SOUTHERN UTAH UNIVERSITY
COMMUNICATION DEPARTMENT WEB SITE

A Project Report
presented to
the Faculty of the Communication Department
at Southern Utah University

In Partial Fulfillment
Of the Requirement for the Degree

Master of Arts in Professional Communication

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April 22, 2010
APPROVAL PAGE

The undersigned, appointed by the dean of Humanities and Social Science, have examined the thesis, project, or internship entitled

SOUTHERN UTAH UNIVERSITY COMMUNICATION DEPARTMENT WEBSITE

presented by Lee Byers,

a candidate for the degree of Master of Arts in Professional Communication, and hereby certify that, in their opinion, it is worthy of acceptance.

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ABSTRACT

The Internet has become the preferred research method for the current generation of students. This paper examines the current web site for Southern Utah University’s Communication Department in the light of the current literature to see if it communicates effectively. It also discusses the results of original research through the use of an online survey to find out how the students and faculty feel about this department’s web site specifically. Specifically the survey that a high percentage of the Communication Department’s students currently use the department web site, that the majority of the information students want and expect from the department web site already exists there, that students feel the department web site is meeting their basic information needs, and that they would like more specific kinds of information on the department web site presented using less text and more graphics. It then makes recommendations on how the web site could be improved using the knowledge gained from this research.
ACKNOWLEDGEMENTS

I would be remiss if I did not thank the following people for their help and encouragement during the completion of this project:

Mark Walton & Jill Whitaker for answering a seemingly unending stream of questions regarding the whys and hows of web design, especially the reasoning behind the choices made in designing SUU’s web site.

Dr. Jon Smith, the chair of my committee for his guidance and encouragement when my original project was taken out of my hands by forces beyond our control.

To the other members of my committee and graduate faculty members for their saint-like patience with my off-the-wall questions and the numerous interruptions to my studies to accommodate my work schedule.

Most importantly to my wife and children for their patience with my physical and mental absences while attempting to complete this project and my degree.
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Introduction

The available literature on web design and content falls into four main categories: how to increase the opportunities for people to find your web site, how to encourage people to stay at, and return to, your web site, the importance of delivering a consistent message or branding what you are offering, and creating a sense of community through the use of blogs and Really Simple Syndication or RSS feeds.

Allen Adamson (2008) states that brands need to be where the people are in order to be noticed. So how important is it for a business or non-profit organization to have a web site even if it’s a mediocre one? In an attempt to ‘be where the people are’ most, if not all, universities have web sites to attract future students, allow them to research and enroll in, different degree programs, keep in touch with alumni, and communicate with current students about activities and news on campus. Due to the interactive nature of the Internet, a university web site can be a powerful tool for communication, both on and off campus.

In comparing Internet usage by faculty members of his own generation and the students they teach, William Merrin (2008) noted that his colleagues were almost as ignorant of the Internet and how it is used by their students as the students were regarding the cultural touchstones of thirty years ago. To better understand the people that we want to attract to our web site, we first need to look at ways that marketers are currently using to attract web surfers to commercial web sites.

Literature Review

Increasing your web visibility

To visit a web site you must be able to find it. Search engines such as Google, Yahoo, and Microsoft’s new Bing use programs called spiders, or web crawlers, to index every web site on the Internet. Since the Internet consists of over one hundred million domain names or web sites, with
over one hundred thousand added or removed daily (DomainTools.com, 2009), this is a huge on-going task. In order to ease some of this burden, the spiders are programmed to look at a number of different parameters for each web site such as keywords built into the site, the number of links from other sites and so on. Based on algorithms proprietary to each search engine, sites are then ranked in the order that they will appear on the list of results for any given search term. While SUU’s departmental web areas do not have a great deal of control of this aspect of their web design, understanding the principles involved can allow them to assist the webmaster in making the sites more searchable.

An excellent design with all the latest bells and whistles won’t help get the message across if it can’t be found, first by the search engines and then by web surfers (Knowles, 2007, p. 14; Malaga, 2008, p. 149; Tsai, 2009, p. 40). By understanding the nature of search engines and how they relate to the visibility of your website on search result pages, steps can be taken to increase the ranking of any given website

Understanding the words, or search terms that users enter when performing a Google search, for example, is of critical importance in making a web site easy to find. Heather Lutze (2009) notes “You must also appropriately connect with your prospects at all times by providing a relevant result in response to their search” (p. 1). Marshall Breeding (2008) was able to increase levels of activity on the Vanderbilt TV News archive web site by making sure that the site’s metadata was harvested by search engine spiders.

The search terms, or keywords that we might choose as we create a website are not always those most used by web visitors. As Christopher Null (2008) points out, careful selection of the text in the header at the top of a web page and the text within the page can do much to make a web site more visible to search engines. Lucy Knowles (2007) quotes web designer and consultant Frank Chamberlain as saying, “Even the most beautiful site can be a lame duck if there is no way of finding it... make sure that they are not acting as barriers to the SEO spiders” (p. 14). By not hiding behind
flashy gimmicks or just plain bad design, good web design will help your site be accessible to web crawlers and web surfers. Hidden metadata in tags and keywords is still important, but now given less weight since web crawlers can scan the contents of a web site and give weight to those terms in the headers, in cold or italic type, etc. This is done to circumvent abuse by web developers who would "load" the metadata in tags with keywords that had nothing to do with their site in hopes of getting better search rankings. An older technology is the use of sitemaps, which were used to help spiders read a web site and get all the information the developer wanted them to have (Sitemaps.org, 2008). With current advances in web crawler technology, sitemaps have become unnecessary since web crawlers can search each site page by page and link by link, much as a user would.

How to keep them coming back

The importance of being on the first page of search results cannot be overstated, better yet to be one of the first few on the first page. “When someone says, ‘It was like finding a needle in a haystack,’ it's not a compliment. On the Web, too many links and other components can make it hard for visitors to find the content they want” (Rapoza, 2007, p. 16). Jessica Tsai (2009) points out that the average person only clicks on 1.2 pages when performing a search. With such a small window of opportunity to catch the attention of an individual surfing the web, having your website placed anywhere other than among the top results guarantees that finding it will be a challenge (Breeding, 2008; Malaga, 2008). But is it really better to have a mediocre web site than none at all? That is the perception that exists among some nonprofit organizations studied by Linda Kenix (2008).
Delivering a consistent message

For many people a web site is the first contact that they have with a company. “Attracting, keeping, and delighting visitors and customers (external and internal) are critical activities” (Fichter, 2007, p. 52). Next to a web site’s content, linking to other pages within the web site internally and to other web sites can be one of the most important statements a web site can make (Barbie, 2002; Rapoza, 2007). Being linked to other websites shows search engines and web visitors that other web sites value what you have to offer. Abbey Klaassen (2009) puts it this way “People surfing the Internet are looking for answers or entertainment. Provide what they are looking for better than other web sites and people will come to your website” (p. 40).

