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December 9, 2025

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RE: Content Strategy Report

Dear Miss Bitzel,

Enclosed you will find the content strategy report for the website used by the UNLV Writing Center. This report demonstrates that while the website does provide easy access to forms necessary to schedule a consultation with the Writing Center, it falls short in achieving some of the other goals of the primary stakeholders, and as such, our consultation team has a few recommendations, which are as follows:

- Create a Section of the Website to Display Positive Feedback
- Bridge the gap between the site's two administrations of control
- Provide on the Homepage details of the physical locations for consultations
- Organize the YouTube playlist
- Improve findability of links to other vital content pages
- Update the Writing Center's LinkedIn page
- Improve the Hours of Operation section

Our research methods included the examination of published scholarly works on content strategy (effective communication through digital content), as well as a limited survey of undergraduate students on their impressions of the writing center, and of course our interview with you, the primary stakeholder, in which we discussed your goals and expectations for the success of the Writing Center through its website.

Thank you for taking the time to work with us and for the opportunity to assist the writing center in this way, and we encourage you, if so inclined, to contact us for further consultation regarding this matter.

Sincerely,

Gavin Valdez, Patrick Andress, Sophia Perez, and Evelin Leyva Herrera,
Electronic Documents and Publications Course Consultation Team
Encl: Content Strategy Report

CONTENT STRATEGY REPORT FOR THE



writingcenter.unlv.edu
702-895-3908

Written by:

Gavin Valdez, Patrick Andress, Sophia Perez, and Evelin
Leyva Herrera

December 9th,
2025

Executive Summary

Our content strategy report is designed to support the UNLV Writing Center by strengthening the clarity, consistency, and effectiveness of its communication across all of its platforms, but most of all its website. The goal of this document is to provide a structured approach for improving how students interact with the Writing Center's services, especially online, as they go through their academic journey.

We begin with an overview of the Writing Center, stakeholder analysis, goals, and the core strategic messages that guide student-facing communication. We developed detailed personas and empathy maps that illustrate students' motivations, concerns, and perceptions as they interact with the Writing Center.

The next portion of the report includes our content audits quantitative, qualitative, and channel based which outline the strengths and limitations of existing materials. We also have a competitor analysis as well as assessments of findability, usability, and actionability to better understand how students navigate Writing Center information across platforms. We then present our gap analysis along with a review of current workflows and governance to identify areas that need clearer structure or improved support.

The report concludes with a set of targeted recommendations designed to enhance the Writing Center's content strategy, improve student engagement, and create a better communication experience across the university. The recommendations are as follows:

- **Create a Section of the Website to Display Positive Feedback** - The UNLV Writing Center currently has almost no material promoting its services on its own websites, and thus nothing to incentivize students to use those services. A section of the website dedicated to displaying positive feedback, which the Writing Center already collects through Salesforce, would solve this problem.
- **Solidify Governance Over the Content** - The UNLV Writing Center utilizes a third party for most content creation for its site: The UNLV Web Team. This can cause barriers of delay and permission when generating new content for the site, and so our team recommends that stakeholders work more closely with the UNLV Web team to remedy this.
- **Provide on the Homepage details of the physical locations for consultations** - The facilities typically used by the UNLV Writing Center are currently undergoing maintenance, and so the Writing Center is operating out of temporary facilities located at the Flora Dungan Humanities (FDH) building on the UNLV campus, yet this information is displayed nowhere on the homepage of the site. This information is both pertinent and vital to visitors of the site and anyone interested in the services of the Writing Center, and so we recommend displaying it on the homepage.
- **Organize the YouTube playlist** - The YouTube Channel for the UNLV Writing Center currently has none of its own content organized into playlists. The only playlists on the

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channel consist of content from other sources. This lack of organization makes it challenging to navigate the channel for specific information. Therefore, the Writing Center should reorganize its YouTube Channel by grouping its existing videos into relevant playlists, for example, compiling all citation-related tutorials into one easily accessible collection.

- **Improve findability of links to other vital content pages** - Links to several key content pages are currently buried at the bottom of the homepage, below less relevant content. Our solution to this is a simple one: make the links more prominent by moving them higher up on the page and displaying them in the same way as the rest of global navigation, or by incorporating them into drop-down menus within the global navigation.
- **Update the Writing Center's LinkedIn page** - The Writing Center's LinkedIn page is neglected. With only a few posts, less than 50 followers and an inconsistent posting pattern, it is not serving as the effective tool for outreach that it could. To solve this, we recommend two options. The first option is for the stakeholders to develop a strategy for the use of the LinkedIn page, with a consistent posting schedule and active engagement. The second is to discontinue the page to save resources.
- **Improve the Hours of Operation section** - Currently, one of the global navigation icons on the Writing Center's website, labeled "Hours of Operation" does not serve as any kind of link and has no readily apparent purpose. The actual content it references, details on when consultation services can be utilized, appears immediately below the icon on the same page. To do away with this strange redundancy, we recommend replacing the icon with a functioning link to other relevant content, such as our proposed "student reviews" section.

These recommendations deal with a wide range and a broad scope of content, from basic aesthetic changes to much more substantive ones, but by providing plenty of detailed recommendations that have a problem-solving format, the Writing Center can easily tackle the gaps within their content. In hopes of creating content that is accessible, relevant, welcoming, and informative.

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Introduction

The goal of this document is to report to the supervisors and associated members of the UNLV Writing Center the current status of content the center has to offer, both in general and more specifically, on their website. Through our observations as content strategists, we've developed this report in hopes of pointing out to the Writing Center any flaws or things that could be improved in order to more effectively achieve the goals the Writing Center has set forth for itself.

Content, from a business standpoint, can be defined as the “critical information the website, application, intranet, or any other delivery vehicle was created to contain or communicate” (Halvorson, Rach, 28). It is any form of information, whether that be text, visual, auditory or other forms, delivered to a target audience for a specific purpose. As content strategists, we've studied the goals of the Writing Center, analyzed the content it has to offer, and used external sources given to us, as well as our understanding of content strategy, in order to develop recommendations with the end goal of improving the content the Writing Center delivers.

This report will first define what content strategy is and the benefits it has for organizations. Next, it will introduce the target organization, the UNLV Writing Center, followed by an analysis of the stakeholders of this organization and their goals for their website, after which a core strategy for their online content can be devised. After this we will analyze the message architecture of the website, the hierarchy of content and the messages it conveys to site visitors. Following this, this report analyzes the target audiences of the Writing Center for their needs and goals regarding the Writing Center website

Content Strategy

The concept of content strategy defines the methods and principles behind effective communication in a digital format, in order to achieve the goals of both users and stakeholders. In their seminal work on the subject, *Content Strategy for the Web*, authors Kristina Halvorson and Melissa Rach describe the idea thusly: “Content strategy guides your plans for the creation, delivery, and governance of (online) content,” (Halvorson, Rach, 2012).

Halvorson and Rach go on to break down the concepts of content strategy into a symbolic circle they call the quad, seen in *Figure 1*, below. Incongruously, the quad consists of five parts:

- Core Strategy (center of the circle) - The core strategy informs the purpose of all content produced by an organization, and articulates the goals for its use and implementation.
- Substance - Substance defines the shape and form of the content (topics, types, sources) and what messages that content needs to deliver to users. The “substance” quarter of the quad tells us what the content needs to say.

- **Structure** - Structure determines content hierarchy. That is to say, how content is prioritized, organized, and presented to the user, and includes things such as meta data, modeling of data, and the use and maintenance of links.
- **Workflow** - Content workflow describes the processes and methods by which content is created and maintained. The “workflow” quarter of the quad tells us how content is made and kept functional after creation.
- **Governance** - Governance is the answer to the question of who is responsible for content; it determines who makes key decisions regarding content and content strategy, and who initiates any changes to existing content.

The quad can be seen in the *Figure 1*, below, shown in an infographic.



Figure 1: Halverson and Rach's visual representation of the components of content strategy

Description of the Organization

This section introduces the principle organization on which this report is focused: The UNLV Writing Center. The UNLV Writing Center offers consultation services to students and other personnel at UNLV seeking to improve their writing or presentation skills. Participants are given

one-on-one time with a professional consultant, or work with groups in creative workshops to help create effective pieces of writing that achieve their desired goals.

While their usual location on the UNLV campus undergoes construction, the Writing Center works chiefly out of the UNLV Flora Dungan Humanities (FDH) Building, while also offering less frequent services at the Lied Library on the UNLV campus, as well as via teleconference.

