluation in that scope we decided that a smaller audience would be a more viable start. We believe that beginning with a Communication department based blog there would be more benefits. With a smaller audience, such as just the Communication department, we can develop the organizational processes needed to grow in a sustainable way. One of the underlying

issues with our previous process that the organizational structure was not supportive of the goal. The limited scope of a Communication based blog will allow testing of content, platform, and organizational structure needed to succeed.

We also determined that oversight and evaluation will decide the timeline for expansion of the blog. As we suggested, the Communication blog would be expected to expand to include a greater variety of content. The content could expand from the Communication department, to the College we are under, to UWGB as a whole, and finally to the community our campus is a part of. These expansions should only be completed after evaluation of progress and sustainability. These evaluations should be reviewed by oversight to create a second checkpoint. With these two forms of evaluation we can be sure that the blog progresses in a way that is long term and aligns with the department's goals.

Anticipated Pushback

We found that there was one primary question to address that readers may have related to our proposal. That question being, "How will we be sure that a situation like this will never happen again?". The situation we are referring to is the creation of this project, and the pause of our previous path with the Fourth Estate. We believe that the involvement of oversight will assure that future publications by our department will maintain structure. Structure to us includes valuable use of class time, involvement by oversight, and the success of our product. This is unlike the Fourth Estate process previously that lacked orientation and structure.

We also believe that a slow roll out paired with continuous evaluation will assure we meet our goals. By creating phases for the expansion of blog content we are creating a slow roll out. We believe that with the evaluation of our success throughout these phases as well as on advancement we can assure that the goals of our product and department are being met. Unlike the *Fourth Estate*'s development, we would like to take our time testing our product as well as our organization. We want to make sure that we have a long term product before our reputation is grown. We do not want to be put in the spotlight before we have evaluated our product to be reputable and sustainable for the long-term.

Rejected Solutions

We also have some ideas that were not included in our project. Due to a lack of time from an unusual semester structure we could not complete original surveys or interviews. These original sources of research would have been valuable to our decision about the *Fourth Estate*. We could have a richer understanding of the awareness of the *Fourth Estate* outside of the Communication department with these tools. We would have completed these if we had a more traditional class timeline.

We also decided not to include other majors in our product development at this time. We would suggest that other majors be considered upon the final expansion to a more traditional news source. We see the value that other majors within our College and University could bring to our product. We don't believe we currently have the organizational resources available to manage such a broad involvement. We would like to require every emphasis within Communication be involved with our proposal. We also

recognize that we might not have the faculty or oversight available for a structure even that much broader than the class's current state. If the whole Communication department could be involved we believe it would allow students to take great pride and ownership of the product.

A central decision we made related to this project was to reject continuing the Fourth Estate as it has been. This decision was primarily based off of the various issues the brand has with consistency and reputation. We believe that the Fourth Estate should be paused as it has been. We do not believe we should continue to develop and rebuild it at this point in time. After the department has a solid foundation for creating products like a news source we believe that a product like the Fourth Estate should be developed. We do not believe the Fourth Estate has a reputation or relevance that should be continued. This is our suggestion, and we believe consideration of such an important decision is likely beyond our place.

So What?

We certainly gained experience becoming comfortable with uncertainty throughout this class, and dove deep into this wicked problem throughout this project. We were able to use a variety of tools gained throughout our experience in this program to analyze our decisions. We felt that this project was excellent experience in making Organizational Communication decisions. We were also able to make decisions under pressure throughout this project in an unparalleled way to traditional cases in the Communication program. We are thankful for the direction this class and project has taken us, and therefore our Communication program in the future.

Appendix A: Facts

- Adopted its name in fall 1969.
- Name originated from European-born term for the press as a fourth power joining the clergy, nobility and commoners.
- The weekly paper used to carry news from all four UW-Green Bay campuses including feeders from Manitowoc, Marinette and Menasha.
- Also known as “4E.”
- Used to distribute approximately 2,500 newspapers weekly.
- Had an estimated 6,000 readers.
- Website is currently under construction.
- Won WNA’s (Wisconsin Newspaper Association) General Excellence Award in 2008.
- Mission Statement: To provide the campus and Green Bay Community with professionally written stories, while educating students about proper journalism ethics, editing skills and written skills.
- Email: 4e@uwgb.edu
- Phone: (920) 465-2719
- 4E Blog: <https://4euwgb.com/about/>
- Blog’s “About” section links to their Facebook, Twitter and G+ accounts.
- 4E Slogan: Innovation, Transformation, Place
- The Fourth Estate has also been a phrase used to “position the press (newspapers) as a fourth branch of government.”
- The phrase is attributed to Edmund Burke (1729 - 1797), a British politician, as quoted in Thomas Carlyle's book, "Heros and Hero Worship in History" (1841): Burke said that there were three Estates in Parliament, but in the Reporters Gallery yonder, there sat a fourth Estate more important far than they all.
- 4E has won first place for “General Excellence” among state college weeklies at the WNA National Convention. 4E also took first place for best advertisement category. (2014)
- WNA Convention- 2nd place in General Web Excellence and 3rd for coverage of phoenix appearance in NCAA Women's Basketball. Editor in Chief was Megan Hanna (2014)