Creating a Sense of Community

Another dimension that people look for in their web experience is a sense of community. Breeding (2008) points to the likes of Amazon, eBay, YouTube, and Facebook as examples of companies who trade in community as much as content. A sense of community can be engendered by how a web site treats visitors. Does it provide them with opportunities to communicate with each other or merely impart information? All of the web sites Breeding mentioned provide that means of communication between users either directly or through user feedback or customer reviews.

Boatright-Horowitz, Langley & Gunnip (2009) suggest using empirical research to study web design. Due to the speed at which the Internet changes, empirical research can often be years behind the latest Internet trends because of the time it takes to create, get approval for, and administer research, as well as examine the data from such research. A faster way, one which most literature suggests, to acquire much of the same data is to simply change the web site and see what works (Breeding, 2008). Using incremental changes takes advantage of one of the Internet’s most powerful facets, immediate feedback from those who use it. By adding a comments link to an
updated or changed section of a web site, users can and will tell the publisher of the site whether or not they liked the changes. What people are saying about your web site is their reality, regardless of what your intent was when the site was published.

In addition to such feedback tools, another powerful communication tool available through the Internet is the blog, which is short for web log. Many students choose to become engaged by reading blogs where more traditional means of communication fail (Merker, 2008). Even though video and other new web technologies can attract web viewers, due to its cross-platform compatibility, text is still king of the web (Rubel, 2009).

An RSS feed provides another opportunity to reach out to distant constituencies. Anyone can sign up for an RSS feed and when information is updated on that web site or blog, they will be notified though an RSS program called an aggregator. Most email programs contain an RSS reader and people often sign up for RSS feeds without knowing that they have done so. Having been notified, they can then visit the site or blog and view the new content. “...RSS has become what’s generally considered the best web content delivery channel for any information publisher, be it a newspaper, a blog, or a university office” (Joly, 2006, p. 37).

Another way to create a sense of community is to be sure that your web site reaches out to everyone since the Americans with Disabilities Act applies to most US web sites which have to accommodate the visually impaired as well as others with disabilities (Gatewood, 2009). As Waddell & Thompson (2009) explain, “[T]he issue is not whether the [person] with the disability is merely provided access, but the issue is rather the extent to which the communication is actually as effective as that provided to others (Does This Mean You? Section, para. 3).

Making your website accessible to everyone in not only a excellent way to be inclusive and build a sense of community, but depending on your organization, it may also be required by the Americans with Disabilities Act. It also happens to be good design.
If you want to do more than just gain credibility by having a web site, then thought, planning and effort must be invested in following the steps we are discussing. A web site needs to be optimized so that search engines and web surfers can find it, making sure that the site has useful content presented in an interesting way that can be easily navigated, providing information that is regularly updated so that visitors will want to return again and again, delivering a consistent message so that visitors can learn who you are and what you offer, all while creating a sense of community and being designed so that the web site is accessible to everyone. If these things are done, people will return to in order to interact with other visitors as well as the people who update the site. Perhaps Linda Kenix (2008) sums it up best when she said, “Research has found that interactive, personalized one-to-one relationships and a continuously reexamined strategic plan are the cornerstones to successful Internet growth” (p. 424). And Internet growth can be a cornerstone to organizational growth.

Rationale

In an effort to enhance the growth of the Communication Department at Southern Utah University, this study looks at the effectiveness of the department’s web site in communicating with the department’s majors. It looks at whether or not students actually use the web site, what type of information they are trying to access, and how they feel it should be presented. The results of this survey will drive decisions made as to how best to improve the department’s web site and communicate better with the department’s students.

Research Questions

The literature review and rationale lead to four research questions:
RQ1 – What percentage of the Communication Department’s students currently use the department web site?

RQ 2 - What information do those students want and expect from the department web site?

RQ 3 - How well do those students feel the department web site is meeting their information needs?

RQ 4 - If the department web site is not meeting the needs of our students, how can it be changed or improved so that they can find and understand the information they want or need?

Method

In order to gather information about the research questions, the link to an on-line survey was sent to all of the faculty and staff in the SUU Communication Department as well as Junior and Senior Communication majors and graduate students. The survey took an average of five to ten minutes to complete and consisted of twenty-four questions (attached in Appendix A). The survey link was initially sent out to the faculty and staff of the department as a pilot study for a two-day period ending on a Friday. The following Monday the survey link was emailed to the graduate and undergraduate students for a total population of two hundred. The survey closed two weeks after the link was emailed to the students, with a reminder email sent five days after the initial invitation.

Aside from a few demographic questions at the end of the survey, eight of the questions were open-ended essay-type questions and seven were seven point Likert scale responses to statements made about the SUU Communication Department Web site. Respondents were required to answer all questions for their survey to be considered complete and no incentive was offered for
completing the survey. Participation was voluntary and anonymity was assured by not including any way for an individual to sign their survey.

The survey instrument was designed to replicate the experience of being interviewed to get each respondent’s reaction to, and feelings about the current Communication Department Web site. Asking respondents for their impressions and feelings or asking them to respond to statements about the Web site was designed to control for prejudicial attitudes or statements that could accidently be included in a list of a choices created by the researcher. By using open-ended questions, respondents were encouraged to share their own impressions of the current design of the department web site rather than select from a list created by the researcher.

Results

The survey link was sent to all faculty, staff, and graduate students in the Communication Department of Southern Utah University as well as all juniors and seniors who were declared Communication majors. Out of 200 invitations to take the online survey, 77 individuals responded with completed surveys for a 38.5% response rate. Of those responding to the survey, 68.9% were between the ages of 17 and 30, with the rest being 31 or older. Those responding fell into one of four scholastic groupings. Faculty and staff accounted for 14.3%, graduate students 31.2%, seniors 28.6%, and juniors 26%. Over 96% of those questioned said they felt confident using computers and the Internet, with 65% spending 10 or more hours each week surfing the Internet.

Of all those responding, over 90% had visited the Communication Department web site before (Screen shots of current web pages-Appendix B), with over three-fourths looking for information, forms, faculty information, department news, graduation requirements, or faculty/staff information. Over 98% of all those visiting the web site expected to find faculty and staff information and more than half expected department scholarship information and class
schedules. Two thirds expected to find graduate degree information, with over 63% expecting links to related web sites.

Due to the number of essay type responses requested in the survey, the responses were examined by the researcher for common themes and then grouped by those themes for statistical purposes.