As of now, the UNLV Writing Center's website serves mostly as a portly though which to book appointments for consultation, with other content, including hours of operation and a staff directory, being limited.

Stakeholder Analysis

This section details the needs and goals of the primary stakeholders of the UNLV Writing Center and its website. Understanding the stakeholders of the UNLV Writing Center is essential for understanding how the Center operates and who is responsible for what. Each stakeholder group plays a distinct role in making sure the Writing Center continues to function properly. The following section outlines the key individuals involved, their responsibilities, and how they contribute to the Writing Center's overall effectiveness. See *Figure 2* on the next page.

The Stakeholders of the UNLV Writing Center can be broken down into two main branches:

- 1.) **Outreach Directors**
- 2.) **Lead Consultants**

Although all Stakeholders play huge roles in leading, organizing and maintaining the Writing Center, there is a defined hierarchy implemented into the system. We'll first discuss the three individuals who currently stand at the top of this hierarchy:

- **Erin Zimmerman** - The Acting Director of the Writing Center
- **Alanna Bitzel** - The Assistant Director of the Writing Center
- **Amie Greene** - The Coordinator of the Writing Center

These three main stakeholders each have the power to submit a request to the UNLV OIT (Office of Information Technology) for Website Changes based on our content strategy report, and therefore fall under the main 'Outreach Directors' category, or individuals at the top of the line who can communicate their concerns of the website to the official system.

Beneath the Outreach Directors are the **Lead Consultants**, who are in charge of consultations with those who use the Writing Center. They maintain, organize, document/record, and direct consultation efforts to ensure the Writing Center functions properly. Currently there are three Lead Consultants:

- **Shelbi Fitzpatrick**
- **Miranada Hannasch**
- **Lacie Mcentire** (Who is more notably, in the loop of the Writing Centers' social media status)

Overall, the Stakeholders each share the overarching goal of maintaining the Writing Center and its functionalities, where the Outreach Directors oversee the Center, its site and its concerns and share them with OIT, and the Lead Consultants work actively towards interacting with students and faculty who make use of the Centers' services.

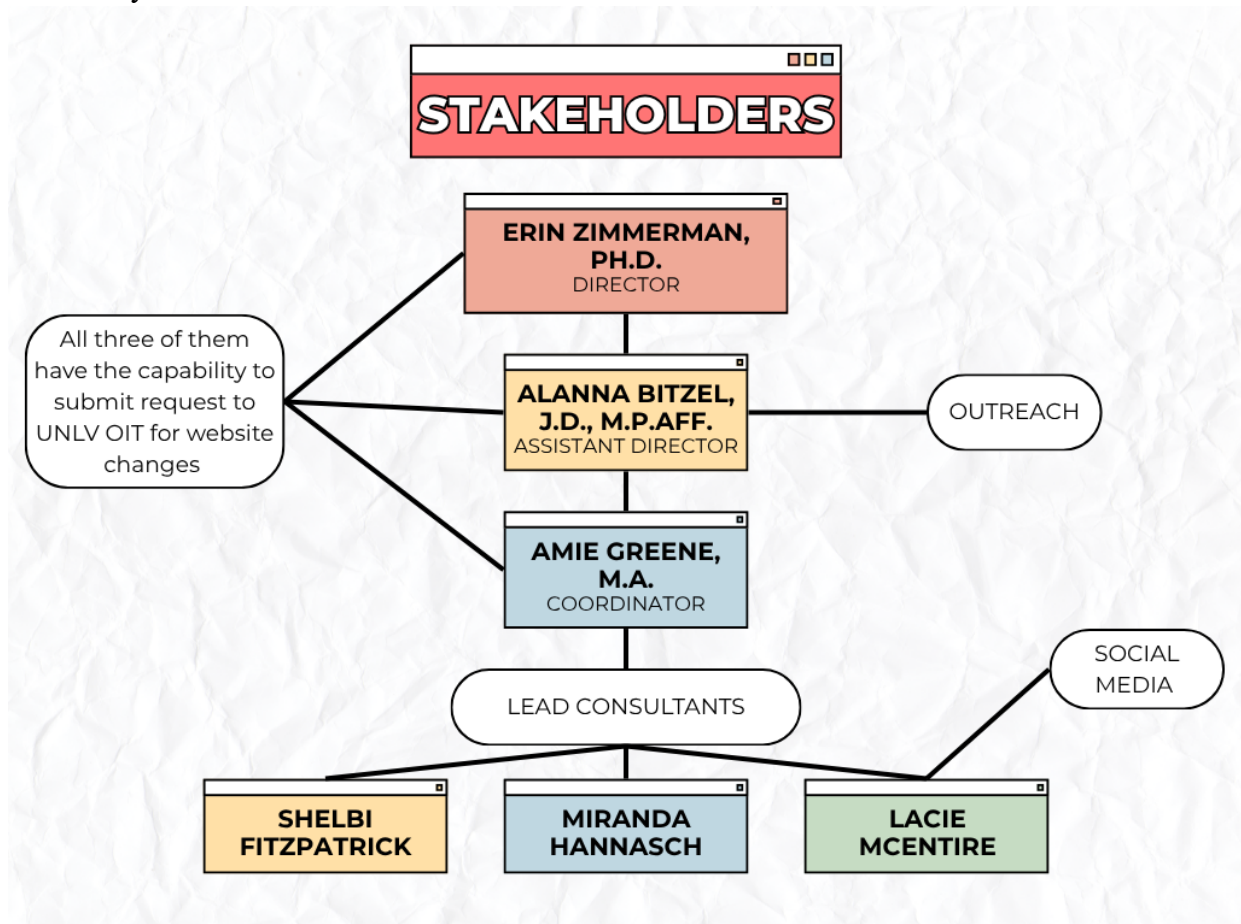


Figure 2: UNLV Writing Center stakeholders

Core Strategy

This Section details the core content strategy for the UNLV Writing Center's website. Using information from interviews with key stakeholders, we identify the Writing Center's goals and the ways its online resources can support students. The following highlights how the website should reflect the Writing Center's mission and effectively serve its audiences. A summation of this can be seen in *Figure 3* on the next page.

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Through our interviews with the primary stakeholders, we have been able to determine the myriad goals of the UNLV Writing Center and how they wish to use their online resources to help them and their target audiences achieve these goals.

The main objective of the writing center is to provide erudite and professional consultations, workshops, and related events that aid participants in creating written works that are effective and successful, be they undergraduate students, graduate students, instructors, or even elements of the greater Las Vegas community.

Therefore, the site should provide a friendly and welcoming space that is responsive to their needs and presents an informative and professional ethos around the material of the site and by extension to the consultations and workshops. Below is *Figure 3*, an annotated version of the Center's core strategy.