- [2012 Associated Collegiate Press' Best of the Midwest competition \(WNA Convention\)](#) (follow link)
- [Another article about 2012 WNA Convention and awards by 4E](#)
- [2011 WNA Convention](#)
- The first 4E faculty advisor was (now deceased) [Professor Emeritus Dean O'Brien](#)
- 50th anniversary in 2015
- Has Facebook, Twitter, Instagram, and YouTube
- 4E digital event in February 2017
- Previously known as the Bay Badger
- From the 1960s through the 1990s the *Fourth Estate* was the student voice of the campus
- At least through 2009 (and through the time as Vicky Goff as editor), the *Fourth Estate* was still winning journalism awards
- many professionals in the field (photo journalism, journalism, public relations) that earned their opportunity and portfolio-building opportunities with the *Fourth Estate*
- Prior to 2015: The *Fourth Estate* functioned as a student org, with little to no oversight from the Communication department, even though the quality of the print newspaper reflected on the department. During this time, the quality of the print *Fourth Estate* suffered, due to three issues:
 - a. The newspaper was largely written by students with no formal journalism training.
 - b. The newspaper was often led by students with no formal journalism training.
 - c. Supervision by a journalism faculty member was very limited.
- 2014: When Professor Goff (Journalism Professor) retired, every candidate interviewed was told that mounting a high-quality digital *Fourth Estate* was a high priority for the position.
- 2014-2016: Media Workshop I and II (including Print Practicum) students spent several semesters (2 1/2 years) in an R&D phase to craft the new 4E digital presence. In addition, the legal and administrative machinery was shifted to

Communication Department and away from SUFAC. SUFAC provided over \$3000 of transition funding.

- 2015: Certain journalism classes were re-oriented and renamed to support this shift towards digital journalism.
 - a. Print Practicum I and II became Media Workshop I and II. (This class became a graduation requirement for PR majors as well.)
 - b. Feature Writing became Digital Journalism.
- February 2017: *The Digital 4E* launched. The project was soon shifted to a Pause and Reevaluate phase, due to concerns about long-term sustainability, procedures, and product quality.

1965

- Founded

1969

- Adopted its name

1970

- First published issue

2008

- Won WNA's (Wisconsin Newspaper Association) General Excellence Award

2011

- Three students from the Fourth Estate won awards at the annual Best of the Midwest competition sponsored by the Associated Collegiate Press.
- The Fourth Estate won two collegiate contest awards from the Wisconsin Newspaper Association Foundation. The weekly newspaper won Second Award, General Web Excellence, and Second Award, Best Advertisement.

2012

- Associated Collegiate Press' Best of the Midwest competition (WNA Convention)
- UW-Green Bay's weekly student newspaper, the Fourth Estate, won six awards, including second place for best four-year college tabloid newspaper, at the Associated Collegiate Press' Best of the Midwest competition

2014

- 4E has won first place for “General Excellence” among state college weeklies at the WNA National Convention. 4E also took first place for best advertisement category.
- WNA Convention- 2nd place in General Web Excellence and 3rd for coverage of phoenix appearance in NCAA Women's Basketball.