In examining how to improve the web site, the fact that over 80% of those who had been to the web site before were able to find the information they were looking for shows that the information presented on the home page and the links to other pages within the web site covered the majority of inquiries. What did respondents dislike about the web site? In examining their initial reaction to the web site, over half the respondents felt the current web site was boring and contained too much text, while 27% found the site user friendly and liked it.

When asked to agree or disagree with various statements about the web site using a seven point Likert scale, 61% agreed that the site was well laid out with over 80% agreeing that they could easily find what they were looking for. In looking at the colors of the current web site, 48% agreed that they were appealing, 31% disagreed and 20% were neutral. When asked if the site looked professional, 65% agreed and 74% felt that the site had links to all of the information they needed with 83% agreeing that the menu bar at the top of the page had links to most of the information they needed.

When asked what they would change about the colors on the web site, 39% said nothing and 45% felt the site needed a new design. In looking at the amount of text, almost 30% felt there was no need to change it, while over 60% felt there was too much text and the pages were cluttered, with over half the respondents agreeing that the web site needed more and better quality photos.

In examining the survey responses it seems clear that those who responded were comfortable using the Internet and had informed opinions about what they did and did not like
about web site layout. It is encouraging to know that the majority were familiar with and used the department’s web site as a resource. Most felt that the Communication department web site had too much text and was cluttered. A recurring theme was the fact that many of the photos and some of the information on the web site were out-of-date. While most thought the web site looked professional and contained the information they were needed, many thought the layout of the site could be improved with a redesign to make it look more like the university’s home page.

Recommendations

It turns out that a gratifyingly high percentage (over 90%) of the Communication department’s students, faculty and staff who responded to the survey actually use the department’s web site and that for the most part they are finding the information that they expect to find there. The challenge comes in keeping the photos and information on the web site current and useful. As is made clear from the literature review and confirmed by the survey responses,

1. The design of the web site needs to reduce the amount of text on any given page. This can be accomplished by replacing the text with a series of bullet-points that link to pages with more information. By so doing web visitors can quickly find the main topic that they’re looking for and then drill down through one or two additional layers of web pages for the exact information they want.

2. Another finding is that many respondents (45%) felt the site needed a redesign and several mentioned in their comments that they would like the department’s pages to look more like SUU’s part of the web site. In doing so there is an opportunity to take an already easy to navigate site (61%) and make it better by making it so visitors don’t have to reorient themselves regarding placement of links and text when moving from SUU’s home page to the Communication department’s section of the web site.

3. By emphasizing a commonality with the SUU home page and creating a workflow to make
updating the information on the web site easier, the Communication department’s section of the SUU web site can be made even more of a resource for students, future students, faculty, staff and alumni now and in the future.

Implications

With the survey information in hand, the first step towards completing this project was to gather and organize the content for the five web sites to be created for the five documentaries (Screen shots of Web pages in Appendix C) created by the production team within the department over the past several years. We felt that each documentary needed a web presence to help promote the documentary and make it easier for people to find the links to buy copies of the DVD’s.

It is common now during the production of a film or video project to create a web site for it in order to create “buzz” or publicity. It also gives the producers a place to refer participants or interested on-lookers for more information. Although it can be difficult to choose a domain name like codywrightdvd.com, early in the production process, having a web site to refer interested parties to that is easy to remember can be very useful. It was decided to create independent web sites for these projects in .com domain rather than as part of the department’s web area so that each site could have a different look that would tie in to the look of the documentary.

I looked at the publicity materials that had been acquired during the production phase of each project, which ranged from almost none in the case of the David Lee documentary, to a wealth of stills and bonus videos for the Cody Wright project. Where trailers or promo videos for the documentaries didn’t exist, as in the case of “Pig Poet”, or where the existing trailer was too long (Canyoneering) or didn’t properly reflect what the finished program had become (Cody Wright), I edited 2-3 minute promo videos from the programs themselves. Where I needed to create trailers, I tried to create videos that would give viewers a feel for the style and content of the full program without giving too much away.
Next I did additional research to acquire any information I didn’t currently have such as the list of David Lee’s books and finding the correct web sites to link to for his various publishers as well as the sites for the awards the programs had won. Where photos were not available I scanned through the documentaries and created video still frames that could be used in place of photos on the web pages.

During the research phase I found out that the IT department did not have a required format for non-university web sites hosted by SUU and that I could build the sites using any program I chose, using any style I chose. Since I am familiar with Mac computers, I used iWeb, a program sold with all Apple computers to design and develop the web sites. This decision involved a conscious trade-off. On one hand, iWeb has a fairly gentle learning curve and I was able to complete my first web site in a few days, on the other hand I was able to stay on that learning curve only by using the style templates that iWeb offers and not trying to impose something else on the program. Since there were templates available that matched or came close to the looks I wanted for the different sites fairly well, it seemed like a good trade-off.

The styles selected for the sites are an attempt to match the colors and other attributes of the template with the attributes and “feel” that I saw in the documentaries. “KapYong” had a stark, dark feel with the black and white photos that make up the majority of a program dealing with war. “Pig Poet” needed to have a loose, bookish style to the lettering and the yellow colors matched the outdoor agrarian nature of the subject matter. “Canyoneering” fit well with the lighter greens and the leaf motif of the template I used to reinforce the outdoor, environmentally conscious nature of the subject matter discussed in the program. “Cody Wright” fit well with the bolder oranges that were used in both the web site and the documentary, with a western poster flair to the lettering and a somewhat off-balance, edgier feel, while “Jim Jones” has a more stately, art gallery look to the pages and layout with each photo/video element residing in its own frame.
The decision to use narrower pages that require vertical scrolling was also driven by the choice of templates in iWeb. In hindsight this type of layout works well with a variety of screen resolutions since most can accommodate the width of the pages without having to scroll horizontally, even on an iPhone, and most people are used to scrolling vertically when surfing the Internet. Using good design principles, the most important elements of each page are located towards the top of the page, with the menu bar at the very top where it is easy to find.

Each of these web sites contains as many links within the web site and to other web sites as I was able to include tastefully. One of the principles of good web design discussed in the literature review is that when indexing web sites, web crawlers look for links to other web pages and assume that more links equals a more useful site which results in higher rankings in web searches. Doing so also makes finding additional information easier, since to find out, for example, what a particular award means is only a click away, which is also a facet of good web design.

After these site were completed I checked them using Safari 4.0.5 and Firefox 3.6.3 on a Mac and Internet Explorer 7.0 and Safari 4.0.5 on a PC as well as Safari on an iPod Touch running OS 3.0. There was a consistent look among all the browsers tested. I also ran all the pages through the site validation service at w3schools.com.