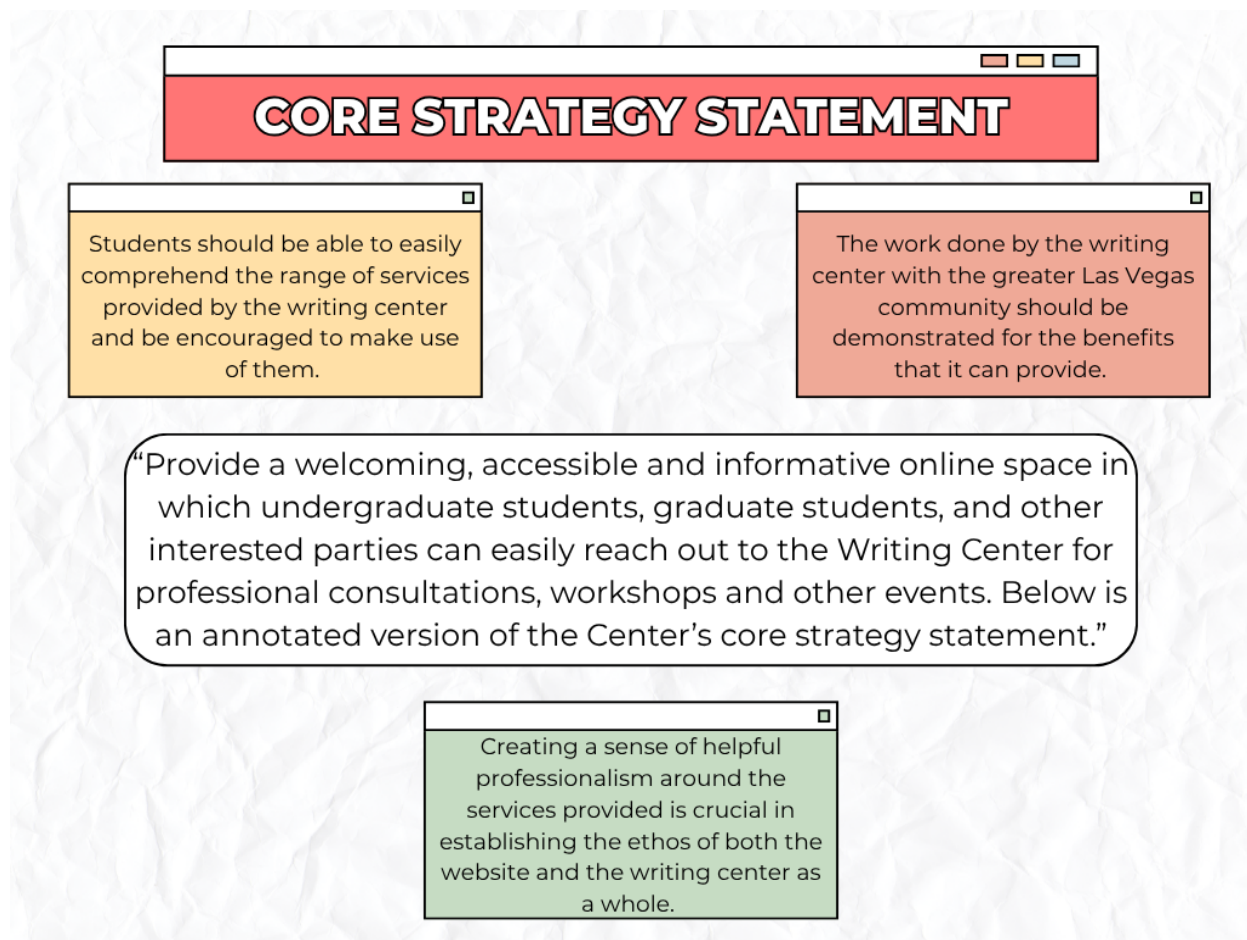


Figure 3: Annotated core strategy statement

Message Architecture

A clear message architecture is essential for understanding how the UNLV Writing Center communicates its purpose and values to its audiences. Finding out how stakeholders talk about the writing center are important in understanding how the Writing Center wants to approach communication.

In terms of message architecture, the Writing Center's main objective is to spread awareness of these resources, which are not only available to students (including undergraduate and graduate students) but also to faculty.

In addition to general information about writing support, the Writing Center's high-priority services include one-on-one consultations in multiple formats, online writing resources, informational presentations, customized workshops, and campus engagement through events and partnerships.

Within our stakeholder interview, the following adjectives were used to describe the Writing Center: friendly, accessible, welcoming, responsive, professional, and informative.

Figure 4, below, is the message architecture map for the UNLV Writing Center. Our team developed this map based on key phrases and descriptions used to represent the Writing Center.

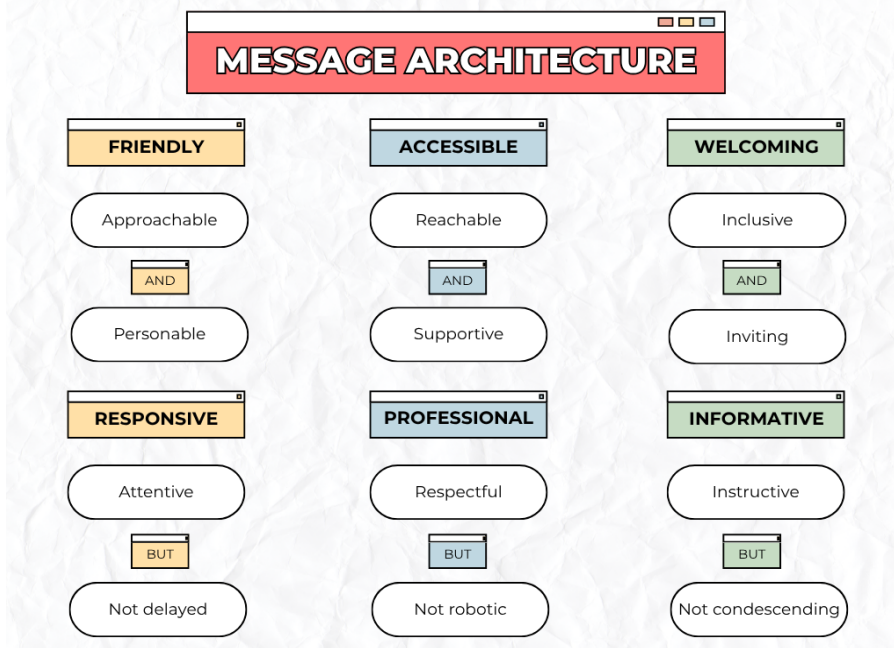


Figure 4: Message architecture map

Audience Analysis

This section provides a detailed analysis of the primary, secondary, and tertiary audiences targeted by the writing center for its services, as well as supplementary personas and empathy maps illustrate their needs and sensibilities.

Primary Target Audience

The primary target audience for the UNLV Writing Center is any and all persons affiliated with UNLV, including students and faculty, but especially undergraduate students, who make up the vast majority of its user base. This is reflected in the audience survey, showing that first and second year students are by far the most likely to take advantage of the services it provides. (See *Figure 5*)

Overwhelmingly, these students learned about the Writing Center through their professor, and made use of it for the purposes of course work.

What is your year of study?

11 responses

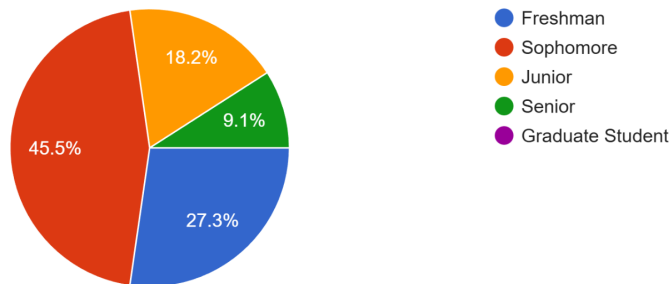


Figure 5: Primary target audience pie chart

Secondary Target Audience

The chief secondary audience for the UNLV Writing Center is graduate students, who not only take advantage of their services (though less frequently than undergraduates), but also serve as a pool of recruits for working consultants, according to interviews with the writing center.

This need for recruitment informs another secondary audience: qualified persons interested in work at the writing center, particularly those with training in writing and composition.

Tertiary Audience

The tertiary audiences for the UNLV Writing Center include prospective students, particularly public school students and their parents, and by extension the greater Las Vegas community. This is reflected by the outreach programs and events put on and supported by the writing center, as discussed in the stakeholder interview:

“Work is also done with the greater Las Vegas community, outreaching to prospective undergrad students, particularly public school students.” (Alana Bitzel, J.D., M.P.Aff., Assistant Director, Writing Center)

In addition, the Writing Center is part of a national organization of Writing Centers, and coordinates with them for the purposes of content, development, and practice.

Figure 6 below is a visual representation of our audience analysis.

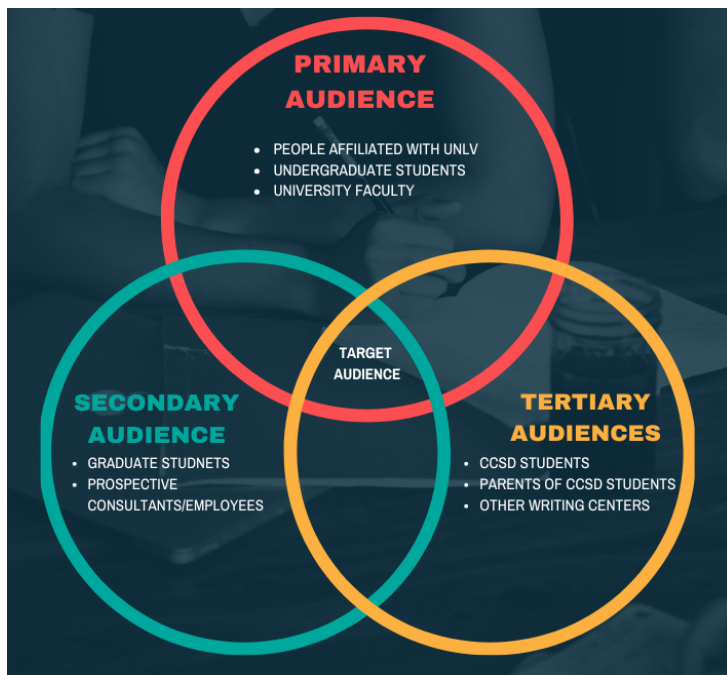
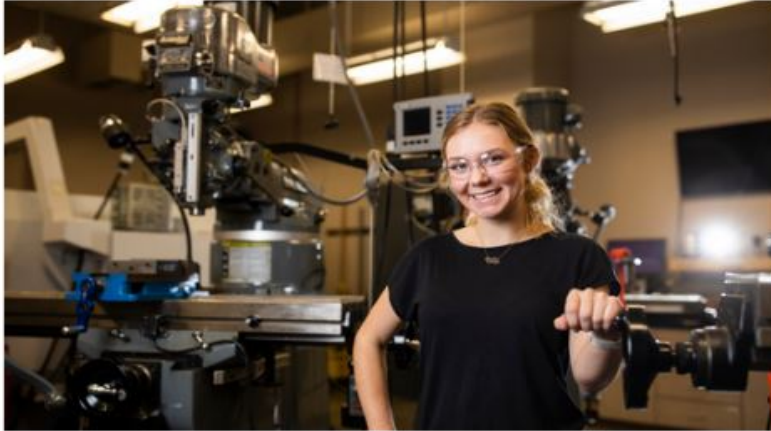