2015

- 50th anniversary

2015-2016

- Ad prices

2017

- Event to open new 4e digital website

Appendix B: Competition

College (News Source Name)	Print	Website
St. Norbert's (St. Norbert Times)	Yes	https://sntimes.wordpress.com
UW-Fox Valley (The Fox Journal)	No	http://www.uwfoxjournal.com
UW-Oshkosh (The Advance-Titan)	Yes	https://advancetitan.com
UW-Milwaukee (UWM Post)	No (Discontinued Nov. 29, 2012)	http://uwmpost.com
UW-Stevens Point (The Pointer)	Yes Weekly (Printed on Wed.)	http://thepointeruwsp.com
UW-Madison (The Badger Herald)	Yes Weekly	https://badgerherald.com
UW-Madison (The Daily Cardinal)	Yes (Printed on Mon. & Thurs.)	http://www.dailycardinal.com
Lawrence University (The Lawrentian)	Yes	http://www.lawrentian.com

College (News Source Name)	Categories (All include Home, About Us, and Contact Us.)	Other unique features?
St. Norbert's (St. Norbert Times)	Blog. Entertainment. Events. Features. Letter to the Editor. News. Opinion. Senior Reflection. Sports. Uncategorized.	
UW-Fox Valley (The Fox Journal)	News. Features. Opinion. Photo Stories. Fox Journal Archives.	
UW-Oshkosh (The Advance-Titan)	News. Sports. Campus Connections. Opinion. Archive Library.	Latest Stories (at top). Trending Stories. Top Categories.
UW-Milwaukee (UWM Post)	News. Fringe. Sports. Opinion.	
UW-Stevens Point (The Pointer)	News. Sports. Environment. PointLife. Arts and Entertainment. Opinion.	Simple box that tells how many followers (Twitter and Insta), fans/likes (FB), and subscribers (Youtube). Featured Video. Box with tabs- Popular, Recent, Comments. Tags.
UW-Madison (The Daily Cardinal)	Action Project. News. Sports. Arts. Opinion. Almanac. Life and Style. Science. Multimedia.	
Lawrence University (The Lawrentian)	News (Top Story). Variety (Meatsalad, North by Midwest). Sports (Athletes of the Week, Freshman Spotlight). Features (Photo Feature). Arts and	Weekly Poll.

	Entertainment (Artist Spotlight). Opinions and Editorial (Letters to the Editorial, Staff Editorials).	
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Appendix C: Forces

	Pull Back - Strong	Pull Back - Weak
Push Forward - Strong	<ul style="list-style-type: none"> •"Let's experiment with other alternatives even as we go forward" •"Pause and assess" •"Seek counsel of experienced people before proceeding" 	<ul style="list-style-type: none"> •"Let's correct the errors and go forward"
Push Forward - Weak	<ul style="list-style-type: none"> •"Other alternatives look better at this time" •"Best to chalk this up as a learning experience" 	<ul style="list-style-type: none"> •"Pause and re-imagine the possibilities" •" Re-define the challenge" •"Get a fresh set of eyes on the challenge"

Appendix D: Continue

Pros: <ul style="list-style-type: none"> • Continue tradition • Much wider variety of content to read and write about <ul style="list-style-type: none"> ○ Everyone able to find content for them ○ Doesn't really fit a certain niche within UWGB • Opportunity to practice writing • Long-form portfolio pieces • Already exists • Some built-in awareness • Not strictly limited to comm students <ul style="list-style-type: none"> ○ More open to other departments as well (ex. Art, english, comp sci, etc.) 	Cons: <ul style="list-style-type: none"> • Inconsistent <ul style="list-style-type: none"> ○ Continuously being brought to surface and then gone • Not sustainable or viable • Seems to be not as meaningful as once was <ul style="list-style-type: none"> ○ Does not carry around same meaning to younger students who may not have heard of 4e as students who do • Potential to sink even further down • Harder to change <ul style="list-style-type: none"> ○ Lack of material to work with • Reputation? <ul style="list-style-type: none"> ○ Not necessarily easy to build back up
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	<ul style="list-style-type: none"> ● Operation <ul style="list-style-type: none"> ○ Writers ○ Content ○ Rebuilding 4e
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Appendix E: Discontinue

Pros: <ul style="list-style-type: none"> ● Preserves reputation of the department (university) ● Less stress for professors and students (responsibility) <ul style="list-style-type: none"> ○ Reputation ○ Operation ● Cost/saving money ● Time ● Keeping credibility ● New opportunities 	Cons: <ul style="list-style-type: none"> ● Take away portfolio building opportunities ● Losing history/tradition ● Time/work/money put in is lost <ul style="list-style-type: none"> ○ Recent semesters ○ Throughout history ● Changing curriculum of a capstone
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Appendix F: Alternative