To revise the department web pages I began by filling out a questionnaire from the IT department to help communicate what we wanted to achieve with the redesign. Once Jill Whitaker and I had established what we wanted to accomplish and how it should look, Jill created a workspace where I could make changes to the site offline, in other words where the surfing public couldn’t see it until the changes were complete and we were ready to take the site live and show it to the public. Working offline gave me the freedom to experiment and make mistakes with out all of our visitors looking over my shoulder.

The next step was to sit down with Mike Plumb from IT and have him install Adobe Contribute and teach me how to use it. Contribute allowed me to select from a predefined pallet of
colors and font styles and sizes, thus making it very easy to stay within the style guidelines set for the SUU web site by IT. These styles and colors were chosen by Jill and are in keeping with the style guide used by the IT department when creating and updating the university's areas of the overall web site. These templates, or style sheets, tell the Contribute program what portions of each web page I was allowed to change or update, while allowing me the freedom to add new pages and links and move content from one page to another.

With these tools in hand I started editing the pages, beginning with the department’s home page (Screen shots of proposed new web pages-Appendix D). My goal was to reduce the amount of text on each "gateway" or entry page that led to a new area of the site and replace it with an easy to scan set of links that would enable a visitor to glance at the page and know whether the information they might be looking for was on that page or could be found by selecting a link to another page. I also looked for opportunities to make the pages more inviting by replacing blocks of text with photographs or using photos to show off different aspects of the department. Where appropriate, primarily in the SUTV area of the site, YouTube videos were embedded to demonstrate the talents and capabilities of faculty and students.

Towards the Future

As far as maintaining the web site created for this project, I would suggest continuing to use iWeb for the documentary sites. It is easy to learn and flexible enough to accomplish what is needed to create or maintain these sites. Maintaining the Communication department web pages requires knowledge in using Adobe’s Contribute, which is quite easy to learn as well. Unlike iWeb, this program does not allow anywhere near the flexibility in placing and formatting the elements used in creating a web site, but it is not intended to. It is strictly designed for maintaining those areas of a web page that the site administrators are willing to allow each department to update or change.
The people in the IT department have proven themselves during this project to be ready and willing to train even the most basic of novices in how to use Contribute.

One thing that I have learned from doing this project is that rather than attempting to write a step-by-step manual on how to create and update web sites, even using the incredibly user-friendly tools that I had, it would be better to recommend a workflow that can offer a pathway to success in keeping the Communication department's web site current and inviting as a series of steps.

1. The person tasked with maintaining the web site should be able to devote at least 4 or more hours a week to the mechanics of updating the content.

2. Gathering the content in a timely manner is very time-consuming, in fact it is more than anyone can do while holding down a full-time job doing something else. I would recommend hiring a team from CCG or two or three Public Relations students to gather and write the content. This should be a win-win proposition since we would be paying some of our students to work in the areas they are studying as they are building their portfolios and getting real-world feedback from professionals. In return, we would be getting timely content for not only our own website, but where appropriate, the dean’s newsletter and the university marketing department as well.

3. By dividing up the responsibilities in this manner, each task can be assigned to those that are best qualified for their part of the job. Instead of a technical person trying to interview faculty members about their latest projects and write press releases, that learning opportunity can pass through the hands of numerous students, while the look and continuity of the web site can be handled by one trained individual in a timely manner.

4. In order to assure the department a regular flow of timely information, I recommend that a job description be written up to delineate the responsibilities of the students
hired to serve as PR representatives for the department. I have included a sample in Appendix %&%.

5. To keep the design of the web site looking as current and up-to-date as the information that will now be on it, I recommend reviewing the design of the web site every other year to see how it compares with the design of SUU’s home page. This will help maintain consistency between the two. If there are new technologies that we wish to add to the web site, IT has proven ready and willing to assist.

6. Blogs, Vlogs, and podcasts are definite possibilities for future additions to the department’s web presence, keeping in mind that once started, all of these must be kept current with new entries at least weekly though daily is preferred. Maintaining a blog can be very time-consuming and will be a definite commitment on the part of any faculty or staff member who chooses to start one. That might surely be the reason that no one in the department has, to this point, volunteered to maintain an official department blog.

I feel the redesign has accomplished all of the major goals. It has provided the Communication department with web pages that blend well with the look of the overall university web site, while at the same time having enough unique indentifying elements to ensure that visitors know where they are. It has more photos and videos to show off the department’s expertise in those areas and has capacity to add materials from additional areas of the department as those can be formatted and brought online.
Reference List


Appendix A

Web Site Survey Questions

Survey Name: SUU Communication Department Web Site

1. Page One

1. Have you ever visited the SUU Communication Department Web site?

   Yes   No

2. Why? Essay Answer

2. Page Two

3. What type of information did you expect to find there? (check all that apply)

   Faculty/Staff Information   Department Scholarship Information
   Graduate Degree Information Class Schedules
   Student Media Organizations Facilities & Equipment Information
   Department Awards Department Activities

   To find out what awards current student have won
   To find out where department alumni are now
   Links to related sites Sports Statistics
   Movie Reviews Something else

4. If you have visited the department's Web site before, did you find the information you
   were seeking? Yes No Haven't been to the department's Web site before.

3. Page Three

5. Please open a second browser window and go to the SUU Communication Department home page
   at www.suu.edu/hss/comm.

   I can see the Communication Department Web page. (Mandatory check box)

6. What is your initial reaction to the web page? Essay Answer

4. Page Four
7. How would you agree with the following statements about the Comm. Dept. Web page. This Web page is well laid out.

(Strongly Agree – Agree – Somewhat Agree – Neutral - Somewhat Disagree – Disagree – Strongly Disagree)

8. It is easy to find what I am looking for.

7. Point Likert Scale (same)

9. I find the colors appealing.

7. Point Likert Scale (same)

10. I think the Web site looks professional.

7. Point Likert Scale (same)

11. I see links to all of the information I need.

7. Point Likert Scale (same)

12. The links on the menu bar at the top of the page will take me to most of the important secondary pages I want to visit.

7. Point Likert Scale (same)

13. The information presented on this page is what is most important to me.

7. Point Likert Scale (same)

5. Page Five

14. What would you change (if anything) about the colors used on the Web page?

Essay Answer

15. What would you change (if anything) about the amount of text used on this Web page?

Essay Answer

16. What would you change (if anything) about the photos used on this Web page?

Essay Answer

6. Page Six

17. What would you like to see on the Communication Department's home page that isn't there now? Essay Answer

18. What do you feel could be removed from the home page as less important?

Essay Answer
19. What sites or kinds of sites would you like to see the Communication Department have links to?