Figure 6: Audience diagram

Personas

The primary users of the UNLV Writing Center and its website need to be understood, as it is essential for designing content that meets their needs. By creating personas, we can better

understand the Writing Center's most common audiences. The following personas illustrate these key user groups and can help guide decisions about content and overall user experience.



JASMINE DAVIS

AGE: 19

YEAR: SOPHOMORE

MAJOR: MECHANICAL ENGINEERING

Jasmine is a sophomore majoring in mechanical engineering. She's heard of the UNLV Writing Center and she's even visited the website. She found it clear and easy to navigate but didn't see a reason to schedule an appointment. Most of her assignments are technical reports and she assumes writing support is mostly meant for English majors so she doesn't consider the Writing Center as a tool. Still, she sometimes struggles to make her writing sound clear and professional, especially when translating complex technical ideas into clear explanations. Jasmine uses Instagram daily, mostly for keeping up with friends and campus events, but she doesn't pay much attention to academic resources there. She's aware of the Writing Center but hasn't seen it promoted in ways that feel relevant to her field. If she realized the tutors could help with lab reports, project proposals, or research communication, she'd likely give it a try.

Figure 7: First persona



AVA NGUYEN

AGE: 19

YEAR: SOPHOMORE

MAJOR: ENGLISH

Ava is a dedicated English major who regularly visits the UNLV Writing Center. She enjoys getting feedback on her essays and research papers and values how the tutors help her think about structure, argument, and tone. Every visit has been a positive experience and Ava finds the Writing Center welcoming and professional. She often recommends it to classmates, reminding them that it's not just for students who struggle with writing but also for those who want to refine their skills. Ava visits the Writing Center website often to schedule appointments and explore resources, and she finds it clear and easy to navigate. She uses Instagram to stay connected with campus events and occasionally watches YouTube videos about writing techniques, though not regularly. Ava represents the Writing Center's most enthusiastic users: students who understand its purpose deeply and help spread awareness among their peers.

Figure 8: Second persona



MARCO RAMIREZ

AGE: 18

YEAR: SOPHOMORE

MAJOR: BUSINESS

Marco has visited the Writing Center a couple of times, usually when he has a big project or essay due. Each visit has been positive—he found the feedback helpful and said he'd definitely return. He used the Writing Center's website to book his sessions and thought it was straightforward and simple to use. Despite those good experiences, Marco doesn't make appointments regularly; he tends to wait until the last minute, when he's stressed or unsure about his work. He's a good example of a student who understands the Writing Center's value but hasn't built the habit of using it consistently. With small nudges, like friendly reminders or examples of business students who improved their writing, Marco would be more likely to become a regular visitor.

Figure 9: Third persona

Empathy Map

To better understand the motivations and challenges of the Writing Center’s users, an empathy map was created to illustrate their experiences and perspectives. This is a valuable tool for understanding what observers might feel and struggle with as they use the Writing Center’s services, offering insight into how their needs can be met.

The empathy map in *Figure 10* illustrates what Ava hears, thinks, sees, and feels as she engages with the Writing Center throughout her undergraduate experience at UNLV. She faces challenges, including conflicting opinions about the center’s purpose and a lack of clear information on how to maximize its resources. Her pains reflect moments of uncertainty and frustration, while her gains capture the confidence and motivation she feels when she receives helpful feedback and sees improvement in her writing.

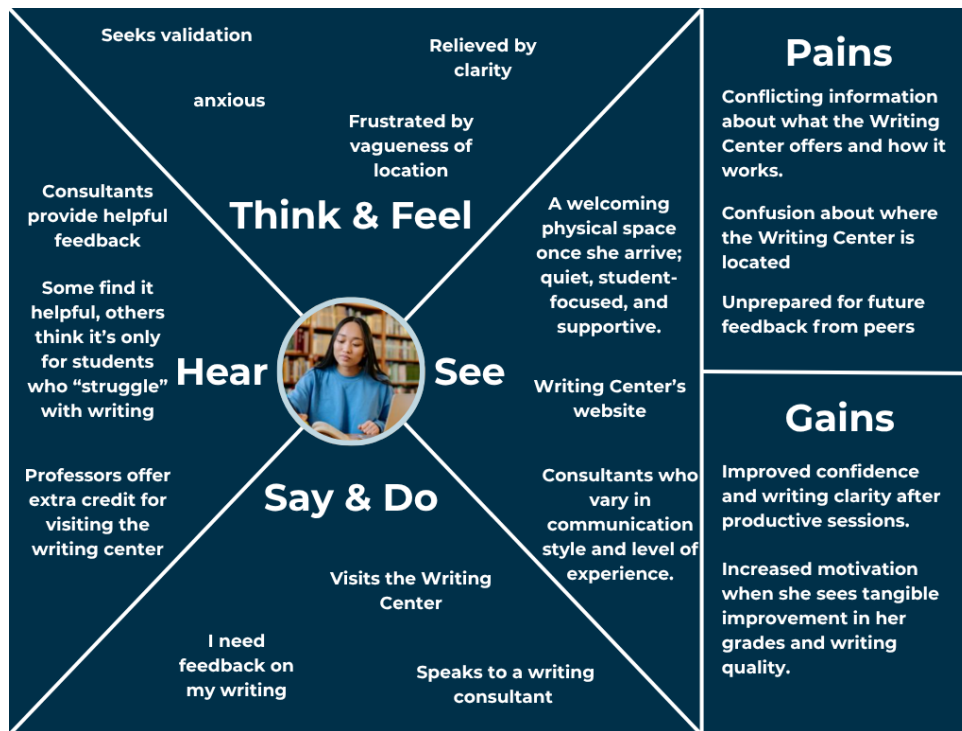


Figure 10: Empathy map for the primary audience persona

Review of Current Content

In this section, we review the state of the content currently in use by the Writing Center. This included a quantitative content audit, in which all of the individual items of content on the Writing Center website were enumerated and evaluated for usability, as well as a qualitative content audit, in which the current content was reviewed for its effectiveness in serving the goals of the stakeholders.

Quantitative Content Audit

A detailed content inventory is necessary for being able to grasp the usability of the UNLV Writing Center's website. By closely examining each page and its content, we can more easily understand how improvements may be made based on site organization and how users may navigate the site.

The UNLV Writing Center's website has a total of 17 pages. The homepage features a global navigation bar with four links, each leading to a content page or a submission/form page. *Figure 11*, a content inventory, provides a visualization of the content on the UNLV Writing Center Website. The global links are :

- Schedule an appointment
- Submit to the OWL
- Hours of Operation
- Contact Us

The homepage also features a smaller navigation menu at the very bottom of the page, with five links:

- More about Us
- Consultation Options
- Handouts and Workshops
- DCR Accommodations
- Support for Faculty and Staff

These links are buried at the very bottom of the page, as stated prior, which might cause issues of both usability and accessibility for certain site visitors. Each of these pages leads to content pages, detailing the items described in their title.

There are no dead links or pages on the UNLV website. However, on the page entitled Legacy Site References, a page which holds the URL of the old, now unused/defunct Writing Center website, there are four pieces of content meant to redirect visitors to the new site that could be considered deprecated/outdated, as they have not been updated since the site migrated to its current state.

On the next page is an excerpt from our quantitative content inventory:

*AI Disclosure: the generative AI model known as [Claude.ai](#) was used to generate this content inventory, which was then double-checked and verified as accurate by our team.

