

Reader Analysis Chart · <b>Proposal</b> · The Re-branding of the MS·PTC Program			
Readers	Needs	Values	Attitudes
<b>Primary</b> – MS·PTC adviser and other faculty reviewers	<ul style="list-style-type: none"> <li>• Evidence of a well thought out idea</li> <li>• Evidence of ability to anticipate all aspects of the project</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of research including usability, interviews, etc.</li> <li>• Adherence to schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Hopeful that their advisement and teaching will show through in the finished product</li> </ul>
<b>Secondary</b> – External Reviewer - NJIT Web Design Supervisor	<ul style="list-style-type: none"> <li>• Evidence of a well thought out idea – he is doing me a favor, I don't want to waste his time</li> </ul>	<ul style="list-style-type: none"> <li>• Adherence to NJIT web design, typography, and aesthetic guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Ambivalent (?) – it might not be as important to him as it is to me</li> </ul>
<b>Tertiary</b> – Current students who are already in the program	<ul style="list-style-type: none"> <li>• Opportunity to ask questions and offer input.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate representation of individuals (their portfolios)</li> </ul>	<ul style="list-style-type: none"> <li>• Interested in the outcome</li> <li>• Eager to add suggestions</li> </ul>
<b>Gatekeepers</b> – MS·PTC faculty members ensure the content is accurate and even provide content.	<ul style="list-style-type: none"> <li>• Assurance that the proper methods are being used to collect and present information</li> </ul>	<ul style="list-style-type: none"> <li>• Adherence to schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Interested in the outcome</li> <li>• Eager to add suggestions</li> </ul>

## Reader Analysis Chart · **Project** · The Re-branding of the MS·PTC Program

Readers	Needs	Values	Attitudes
<p><b>Primary</b> – Prospective students are the main audience for this project.</p>	<ul style="list-style-type: none"> <li>• Attributes of the program</li> <li>• Details regarding program delivery and content</li> <li>• Information about subsequent careers</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy of content</li> <li>• Up to date content</li> <li>• Ease of navigation</li> </ul>	<ul style="list-style-type: none"> <li>• Skeptical in searching for a program</li> <li>• Excited to find the right information</li> <li>• Apprehensive about starting an intensive graduate program</li> </ul>
<p><b>Secondary</b> – Current students who are already in the program, and “have special knowledge that the primary readers require to make a decision” (Johnson-Sheehan 47).</p>	<ul style="list-style-type: none"> <li>• Ability to find general campus information</li> <li>• Information about upcoming class schedules</li> <li>• Information about subsequent careers</li> <li>• Representation – a showcase of their own work</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy of content</li> <li>• Up to date content</li> <li>• Ease of navigation</li> </ul>	<ul style="list-style-type: none"> <li>• Critical if information presented does not fit their own experience</li> <li>• Optimistic that they will be well represented</li> </ul>
<p><b>Tertiary</b> – Interested parties may include technical communicators from other institutions – faculty, staff, or students who are looking at how NJIT runs their program for comparison.</p>	<ul style="list-style-type: none"> <li>• Course content</li> <li>• Core competencies offered</li> <li>• Information about subsequent careers</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy of content</li> <li>• Up to date content</li> <li>• Ease of navigation</li> </ul>	<ul style="list-style-type: none"> <li>• Critical of program shortcomings</li> <li>• Impressed by program attributes</li> </ul>
<p><b>Gatekeepers</b> – MS·PTC faculty members ensure the content is accurate and even provide content.</p>	<ul style="list-style-type: none"> <li>• Ability to update content</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy of content</li> <li>• Aesthetics should represent the content – it should encompass some of the learned technologies.</li> <li>• Ease of navigation</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty are hopeful that the re-branding will draw more students</li> </ul>

## Works Cited

Johnson-Sheehan, Richard. Technical Communication Today. New York: Pearson Longman, 2005.