   Essay Answer

7. Page Seven

20. What year are you in school?

   Freshman    Sophomore
   Junior      Senior
   Graduate Student    Faculty / Staff

21. What is your age?

   1-16   17-20   21-25   26-30   31-35   36-45   46-55   55 or older

8. Page Eight

22. How confident are you when using computers and the Internet?

   Very confident – Confident - So-so – Sort of Timid - Not confident at all

23. How many hours each week do you spend on the Internet?

   0-2   3-5   6-9   10-14   15-19   20 or more

24. How do you spend the majority of your time on the Internet?

   Doing research for classes    Looking up stuff for fun
   Playing games      Checking out Facebook
   Just surfing    Watching TV shows
   Watching movies    Other

'Thank You' /Redirect Page

Thank you for taking our survey. Your response is very important.
Appendix B

Current Communication Department Web Pages
### Graduate Program

- **Dual Graduate Minor:** Home Page
- **Graduate Minor Information Request**

### Announcements

- **New Graduate Coordinator:**
  - Dr. Lillian Ann has been appointed as the new Graduate Coordinator for the Master's in Professional Communication program.
- **New Graduate Handbook:**
  - Available online at [this link](#).

### Faculty & Staff

- **Faculty:**
  - [Dr. Julie A. Green](#)
  - [Dr. Tim S. Johnson](#)

- **Graduate Assistant Professor:**
  - [Dr. Jenna L. Black](#)

### Undergraduate Programs

- **Bachelor Degrees:**
  - [Bachelor of Arts](#)
  - [Bachelor of Science](#)

#### Bachelor of Arts

- **Requirements:**
  - At least 120 credits (minimum of 90 credits)

<table>
<thead>
<tr>
<th>Major</th>
<th>Course Title</th>
</tr>
</thead>
</table>
| Journalism     | Communication Technology |}

#### Bachelor of Science

- **Requirements:**
  - At least 120 credits (minimum of 90 credits)

<table>
<thead>
<tr>
<th>Major</th>
<th>Course Title</th>
</tr>
</thead>
</table>
| Communication  | Communication Technology |}

### Important Information

- **Contact Information:**
  - [Department of Communication](#)
  - [Graduate Coordinator](#)

---

**Photograph:**

A photograph of a person wearing glasses and a hat, sitting in front of a computer. The text next to the photograph reads, "Jenna Black, Graduate Assistant Professor of Communication."
Appendix C

www.jimjonespainter.com
This award winning documentary was begun in 2008 when SUU communication professor and video producer Jon Smith and SUU English professor and author James Alaz met with Jimmie Jones to determine if he would cooperate in the production of a video documentary about his work as a landscape painter. Alaz had previously written an article about Jones in 1985, and they had remained friends. During 2008 and 2009 Smith videotaped multiple interviews andDMs at Jones’ home in Rockville, Utah, in Zion National Park and at other southern Utah and northern Arizona locations. Jimmie died on December 5, 2009 and was buried in Springdale, Utah on the same day his final show “Iconic Works” closed at the Brathwaite Fine Arts Gallery at Southern Utah University.
JIMMIE JONES
RED ROCK PAINTER
FEBRUARY 21, 1933 TO DECEMBER 5, 2009

Here is a small sampling of Jimmie’s paintings from his last exhibit, “Recent Paintings” at Southern Utah University.

All rights reserved. Images may not be used without permission.

Site hosted by:

| SUU Home | Disclaimer |
THE SOUTHERN UTAH MUSEUM OF ART (SUMA)

Jimmie Jones left his last 14 paintings and his Rockville, Utah home outside of Zion National Park to Southern Utah University to help fund the university’s new museum of art. SUMA will be the home of a permanent gallery showing a collection of Jimmie’s works owned by SUU.

“Even Southern Utah University will now be the repository of the latest works of this amazingly talented artist in both exhibition and appropiation.”

- Michael J. Benson, President of Southern Utah University

The SUMA Web Site
Contribute to SUMA

Other programs by Jon Smith and SUU

Site hosted by:
JIMMIE JONES
RED ROCK PAINTER
OTHER PROGRAMS BY JON SMITH & SUTV

Born to Ride:
Cody Wright
and the Quest for a
World Title

Canyoneering
the Colorado
Plateau

Miracle at
KapYong:
The Story of the
213th

The Pig Poet:
David Lee and
His Poetry

Site hosted by:
SUU
Southern Utah University
| SUU Home | Disclaimer |
CODY WRIGHT AND THE QUEST FOR WORLD TITLE

ACTION, DANGER, AND INTENSE COMPETITION...

Come along for the ride as Cody Wright hits the rodeo trail on a quest to win the 2009 Saddle Bronc Riding World Championship. The 31-year-old father of four had been to the Wrangler National Finals Rodeo five times, and more than once the title had almost been his before it slipped from his grasp. Now, if he was going to win the world in 2010, he would have to outdo the man he had idolized since boyhood - 45-year-old Rocky Elzbieta, now one of the greatest to ever climb on a bucking horse.

POETRY IN MOTION...

Born in the saddle in southwestern Utah, Cody Wright seemed to know horses in utero before he knew them in fetus. Chasing his boyhood dreams he has become one of the elite saddle bronc riders in the Professional Rodeo Cowboys Association. “Born to Ride” chronicles Cody’s horseback exploits as a boy, and his rise to the top during a head-to-head race for the world championship, that is “now for the ages.”

Related Links
- Buy a copy of “Born to Ride” on DVD
- Cody’s Home Page
- Professional Rodeo Cowboys Association

Related Contents
- Original Music by Don Thomas of Diamond Rio and Ken Settleman's

Site hosted by:
SUU COMMUNICATION DEPARTMENT WEB SITE
www.codywrightdvd.com
www.borntoridedvd.com
CODY WRIGHT AND THE
QUEST FOR WORLD TITLE

Born to Ride
CODY WRIGHT
THE QUEST FOR A WORLD TITLE
Narrated by Wilford Brimley

Buy a copy of "Born to Ride" on DVD

SADDLE BRONC RIDING

This multi-award winning documentary, following the incredible life of professional saddle bronc rider Cody Wright, from Milford, Utah, spends hundreds of days and travels thousands of miles pursuing his dream of being a world champion. Follow him from the small rodeos in places like Cedar City, Utah to the biggest of them all, the Nationals Final Rodeo in Las Vegas, Nevada. Can he beat the man who was in his childhood hero, Billy Eickmeyer and win the World Championship?

Winner of a 2009 Silver Telly Award and a 2009 AVA Gold Award for Editing

See a partial list of awards won by "Born to Ride"

Production of this documentary sponsored by SUTV-9. Other programs by Jon Smith & SUTV

Site hosted by:
PHOTOS OF CODY IN ACTION

These photos were taken by James Fair and are used with his permission. All rights reserved. Copyright 2009.