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	A	B	C	D	E	F	G	H
1	UNLV Writing Center - Website Content Inventory							
2	Homepage (/)							
3	Main View	Title	Description	Relationship	Type	Model	Status	Owner
4	Hero Section	Supporting All UNL	Overview of Writing	Parent	Content Block	Hero Banner	Active	Writing Center
5	Hours Alert	Hours of Operation	Fall 2025 semester	Child of Homepage	Alert/Notice	Time-sensitive	Active	Writing Center
6	Hours Section	In-Person Consulta	Monday-Thursdays	Child of Homepage	Schedule	Operational Hours	Active	Writing Center
7	Hours Section	Virtual Consultation	Monday-Thursdays	Child of Homepage	Schedule	Operational Hours	Active	Writing Center
8	Hours Section	OWL Consultation	Submissions accep	Child of Homepage	Schedule	Operational Hours	Active	Writing Center
9	Satellite Locations	Lied Library Drop-in	Room 1280, various	Child of Homepage	Schedule	Satellite Location	Active	Writing Center
10	Satellite Locations	Athletics Drop-in H	Lied Athletics Com	Child of Homepage	Schedule	Satellite Location	Active	Writing Center
11	Satellite Locations	Sullivan Center Dro	SSC-A Room 301, 1	Child of Homepage	Schedule	Satellite Location	Active	Writing Center
12	About Section	About Us	Free service for all	Child of Homepage	Content Block	Informational	Active	Writing Center
13	Testimonial	Student Quote	"Had a fun time talk	Child of Homepage	Content Block	Testimonial	Active	Writing Center
14	About Page (/about)							
15	Main View	Title	Description	Relationship	Type	Model	Status	Owner
16	Main Content	About	Writing Center's ph	Child of Site	Page	Content	Active	Director
17	Philosophy	Writer-Centered Ap	Explanation of teach	Child of About	Content Block	Informational	Active	Director
18	Services	What We Do	Work with any disc	Child of About	Content Block	Service Description	Active	Director
19	Goals	Mission Statement	Help develop, impr	Child of About	Content Block	Mission	Active	Director
20	Contact Page (/contact)							
21	Main View	Title	Description	Relationship	Type	Model	Status	Owner
22	Location	Physical Address	Mail Stop 5043, 450	Child of Site	Page	Contact Info	Active	Admin
23	Temporary Location	Fall 2025 Location	Flora Dungan Hum	Child of Contact	Content Block	Alert/Location	Active	Admin
24	Contact Methods	Phone	702-895-3908	Child of Contact	Content Block	Contact Info	Active	Admin
25	Contact Methods	Fax	702-895-4480	Child of Contact	Content Block	Contact Info	Active	Admin
26	Contact Methods	Email	writingcenter@unlv	Child of Contact	Content Block	Contact Info	Active	Admin
27	Office Hours	Business Hours	Monday-Thursdays	Child of Contact	Content Block	Schedule	Active	Admin
28	Social Media	Social Links	Facebook, Instagram	Child of Contact	Content Block	Social Media	Active	Marketing
29	Consultations Overview (/consultations)							
30	Main View	Title	Description	Relationship	Type	Model	Status	Owner
31	Main Content	Consultations	Overview of consul	Child of Site	Page	Service Hub	Active	Director

Figure 11: Excerpt from Quantitative Content Inventory

A link to the full inventory can be found in the appendix.

The Inventory details the Main View, or subject of the content, the Title, or official designation of the content, a short description of the content, the content's relationship to its page, the type or nature of the content, the model of web content it emulates, its status as active or inactive, and the owner or responsible party for the content.

Qualitative Content Audit

A qualitative review of the UNLV Writing Center's website helps us understand how effectively its content supports user needs and aligns with the Center's goals. By evaluating the site through the lenses of legibility, goal alignment, and functionality, we can better understand where the website excels and where it presents challenges for its users.

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Displayed below is a visual representation of the Qualitative content we've surmised for the Writing Center's website. When reviewing the content, we've discerned our criteria into 3 main categories:

- **Legibility** - Accessibility, how easy or difficult it is for users to view the site and its content, as well as accessing and sifting through the content of the site.
- **Goal Alignment** - Primarily whether or not, and how effectively the site content accomplishes the goals it sets forth for both itself as a brand/organization (the Writing Center), and the goals it sets for its users ('Does the site satisfy the goals of the user?')
- **Functionality** - Usability and accuracy, how modern or expired the content and site itself are, if the content is displayed and functions properly as intended, and how usable the site itself actually is for viewers.

Qualitative Audit		
UNLV Writing Center Website		
Criteria	Description	Rating (1 - 5)
Legibility	- Is the content within the site organized? - Could a viewer find what they are looking for easily? - Does the site lack, or overbare too much whitespace? - Is the content concise, or legible?	4
Goal Alignment	- Does the site content reflect the goals of the Writing Center? - Does the content itself accomplish the goals the Writing Center had for the site? - Does the content have any actual relevance to the user? - Is the site content appropriate for its aligned audience?	4
Functionality	- Is the site content outdated or up to date? - Is the content formatted in a way that avoids confusing the user? - Are the current interactive content (such as links or buttons) functioning the way they were intended to? - Does the website itself use the content properly?	5

Figure 12: Qualitative content audit report card

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Although all three categories can mix into one another, such as legibility and functionality into usability, we ensured to consider and separate this criteria as such in order to be more concise in our feedback when reviewing the site and its capabilities or flaws.

We've condensed our feedback into the format of a list of strengths and weaknesses:

Strengths:

- The site maintains a consistent tone of voice that properly formally addresses the users in all aspects
- The site is well-organized and each individual page is never too long or irritating for its viewers
- Information that needs further explanation or context is given in the form of an eye-catching button which redirects its user to a proper information page, making it easier for users to find what they are looking for.

Weaknesses:

- The constant redirection for pages hold the possible chance of a user feeling as if they are going on a wild goose chase in search of what they are looking for. Although the information they are likely at the site for (Writing Center consultation access, hours, times, etc.) is presented neatly and formally, information is scattered about throughout pages rather than all being able to be viewed from the main/home page.

Channel Audit

Understanding the Writing Center's online presence beyond its website means looking at how it communicates across its major social media platforms, which are Facebook, Instagram, LinkedIn, and YouTube. By looking at these platforms, we can better understand how their other outreach strategies are working and how we can improve them.

Aside from the Writing Center's website, they use four additional platforms to share information with students. These platforms are:

- [Facebook](#)
- [Instagram](#)
- [Linkedin](#)
- [Youtube](#)

Facebook

According to *Figure 13*, the Writing Center Facebook has 804 followers, and they seem to follow 68 UNLV-related platforms. They post consistently since joining. Their last update on Facebook was 18 hours ago, so they are active on this platform.

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Figure 13: Writing Center Facebook page

UNLV Writing Center Facebook posts mainly focus on:

- Current updated hours due to holidays
- Writing tips and tricks
- Encouragement to schedule a writing center advising appointment
- Shout-outs and holiday celebrations
- Memes

The content on the Writing Centers Facebook emphasizes quick content ranging from shout-outs and holiday celebrations to writing tips and tricks. The Facebook page does a great job of posting consistently and creating content that an average Facebook page would. The clear and concise posts are to the point, anyone looking at the Writing Centers Facebook page can quickly scan what is up at the Writing Center and also get to see fun memes.

Based on the existing content, we came across three concerns with their Facebook page:

- Low engagement from their overall audience: averaging likes between 0-1
- Websites and social links located in the about section have one link that is broken
- Basic info located in the about section has the hours of operation, but no hours are posted

All in all, the Writing Centers' Facebook pages create content suitable for the student populations they aim to engage. The purpose of Facebook is to post quick, engaging, and captivating content that can connect with the average user who is mindlessly scrolling on their phone. The Writing

Center's Facebook page does a good job of creating concise posts, in addition to being lighthearted.

Instagram

According to *Figure 14*, the Writing Centers Instagram has 1,323 followers and is following 226 UNLV-related platforms. Having an impressive following of a little over 1k suggests their Instagram is doing something right. Facebook and Instagram share the same content.



Figure 14: Writing Center Instagram page

UNLV Writing Center Instagram posts mainly focus on:

- Current updated hours due to holidays
- Writing tips and tricks
- Encouragement to schedule a writing center advising appointment
- Shout-outs and holiday celebrations
- Memes

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The Writing Center's Instagram is just a repetition of their Facebook. They likely have the settings operating so that whatever is posted on one channel is posted on the other. Since Instagram and Facebook are both Meta, you can do that.