Pros: <ul style="list-style-type: none"> ● Able to have fresher start <ul style="list-style-type: none"> ○ Not trying to continuously bring back from what didn't work before ● Work out issues on smaller scale first <ul style="list-style-type: none"> ○ Allows issues to be noticed and worked out right away rather than "buried" and brought back later ● Gives comm majors chance to improve and advance writing, research, and various skills ● Can be good way of promoting comm department <ul style="list-style-type: none"> ○ Potentially increase interest ● Establish yourself as expert in field <ul style="list-style-type: none"> ○ Could be good portfolio piece ● Immediate feedback ● Possibly easier to sustain ● Less costly 	Cons: <ul style="list-style-type: none"> ● Completely new start / Reorganizing <ul style="list-style-type: none"> ○ Time ○ Energy ○ Awareness ● Lack of understanding and creating more confusion (rather than understanding) ● Issues with keeping things up-to-date ● Breaking tradition ● Uncertainty <ul style="list-style-type: none"> ○ Timing ● Pressure to be more successful <ul style="list-style-type: none"> ○ Better reputation ○ Better contents
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<ul style="list-style-type: none"> • Time <ul style="list-style-type: none"> ○ Make sure alternatives work • More oversight • Establishing foundation • Making sure that students are satisfied with quality of their work for better portfolio with following expansion of the blog 	
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Appendix G: Effectiveness

	Continue 4e	Discontinue 4e	Alternative
Portfolio Building	10	N/A	8
Reputation	2	5	9
History	10	N/A	4
Oversight	3	N/A	9
Credibility	1	N/A	8
Foundation	3	N/A	7
Budget Friendly	2	N/A	9
Time Investment	8	N/A	10
Sustainability	3	N/A	8
Platform Structure	4	N/A	7
Class Structure	5	1	7
Content Quality	3	N/A	5
Future Opportunities	5	2	8
Short Term / Long Term (Success)	Short	Long	Both
Potential Reach	6	N/A	5
Awareness	2	N/A	4

Appendix H: Internal Audiences

	Know	Infer	So (+)	So (-)
Mass Media	<p>Skill development:</p> <ul style="list-style-type: none"> -Knowledge of production techniques -Writing -Editing -Advertising and sales -Market and audience research -Knowledge of new media and their impact on society and culture 	<ul style="list-style-type: none"> -Want content for portfolio -Want to develop skills related to their emphasis -Want to experience into real world scenarios -Want quality reputation for their emphasis and major 	<ul style="list-style-type: none"> -Consider introducing podcasts for blog (other ways to include them that relate to their specific major such as videos, advertising) 	<ul style="list-style-type: none"> -Exclude emphasis -Give roles unrelated to emphasis -Should not limit students to picking one of their emphases over the other
Journalism	<p>Skill development:</p> <ul style="list-style-type: none"> -Writing -Editing -Video reporting -Video editing -In-depth research -In-depth reporting -Well-rounded understanding of important issues <p>“Students will also gain hands-on experience in journalism through participation in</p>	<ul style="list-style-type: none"> -Looking for place to write portfolio quality articles -Want to develop skills for their emphasis -Want to experience into real world scenarios -Want quality reputation for their emphasis and major 	<ul style="list-style-type: none"> -Consider providing greater variety of content after establishing foundation -Based on the evaluation of the foundation consider offering journalists broader stories to cover (outside of strictly the comm department) 	<ul style="list-style-type: none"> -Exclude emphasis -Give roles unrelated to emphasis -Should not limit students to picking one of their emphases over the other

	on-campus publications and/or through outside internships.”		-Proposed phases for limited content choices transitioning to broader content choice	
Organization Comm	<p>Skill development:</p> <ul style="list-style-type: none"> -Basic communication skills needed in organizations -Speaking -Interviewing -Meeting management -Problem solving <p>They also learn about</p> <ul style="list-style-type: none"> -Sources of communication problems in organizations -Strategies for discovering and solving these problems -Current theories of organizational communication 	<ul style="list-style-type: none"> -Want content for portfolio -Want to develop skills related to their emphasis -Want to experience into real world scenarios -Want to experience into real world scenarios -Want quality reputation for their emphasis and major 	<ul style="list-style-type: none"> -Facilitate communication between all emphases -Consultant for groups or individuals -Facilitate communication between internal and external audiences 	<ul style="list-style-type: none"> -Exclude emphasis -Give roles unrelated to emphasis -Should not limit students to picking one of their emphases over the other
Public Relations	<p>Skill development:</p> <ul style="list-style-type: none"> -Write well -Acquainted with the wide range of 	<ul style="list-style-type: none"> -Want content for portfolio -Want to develop skills related to their emphasis 	<ul style="list-style-type: none"> -Allow them to manage social media -Allow them to create 	<ul style="list-style-type: none"> -Exclude emphasis -Give roles unrelated to emphasis