[Link to slideshow]
THE AWARDS KEEP ROLLING IN FOR “BORN TO RIDE”

A documentary produced in southern Utah about the trail to glory of a national saddle bronc champion has won the “Outstanding Documentary Contemporary” award from the National Cowboy and Western Heritage Museum. “Born to Ride: Cody Wright and the Quest for a World Title” was produced by the University of Southern Utah Communication Department and directed by Jon Smith and the award-winning director, Tom Byers. The film explores the story of a young man from Cedar City, Utah, who has won the prestigious Western Heritage Award.

SUU communication professor Jon Smith and Dan National History Association Executive Director Lynne Miller collaborated on the production. The documentary won the national award in a competition that included PBS, A&E Network, Discovery Channel, NBC TV, the History Channel, National Geographic and other local commercial and public television stations.

Related Links
- PBS ProfVideo Story on Heritage Award
- National Cowboy Museum Press Release
- Other programs by Jon Smith & SUU

Complete Story
Buy a copy of “Born to Ride” on DVD

Production of this documentary sponsored by SUU TV-9
CODY WRIGHT AND THE QUEST FOR WORLD TITLE

A LIST OF THE AWARDS "BORN TO RIDE"
HAS WON AS OF MARCH 16, 2010

Nevada Film Festival
2009 Nevada Film Festival - Golden Reel Award Winner

2009 Silver Telly Award - Editing

2009 Ava Gold Award - Editing

2009 Videographer Awards - Award of Distinction - Editing

2009 Videographer Awards - Award of Excellence - Documentary

2009 Pegasus Award of Excellence

Production of this documentary sponsored by SUTV-9

Other programs by Jon Smith & SUTV

Site hosted by:

SUU COMMUNICATION DEPARTMENT WEB SITE
OTHER PROGRAMS BY JON SMITH & SUU

Jimmie Jones
Red Rock Painter.

Canyoneering
the Colorado Plateau

Miracle at
KapYong;
The Story of the
213th

The Pig Poet:
David Lee and
His Poetry
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Canyoneering
The Colorado Plateau

The sport of Canyoneering

"Canyoneering the Colorado Plateau," examines the geologic development of the slot canyons of southern Utah, the early human use of the canyons and the modern sport of canyoneering. Meet guidebook authors Michael Kelsey and Maura Allen. Go on remarkable journeys with expert canyoneer Tony Jones. Take a look at some of the training available to those who want to try the sport. Go along with The Zion National Park search and rescue team on a training exercise and listen to discussions about canyoneering skills, park permits, and canyoneering ethics...the how and some canyoneers spend their winter off-season and look at the future of the sport.

CAUTION: Canyoneering can be dangerous. Escape out the sides of a canyon is often impossible, and completion of the descent is the only possibility. Due to the remoteness and inaccessibility of many canyons, rescue can be impossible for several hours or several days.

Purchased by: SUTV-9

Production of this program sponsored by

www.canyoneeringdvd.com
Canyoneering
The Colorado Plateau

Come along . . .

Canyoneering with producer/videographer Jon Smith as he takes his camera up and down some of the most beautiful slot canyons on the Colorado Plateau.

Listen in as he talks to canyoneering pioneers like . . .

Production of this Anniversay Sponsored by SUTV-9

2007 Nature Gold Award - Stories/Environment

2009 Communication Award of Excellence - Documentary

Other programs by Jon Smith and SUTV
In addition to this music video, the DVD contains an interview with director/photographer Jim Smith and extended interviews with guides and authors Michael Kelley, Steve Allen, and Jerry Juracek. Also included are interviews with Rich Cobban of the American Canyoneering Association and Ray O'Neil of Zion National Park.
Canyoneering
The Colorado Plateau

Still images taken during the production of the documentary - "Canyoneering the Colorado Plateau".

These photos are used with permission of the photographers. All rights reserved.

[Play Slideshow]
Interested in canyoneering?
Here are links to a few sites where you can find more information about the sport of canyoneering.

- American Canyoneering Association
- Wikipedia Canyoneering
- Tom Jacob's Canyoneering USA Website: Good basic information on the sport of canyoneering
- Incan Canyoneer Gear
  Canyoneering Gear Shop

Canyoneering Links
Collection of canyoneering links for the Colorado Plateau

Other resources by Ann Smith and SUU
Canyoneering
The Colorado Plateau

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Miracle at KapYong:
The Story of the 213th

In Their Own Words . . .

This award-winning documentary was produced by SUTV in cooperation with the Utah National Guard. It tells the story of heroism and faith leading up to and during a miraculous battle when 4000 enemy Chinese attempted to overrun 240 southern Utahs. Members of the 213th killed 500 and captured 800 Chinese soldiers. All 600 original southern Utah members of the 213th came home alive. Many say it was their faith, obedience and commitment, with a Supreme Being’s watchful care that spared their lives.

This story is told through interviews with veterans, archival film never seen before, photos and is narrated by Dick Nourse, formerly of KSL-TV.

We went over as boys and came back as men.”

Elwood Bladen

Member of the 213th.

Buy a copy of “Miracle at KapYong” on DVD.

Other programs by Jon Smith and SUTV.

Produced in cooperation with SUTV.
Miracle at KapYong: 
The Story of the 213th

In Their Own Words . . .

After more than fifty years, these veterans speak out about the miracle that took place at the battle of KapYong during the Korean war. During a one night battle, 240 Utah National Guardsmen were surrounded by over 4,000 communist Chinese troops. When dawn finally came, there were over 500 dead and 600 captured, all Chinese. Not a single Utah guardsman had been killed. Every single original member of the 213th returned home alive.

This is their story.
"I was just going on guard duty at five minutes to two, and all hell broke loose. If you’ve ever seen fireworks, it was there that night."

Gordon Farnsworth
Member of the 213th
on the beginning of the battle at Kapi‘ョン

"My thoughts turned to God, and I knew that our safety was in the hands of our Maker. I feel sure I was guided by a Supreme Being."

Lt. Col. Frank Dalley
Commander of the 213th

speaking to

Edward R. Morrow

"They found out that southern Utah guardsmen stem the tide."

Max Bonzo
Member of the 213th
referring to captured Chinese soldiers
Miracle at KapYong:
The Story of the 213th

A glimpse at the life of U.S. soldiers in Korea

These photos, provided by Max Bonzo and other members of the 213th offer a look at the world of the Korean war.