Based on the existing content, we came across two concerns with their Instagram page:

- Nothing is differentiating between the Facebook channel and the Instagram channel
- Low engagement from their overall audience: averaging likes between 0-10

There's not much else to add about the Writing Center's Instagram since it's just a repetition of their Facebook. The only difference is likely that they get a little more engagement on Instagram since more of their audience uses that platform.

Linkedin

According to *Figure 15*, the Writing Center's LinkedIn page has 40 connections. Their LinkedIn is way more bare-bones than all their other channels. The content they have posted can be summarized as: a short description, an activity (Instagram post), skills (consulting and writing), and interests.

It is challenging to meaningfully evaluate this channel due to the limited amount of available content. Considering their target audience, it seems unlikely that users would engage with their LinkedIn page. This raises questions about the strategic purpose of maintaining a LinkedIn presence in the first place.



Figure 15: Writing Center LinkedIn page

YouTube

According to *Figure 16*, the Writing Center's YouTube channel has 78 subscribers and 16 videos. Their most recent post was a month ago, and before that, a year ago. Indicating there was likely a change in workflow and roles within the Writing Center.

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Figure 16: Writing Center YouTube page

UNLV Writing Center YouTube posts can range from focusing on:

- How to schedule appointments
- Quick tips and tricks
- Citing tutorials

They have an array of videos on their YouTube channel. All the videos are relevant to the Writing Center's mission: helping its audience improve their writing skills. In addition, they tend to keep the video pretty short, averaging around 10 minutes. Quick tutorials are essential for their audience, who don't necessarily need an entire consultation but rather a quick synopsis on how to cite or peer review.

Based on the existing content, we came across three concerns with their YouTube page:

- Inconsistent posting
- They created none of the videos in their playlist
- No diversity in the content design

The Writing Center's YouTube post is inconsistent, as mentioned before, there likely was a change in workflow since they obviously picked up the YouTube channel again. In their playlist section, none of the videos they've added are theirs. Typically, playlists are supposed to organize your content, but instead, they've shared other helpful videos. The playlist section should be used to manage the content they already have, for example, putting all their citing tutorials into one playlist so they can be easily found.

Competitor Analysis

This section examines the effectiveness of the UNLV Writing Center's website relative to one of its closest contemporaries: the University of Nevada Reno's Writing and Speaking Center.

The Writing and Speaking Center at the University of Nevada Reno is directly comparable to the UNLV Writing Center, and even a cursory examination of their site shows several key differences, as seen in *Figure 17*, below.

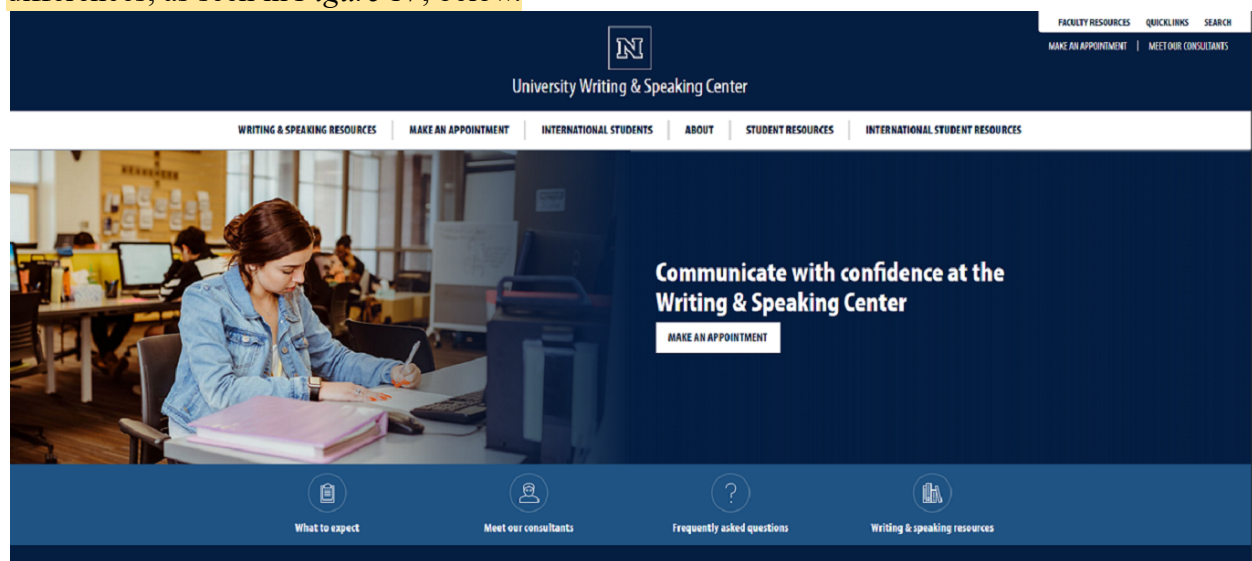


Figure 17: UNR Writing Center website homepage

The global navigation bar appears at the top of the page, as opposed to close to the bottom as it is on the UNLV site. This provides easier and more immediate access to the core pathways of the site, allowing for quicker and simpler navigation.

In addition, the global navigation on the UNR site provides a wider range of options, including a notable gap: the UNR site provides a link to a section of the site in which visitors can learn about the actual consultants that they'd be working with upon scheduling an appointment, while the UNLV website provides no such ease of navigation. It does have a staff directory, under the Learn More About Us section, which lists the consultants along with short personal blurbs, but this is buried within several pathway pages, despite being incredibly pertinent information.

The UNR Writing and Speaking Center Website also displays on its homepage an FAQ (frequently asked questions) link that is entirely absent from the home page of the UNLV site, a stark and noticeable gap; students with more specific or complex questions have seemingly no

recourse other than to contact the Writing Center directly, a more inefficient and time consuming solution.

Overall, while the findability of the UNR site is comparable to the UNLV's, with similar SEO and relationship to its university parent site, both its usability and actionability are superior. For usability, the site is much easier and quicker to navigate, with clearer and more useful global and local navigation. For actionability, the superior usability of the site translates directly to easier action, as it is simpler to find the forms and applications necessary to make use of the services provided by the UNR Writing and Speaking Center compared to the UNLV Writing Center.

Gap Analysis

In order to understand what the UNLV website needs, we must first understand what it lacks. Therefore, this section consists of a gap analysis, which examines what could be working better on the UNLV website.

The most problematic issue with the UNLV Writing Center website is the broken “Hours of Operation” button in the global navigation, which does not work and is repetitive because the hours are already displayed directly below it. Additionally, the home page does not have location information displayed clearly. This forces users to search for the Writing Center’s location when it should be immediately obvious, especially since it has been temporarily moved. Another issue is the workshop section, which only has a request form and would benefit from listing the offered workshops, their descriptions, and their scheduled times.

This would allow students to know what options are available to them in a very convenient way. The site’s navigation could also be improved. Adding drop-down menus in the home page navigation would allow users to find what they’re looking for more quickly instead of clicking through multiple pages. Additionally, the staff directory link should be placed on the home page navigation so users can easily identify tutors and staff members. The site would benefit from a “What are users saying about us?” section to showcase testimonials or feedback, which would help build credibility.

Workflow and Governance¶

This section details the process of workflow through which content for the UNLV Writing Center website is generated and maintained, as well as the roles and principles of governance that define the parties responsible for that content.

In the context of web development and content creation, workflow and governance, respectively, provide answers to two key questions: how is content generated, and who is responsible for it? A workflow provides a consistent step-by-step process for generating

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content that ensures that the content contributes to the purpose and ethos of a site, while a clearly codified system of governance ensures that all content is created and maintained by specific stakeholders, and that a specific, known person(s) will be responsible for creation and/or maintenance

Roles

Defining roles within an organization can determine each member's responsibilities in achieving the organization's mission. Clear and concise responsibilities enable content to be posted efficiently across all channels, creating a diverse array of media for audiences to interact with. In terms of the Writing Center's roles in content management, they can be broken down into four essential people who run this operation.

Starting with the three people who have the ability and knowledge to submit website changes to UNLV OIT, they are Erin Zimmerman, Alanna Bitzel, and Amie Greene. These three ultimately understand how to submit website changes, but what goes on the website is under Alanna's charge for outreach. Erin Zimmerman, as director of the Writing Center, can approve or deny Alanna's ideas for changes. Additionally, since Alanna is in charge of outreach, they oversee other channels such as YouTube, Facebook, LinkedIn, and Instagram.

The social media channels are led by Lacie Mcentre, one of the lead consultants. They create and put out social media content for the Writing Center with the help of the other lead consultants. All with the approval of Alanna, who is in charge of overseeing all aspects of outreach.