	<p>modes of communication (graphics, print, broadcast, oral discourse, digital/internet, and their many combinations)</p> <p>-Become particularly skillful in at least one mode of communication</p> <p>Students also learn how to</p> <p>-Respond to common PR challenges</p> <p>-Promote events</p> <p>-Respond to crises</p>	<p>-Want to experience into real world scenarios</p> <p>-Want quality reputation for their emphasis and major</p>	<p>promotional events, fundraising, or campaigns</p> <p>-Maintain and create content for the “comm” part of the comm blog</p>	<p>-Should not limit students to picking one of their emphases over the other</p>
Health Comm	<p>Skill development:</p> <p>-Study internal and external communications in the healthcare environment</p> <p>-Improve provider/patient interactions</p> <p>-Enhance communication within healthcare organizations</p> <p>-Inform the public about healthcare</p>	<p>-Want content for portfolio</p> <p>-Want to develop skills related to their emphasis</p> <p>-Want to experience into real world scenarios</p> <p>-Want quality reputation for their emphasis and major</p>	<p>-Offer the class to them but not require it due to indirect relationship</p> <p>-Suggest that they contribute content related to health comm. specific courses</p>	<p>-Exclude emphasis</p> <p>-Give roles unrelated to emphasis</p> <p>-Should not limit students to picking one of their emphases over the other</p>

	issues, threats, and crises			
Comm faculty	<ul style="list-style-type: none"> -Offer contemporary communication studies emphasizing comprehensive understanding of communication -Focus on personal and professional student development -Focus on skill development for future career 	<ul style="list-style-type: none"> -Want to facilitate students in the development of content for their portfolio -Want to facilitate in development of skills related to their emphasis -Want to create scenarios closest to real world by establishing this class as field experience -Want to establish professional reputation of the department 	<ul style="list-style-type: none"> -Make sure that the course development benefits students and creates “wins” for all -Participate in the creation of course evaluation criteria for the future of the process -Make sure there is communication between all parts (students, faculty, oversight) -Provide feedback 	<ul style="list-style-type: none"> -Should not create a rigid timeline for the future of the course -Exercise extreme leadership
Oversight	<ul style="list-style-type: none"> -Focus on reputation of department and university 	<ul style="list-style-type: none"> -Want to monitor and maintain the professional reputation of the department 	<ul style="list-style-type: none"> -Maintain organizational structure 	<ul style="list-style-type: none"> -Be unaware or uninvolved
Media Workshop Alumni (of Spring 2017)	<ul style="list-style-type: none"> -Took Media Workshop and understand the situation 	<ul style="list-style-type: none"> -May want to continue to produce content for portfolio -May want to further develop 	<ul style="list-style-type: none"> -Provide opportunities to continue involvement 	<ul style="list-style-type: none"> -Exclude them from the future development -Allow them

		skills related to their emphasis -Want to further the quality reputation for their emphasis and major		to overpower current or future media workshop students
Future Comm	-Students come to understand how communication happens; how messages are put into visual and verbal codes; how messages are filtered through various media; how messages are interpreted and affect different audiences in different ways and in different contexts; and how students construct those contexts.	-Want content for portfolio -Want to develop skills related to their emphasis of choice -Want to experience into real world scenarios -Want quality reputation for their emphasis and major	-Emphasize the field experience component of this course -Maintain the reputation of the department or university -Awareness of the opportunities for skill, personal, and professional development throughout the course	-Undervalue the real world experience provided by the class

Appendix I: External Audiences

	Know	Infer	S (+)	S (-)
Comm department/faculty	-Believe in the benefits that comm major can bring is very applicable	-They want more people coming to the communication department -They want to	-Promote what the comm really do -Bring stories how awesome comm dep is	-Approach with comparison with other majors

		promote the comm dep in correct way		
Current Comm student	-Currently enrolled as communication major	-Want to know more about alumni, possible career path	-Write about alumni profiles, possible career building	-Provide information that they already know
Future Comm students	-Considering to major communication	-Want to know more about the dep/faculty/courses/students/alumni	-Focus on more basic information of the dep	-Rush into capstone class structure or higher level of classes.