Rights to all photos held by their owners. May not be used without permission.
Miracle at KapYong: The Story of the 213th

Winner of the 2005 Platinum Aurora Award for "Best of Show"

2000 Telly Award Finalist - Documentary

2003 Videographer Award of Excellence - Documentary

2003 Communicator Award of Distinction - Documentary

2002 USBE Award for Best Documentary from the Utah Broadcasters Association

Other programs by Jon Smith and SUTV

Produced in cooperation with SUU students and faculty

Sponsored by SUTV-9

SUU Home - Underwrite -
Miracle at KapYong: The Story of the 213th

Born to Ride: Cody Wright and the Quest for a World Title

Jimmie Jones
Red Rock Painter

Canyoneering the Colorado Plateau

The Pig Post: David Lee and His Poetry
Miracle at KapYong:
The Story of the 213th

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The Pig Poet
David Lee and His Poetry

About David Lee

David Lee is not what you would expect in a poet. No ivy tower background for him. Instead, he has studied in the university for the ministry, was a horse, is a decorated Army veteran, played semiprofessional baseball as the only white player to ever play for the Negro league Post, Texas Blue Sox, and was a knuckleball pitcher for the South Plains Texas League Rubbers; he has raised hogs, worked as a shoeshine in a cotton mill, earned a Ph.D. with a specialty in the poetry of John Masefield, and served as the Chairman of the Department of Language and Literature at Southern Utah University.

David Lee served as Utah's first Poet Laureate from January 1997 to December 2002, and has been honored with grants from the National Endowment for the Arts and the National Endowment for the Humanities. He has received both the Mountain & Plains Book Award in Poetry and the Western States Book Award in Poetry. He is the recipient of the Utah Governor's Award for lifetime achievement in the arts and has also been honored as one of Utah's top twelve writers of all time by the Utah Endowment for the Humanities.

David Lee

"I'm often quoted for saying, I write for people who think they don't like poetry. While I may not have said that, I don't

Other programs by Jon Smith and SUTV

Production of this documentary sponsored by

SUTV-9

www.pigpoet.com
The Pig Poet
David Lee and His Poetry

"Poetry is the language in which man explores his own amazement."
- Christopher Fry

Come explore . . .

. . . the world of David Lee. In this documentary David Lee reads selected poems, discusses his motivations and feelings about poetry, and most importantly of all, answers the question, why pig? SUU Professor Jon Smith visits with Lee's contemporaries, critics, and fellow poets on a journey to understand what makes him "The Pig Poet".

Production of this documentary sponsored by SUU-TV.
The Pig Poet
David Lee and His Poetry

Loading a Boar

We were loading a boar, a goddamn big sowishitch and he jumped out of the pickup four times and tore out my stocksocks and cursed me in the stomach and I fell down and he hit John on the knee and he thought it was broken and so did I and the boar stood over in the far corner of the pen and watched us and John and I just sat there tired and Jim laughed and brought in a beer and I said, "John it isn't worth it, sowings going right and I'm feeling half dead and haven't written a poem in ages and I'm ready to quit it all," and John said, "Shit, young fellow, you sure got started yet and the reason's cause you trying to do it outside yourself and ame looking in and if you wanna be goddame poets you gotta write poems about what you know and not about the rest and you can write about pigs and the boar and Jim and you got me and the rest and there are no way you're gonna quit," and we drank beer and smoked, all three of us, and finally loaded that mom bastard and drove home and unloaded him and he hit me again and I went up the house and got out my paper and pencil and started writing and found out John he was right.

from "The Porcine Caricature" by David Lee

Prelude

You can't go home again
T. Wolfe

That's shit
Bill Hein

Who said that?
Did nobody say that
or was it in one of them damn books you read?

It don't matter
it's a pile of crap
I go home ever day
don't matter what I sit
I'm the prodigal son coming back

I don't even need a fancy house bus
I can go to my town right now
right here talking to you
because this
is everywhere
I've been ever

from "My Town" by David Lee
Books by David Lee

So Quietly the Earth (Copper Canyon Press, 2001)
Incident at Thompson Slough (Wood Works Press, 2002)
News from Down to the Cafe: New Poems (Copper Canyon Press, 1999)
A Legacy of Shadows: Selected Poems (Copper Canyon Press, 1998)
David Lee: A Listener's Guide (Copper Canyon Press, 1999)
Twenty-one Gun Salute (Grey Spider Press, 1999)
The Fish (Wood Works Press, 1997)
Wayburne Pig (Brooding Heron Press, 1997)
Covenants (with William Kloefkorn) (Spoon River Poetry Press, 1996)
My Town (Copper Canyon Press, 1995)
Paragonah Canyon (Brooding Heron Press, 1994)
Day's Work (Copper Canyon Press, 1990)
The Porcine Canticles (Copper Canyon Press, 1984, reprint 2004)
Shadow Weaver (Brooding Heron Press, 1984)
Drinking and Driving (Copper Canyon Press, 1979)
Porcine Legacy (Copper Canyon Press, 1974)

Other poems by Jon Smith and SUTV
The Pig Poet
David Lee and His Poetry

David Lee on promoting poetry.

What recommendations do you have for public librarians who want to promote poetry in their libraries?

"My first suggestion is make the poet your library. Most poets, certainly this one, would relish the opportunity to read book talk Q&A on a new or recent book.

Second, librarians could follow the lead of many book stores and create a display section of ‘Staff Picks’ from new and recently ordered poetry books.

Third, poems or sections of poems could be displayed in discreet and indirect locations throughout the library e.g., ‘Local John’ haiku slides in bathrooms stalls, as well as poetry on bar walls or between paintings, announcements, and yard sale ads.

By allowing readers to meet a cohesive, bold, beautiful, witty, serious, and even funny, poet, librarians—the custodians of culture—might arous and humanity.”

Now, how about some advice for patrons?

"Please dip out and post these instructions above the desk:

Ten Easy Steps To Fall In Love With Poetry

1. Go slowly down the poetry aisle (the 850 section) with your fingertips lightly touching the spines.
2. Imagine millions of words all waiting to speak, sing, whisper, and cry to you.
3. Stop.
4. Look at the spine of the book that you are touching for no particular reason.
5. Pull the book off the shelf.
6. Open it randomly.
7. Use whatever light there is in the poetry section and read a poem.
8. If you like the poem, check the book out.
9. If not, try again tomorrow.
10. No matter what, try again tomorrow.”

Site hosted by:

SUU COMMUNICATION DEPARTMENT WEB SITE 59
The Pig Poet
David Lee and His Poetry

Other programs by Jon Smith & SUTV

Born to Ride:
Cody Wright
and
the Quest for a
World Title

Jimmie Jones
Red Rock
Painter

Canyoneering
the Colorado
Plateau

Miracle at
KapYong:
The Story of
the 213th
The Pig Poet
David Lee and His Poetry

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Appendix D

Proposed Communication Department Web Pages

Home page

Graduate Programs
Undergraduate Programs

Bachelor Degrees
Students may earn a BA or BS degree with the choice of five emphases (minimum of 40 credits):
- Advertising
- Radio/Television
- Dramaturgy/Scenic Studies
- Journalism
- Public Relations

Students may also choose a composite major (minimum of 62 credits).