Workflow

Workflow describes the codified process by which content is generated for a website, usually consisting of several specific steps. The UNLV Writing Center website, however, differs from most other websites in that most of the content of the website, beyond an outline of the copy, is done by a third party: the UNLV Web team, a subsection of the UNLV IT department. See *Figure 18* on page 27.

The web team has a clear and cogent process for generating content for the various organizations at UNLV. It can be found here: <https://www.unlv.edu/web/dev-process>, and consists of eight steps.

Step 1: Web Questionnaire

The process of content creation begins when an interested party at UNLV (usually a college of study, student organization, or academic organization such as the Writing Center) completes a

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questionnaire that details the nature of their organization, what kind of content they need on their site and for what purpose.

The questionnaire can be found here:

https://unlv.co1.qualtrics.com/jfe/form/SV_2njLIOHonE1GD6l

Step 2: Site Navigation

From the information gathered through the questionnaire, the Web Team creates a preliminary site map, to outline and visualize the basic structure and navigation of the site. A meeting is then arranged with the client party to discuss and confirm this and to confirm the site's basic structure before continuing to step 3.

Step 3: Content Gathering

At this point in the process, the client party (in this case the Writing Center) sends a representative or subject matter expert to the Web Team in order to provide the unique content for their site, which is usually submitted through Google or Word docs.

Step 4: Content Editing

Once the SME curates all necessary content and forwards it to the Web Team, it is then formatted and edited to be effective in the context of a website, with any additional necessary copy or ancillary content being created by the Web Team. At this point in the process, an estimated timeline of completion can be established.

Step 5: Production and Design

At this point in the process, creation of the website begins, based on the site map generated in Step 2, along with any features/content unique to the client party, following the specifications of the SME. After a preliminary draft is completed, an internal review of the site is performed to ensure that the site adheres to UNLV's [web policies and procedures](#), before a meeting is arranged with the client party to present the site.

Step 6: Review and Quality Assurance

After the initial draft has been presented to and approved by the client party, they are provided with credentials that allow them to access the site and content during its final stages of development, by which they can review the site and submit proposals for changes. After any changes have been incorporated, the site is proofread a final time and checked to ensure adherence to UNLV's policies and procedures.

Step 7: Delivery of Finished Product

After being approved by the Client Party, the development site or any revised content is published live onto the web. This process takes a few days on the backend, but will appear instantaneous to the client party.

Step 8: Maintenance

After the site is launched, basic maintenance is done by the Web Team to ensure that the site remains fully functional, checking for dead or broken links, pages, or other non-functioning

content. From this point, it is also possible for the client party to submit requests for major changes to the site and its content through a web work request form.

A visualization of this process can be seen in Figure 17 on the following page.

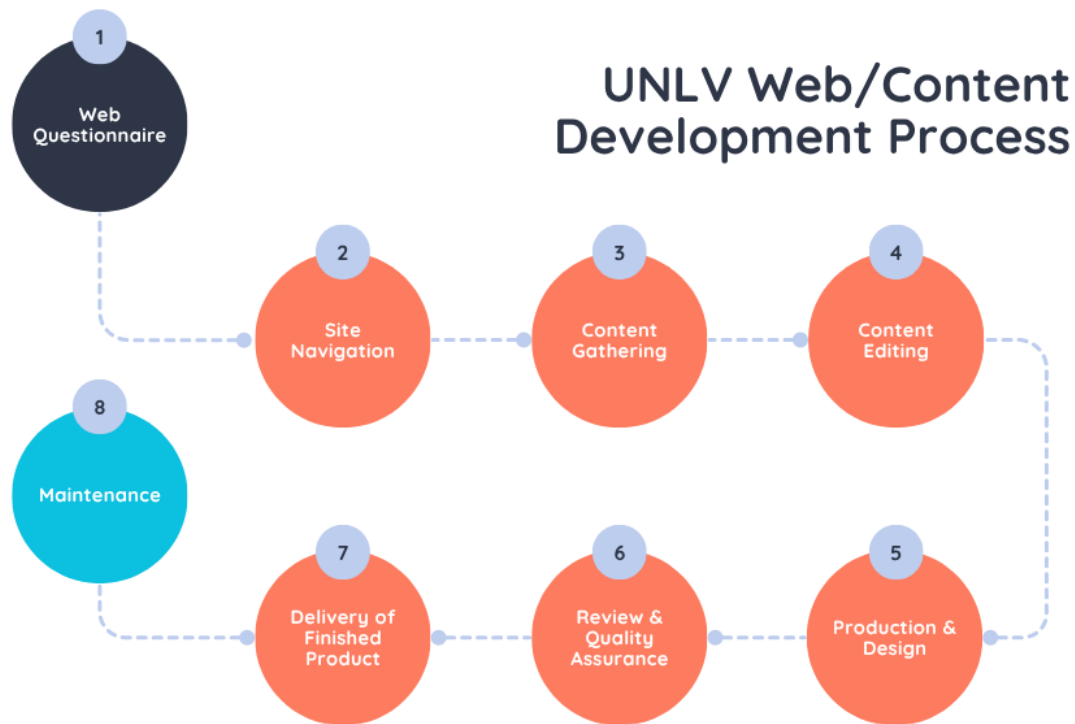


Figure 18: Flow Chart of UNLV Web/Content Development Process

Governance Analysis

For the Writing Center website, as well as other UNLV-established department websites, the content on the main pages is primarily developed and maintained by Deana Waddell (Senior Director of Web and Digital Strategy), Kristine McKenzie (Web Content Strategy Manager), and Hugo Silva. Beyond that, the website has experts on each subject developing content for the pages that pertain to their area of expertise. This is then submitted to the content team, which reviews, revises, and publishes the content to the site.

Overall, although the website and segments of its content is governed officially by several individuals, content standards, policies, and rules regarding creation and maintenance of content is mostly created/handled by the three web supervisors listed above.

Recommendations

Improving the usability of the UNLV Writing Center’s website requires specific, well-reasoned adjustments. The following recommendations address issues identified through stakeholder interviews, content analysis, and channel audits. Each recommendation aims to enhance the overall user experience and ensure that the Writing Center’s online platforms support its mission and meet the needs of its audience.

Recommendation 1: Create a Section to Display Positive Feedback

Problem: The UNLV Writing Center’s website lacks almost any content that exists for the purpose of persuading students to visit for a consultation (one of the primary goals of the primary stakeholders), and is almost entirely dedicated to merely booking an appointment for a consultation.

Solution: There needs to be a dedicated and prominent section in the site that displays [only] positive feedback from salesforce (what users say about the actual Writing Center as a whole/organization, not the site itself) - think about the 5-star reviews or ratings books and films post at the forefront of their products to create and display a positive image of their work to new audiences.

In the first chapter of Redish’s *Letting Go of the Words: Writing Web Content that Works*, the author explains that any effective content for the web will “...answer your site visitor’s questions (and) encourage further use – now or on a return visit.” (Redish, 2012). Given this, it is reasonable to suppose that one of the key questions the primary audience (students) of the site might have would be “Why should I go to the writing center and utilize its services?” This recommendation seeks to answer this key question. Demonstrating the tangible benefits provided by the writing center in the voice of its own satisfied patrons will compel students to not only frequent the writing center and its website, but to return, which is, as Redish points out, key to ongoing success.

Therefore, it is our recommendation that the Writing Center add to its global navigation bar a link labeled “Reviews,” or “Student Reviews” as seen in *Figure 19* on the next page. This global navigation link could potentially replace the useless “Hours of Operation” icon in the global navigation bar that does not, in fact, link to anything, which will be discussed in another recommendation.