Graduation worksheets are available for several different catalog years.
There is also a Professional Education Requirements for Secondary Licensees option.

Internships
The Communication Department encourages undergraduate internships for juniors and seniors. Please visit with your advisor for details and requirements.

Internship Materials: [link in PDF format] are available for download or you may contact the department for copies.

Minor
- Communication

Advisement
- Graduation Worksheets
- College of HSS Advising

Faculty & Staff

Office: Centrum 213
Dept Administration
- Arthur Chiles, Department Chair, Advertising - Phone 435.856.7994
- Pam Heilen, Administrative Assistant - Phone 435.856.7861

Faculty
- Mathew Barton, Graduate Coordinator, Communication Studies - Phone 435.856.7970
- Leland Grintz, Broadcasting - Phone 435.856.7872
- Dave Kauflin, Communication Studies - Phone 435.856.7976
- L. Paul Knowles, Journalism & Advertising - Phone 435.856.6506
- Ivor Weygand, Communication Studies - Phone 435.856.8872
- Stu LeBenn, Manager, KSUU - Phone 435.856.8155
- Patricia Peplow, Public Relations - Phone 435.856.6074
- Stew Pear, Director of Speech & Presentation Center - Phone 435.856.5402
- Andy Stoll, Communication Studies - Phone 435.856.7874
- Jodi Leth, Broadcasting - Phone 435.856.7873
- Ellen Treener, Instructor - Phone 435.856.8673

Professional Staff/Lecturers/Adjuncts
- Mindy Benson, Director Alumni Relations/Lecturer of COMM - Phone 435.856.7793
- Lee Davis, SUU Music/Television Technician/Lecturer - Phone 435.856.8011
- Marc Stone, Operations Manager University Journal/Lecturer - Phone 435.856.7731
- Lorraine Jackson, Communication Technology Engineer/Lecturer - Phone 435.856.7867
- Carie Robinson, Manager KSUU Radio Station/Lecturer - Phone 435.856.8224

Graduate Teaching Assistants (GTA’s)
- (None During Summer)
Speech & Presentations Center

The newly developed Speech and Presentation Center, housed in the Old Facilities Management Building on University Blvd. (across from the P.E. Building) is designed to assist students, faculty, staff and community members in the writing and presentation of speeches. The center is staffed by a director, graduate students and interns who provide assistance as needed.

- What does the Center have to offer?
- Center Mission Statement
- How to Use Self-Lite City

[Communication Department] [College of Humanities & Social Sciences]
Facilities & Equipment

Facilities Management is housed in the Old Facilities Management Building on University Blvd, across from the P.E. (Physical Education) Building. The center is staffed by a director, two administrative assistants, and a graduate assistant. The center is available to students, faculty, staff, and community members in the writing and presentation of speeches. The center is staffed by a director, two administrative assistants, and a graduate assistant.

KSJU-FM (Power 91) is the University's radio station, with studios located in the Centrum. Power 91 is licensed to transmit 10,000 watts of effective radiated power to Cedar City and the surrounding areas. KSJU is a teaching tool of the Communication Department in educating students through practice of skills necessary to enter the professional ranks of broadcasting.

Both on-air and production studios utilize the state of the industry hardware and software found in the commercial broadcasting environment. Students take advantage of Adobe Audition digital audio editing software in creating promotional messages that air on the station. Power 91 programs a full schedule of Alternative Rock music, utilizing Mixcast Master scheduling software, teaching students the music scheduling principles found industry-wide.

In addition to music programming, Power 91 is the flagship station for Southern Utah University Athletics, broadcasting all SUU football and men's basketball games. The games are broadcast over the air as well as over the Internet. Selected programming is also made available from the station's web site as podcasts.

SUTV is the University's cable TV station, with studios located in the Centrum. SUTV operates 24 hours per day on channel 9 over the Cedar City cable system (Brennan Communications). SUTV is another teaching tool of the SUU Communication Department. Students train on the latest digital video equipment and electronic newscast systems.

SUTV affiliates with the Classic Arts Showcase which is a classical MTV like service and CNN. Local programming includes newscasts (fall and spring semesters), rebroadcasts of various university and community events, concerts and other public interest programs occupy the programming schedule.

In addition to broadcasting on the cable system, several of the programs including the news and selected SUU athletic events are webcast.

University Journal, in its printed, electronic, audio and video formats, is published by and for the student body of Southern Utah University. The Journal is located in the Shonnard Smith Student Center.

Centurion Consulting Group (CCG), a fully-operational, student-operated, advertising group, is also a part of the Communication Department.

CCG is a unique and valuable experience for advertising and PR students with a real-world environment working with real clients and obtaining real results.
Mission Statement

The Department of Communication provides opportunities for its students to apply the principles and theories of mass media and human communication in situations that simulate the professional world. The department operates in a student-centered environment to foster ethical behavior, superior communication skills, leadership abilities, and critical thinking.

Contact

Mailing Address:
SUU Communication Department
351 W. University Blvd.
Cedar City, UT 84720

Phone:
435-586-7861

Fax:
435-586-8362
SUTV Home Page

SUTV Cable Channel 9

About SUTV-9
SUTV is operated on an educational access channel of the Brian J. Comunications' Cable TV system in Cedar City, Utah. The station broadcasts through the facilities of Southern Utah University (SUU) located in the Centrum building on the University campus.

Channel
SUTV operates on cable channel 9 and serves the Cedar City, UT area.

Programming
Programming for SUTV comes primarily from local programs produced by SUU Broadcasting students, faculty and staff, educational shows from various sources and from the Classic Arts Showcase - a sort of classical MTV. Local educational programs are broadcast weekdays during the semester in the late afternoon/early evening hours and repeated the following morning. The balance of the time, Classic Arts Showcase is broadcast.

The station operates 24 hours a day, 365 days a year.

Staff
The professional staff consists of faculty from the SUU Department of Communication (who both instruct and advise), a full time station manager and a staff engineer. The balance of the staff are students enrolled in one of the broadcasting courses offered by the University.

Contact Information
Jon Smith - Department Chair and Faculty Advisor
Les Ayers - Station Manager
Lance Jordan - Station Engineer
SUTV
Southern Utah University
351 West University Blvd.
Cedar City, UT 84720
Studio Phone: (435) 855-8539
Comm. Dept.: (435) 856-7061
FAX: (435) 856-9352

[Links to SUU Home | A-Z Index | Contact Info]