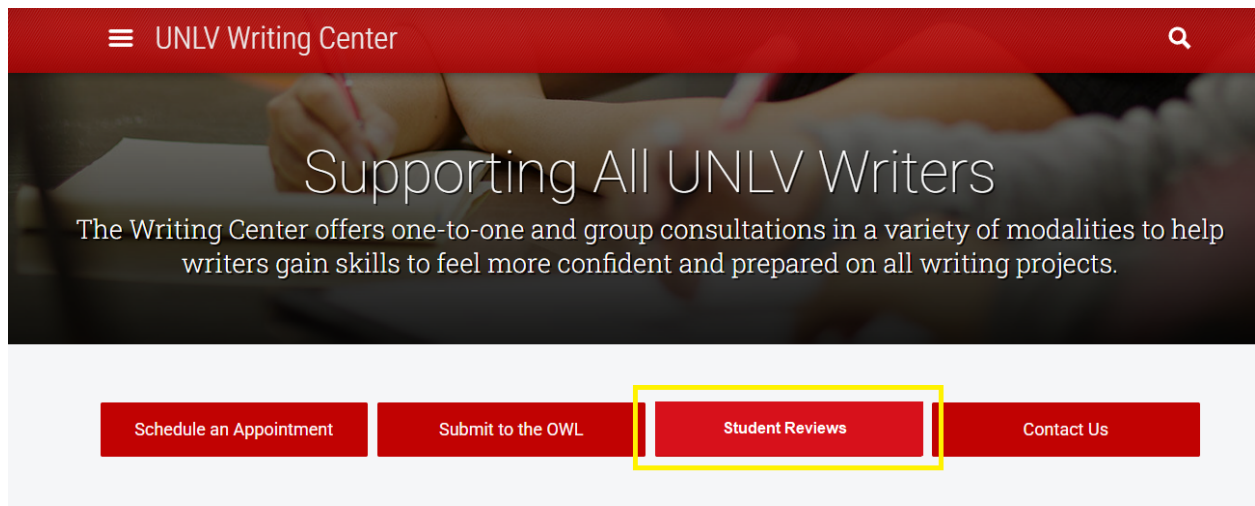


Figure 19: Proposed change to global navigation menu

This link will connect to a content page entitled “what students are saying” or something equally personal and provocative such as “student praise for the writing center.” The page will display, in grid format, favorable reviews of the writing center. This will primarily take the form of quotes, articulated positive feedback from the students, but it could also show favorable ranking metrics gathered by Salesforce in the form of graphs or charts. *Figure 20*, below, displays a barebones mock-up design for the proposed Reviews Page.

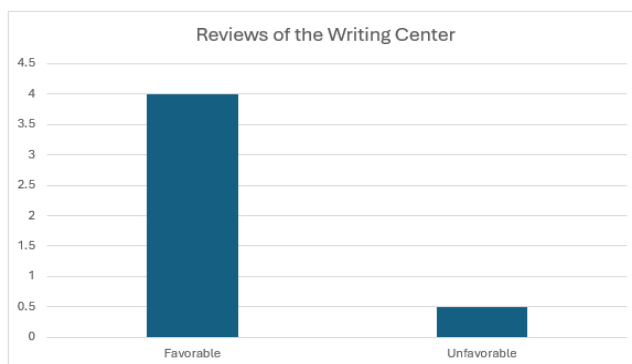
Student Praise for the Writing Center!

"I would have never finished my essay without the Writing Center! The consultants really helped me focus and improve my writing."

- John Doe, History Major

"I had no confidence in my presentation skills before going to the Writing Center. Now, I have the skills I need to communicate my intentions."

- Jane Doe, Geology Major



Plot

Figure 20: Mock-up design of proposed Reviews page

Recommendation 2: Solidify Governance Over the Content

Problem: Key decisions made about the website, its structure, formatting, design, and most importantly content, is essentially split in two. The three Outreach Consultant stakeholders of the site, Erin Zimmerman, Alanna Bitzel, and Amie Greene are all in charge of overseeing the actual Writing Center and its motives, and only have the power to reach out to the managers of the UNLV Official Website (Deana Waddell, Kristine McKenzie, and Hugo Silvaif) if they were to want any changes made to their site. This creates a disconnect between the two categories of higher-ups who are in charge of maintaining the website, as the consultants can only express their worries or opinions of changes or edits that should be made to the site to the actual managers of the site.

Solution: Stakeholders (outreach consultants) need to express their concerns, or changes they want to make on the site, and emphasize the importance of why those changes must be made. Small details that those in charge of the website may find minimal, small, or pointless, can prove to be detrimental in terms of reinforcing the ideals the Writing Center and its administrators hold. Although there are legal, traditional reasons as to why this gap between the center consultants and website managers must exist, we recommend there to be some way to find a compromise between the two overseeing powers of the site, in order to improve the content in the site without too much hassle or limitation on either side.

Recommendation 3: Emphasize Location of Physical Office

Problem: It isn't explicitly stated anywhere on the site where the actual physical location of the Writing Center is located on campus, or the current status of the Writing Center, as seen in *Figure 21*, next page. For users who intend to set up an in-person consultation with the Center, it may be difficult or frustrating being confused where to go, and having to go on a wild goose chase searching for where the physical office is located on campus.

Solution: It isn't explicitly stated anywhere that the Writing Center has several locations set up around campus, or that the unfamiliar names such as the 'Sullivan' or 'Satellite' centers are buildings on campus - there should be a quick description or excerpt at the top of the page above the Hours of Operation & Office Locations, explaining that there are several physical in-person locations set up across campus for those unfamiliar with the Center, or who are viewing the website and using the Centers' services for the first time.

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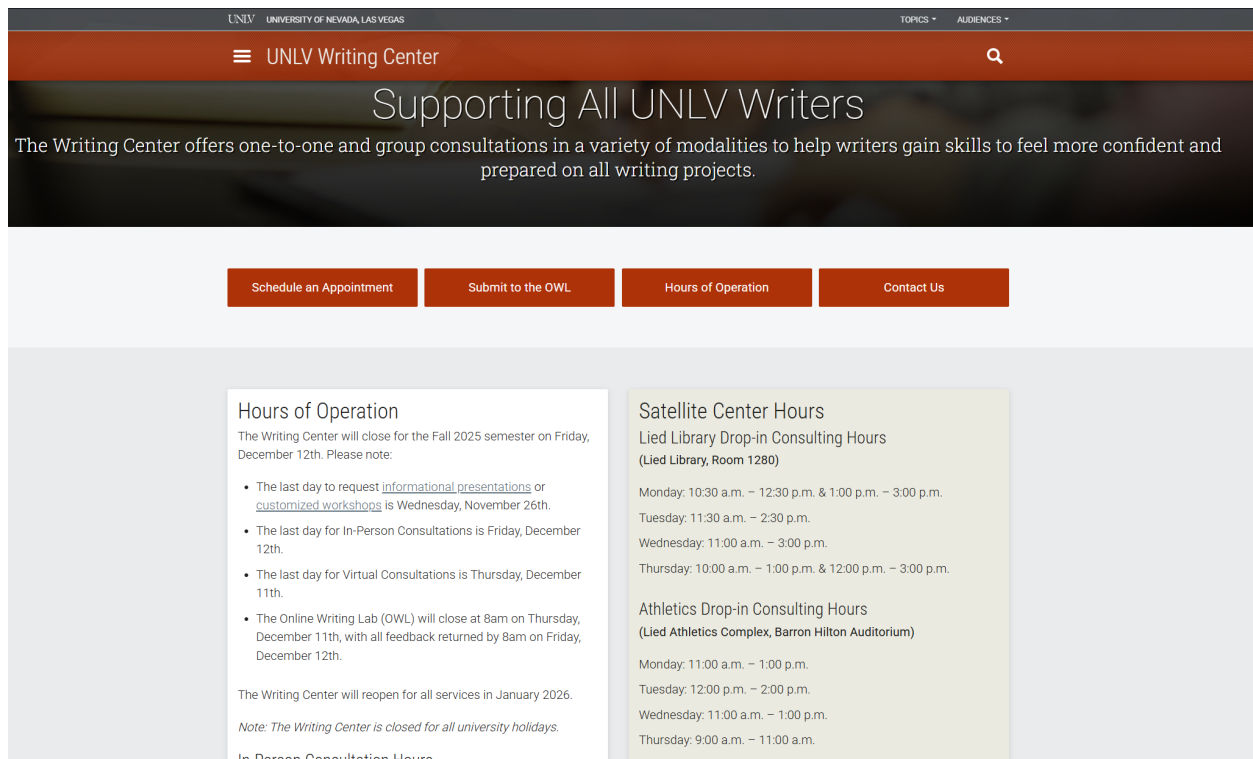


Figure 21: Writing Center website front page

Also consider visually defining possible unfamiliar lingo or terms such as ‘OWL’ or etc. - legibility and accessibility to all/broad audiences is key. The physical location should be on the main page -> Navigation drop down menu is easier to navigate rather than the buttons at the top that they currently have.

Recommendation 4: Organize YouTube Playlist

Problem: The playlist section of the Writing Center’s YouTube channel currently features only videos created by others rather than organizing its own content.

Solution: The Writing Center’s use of YouTube playlists should be improved for greater clarity and consistency. Although the channel appears to have recently become active again, the playlist section currently features only videos created by others rather than organizing its own content. As shown in Figure 22, there are only two playlists, one about grammar and another about punctuation.

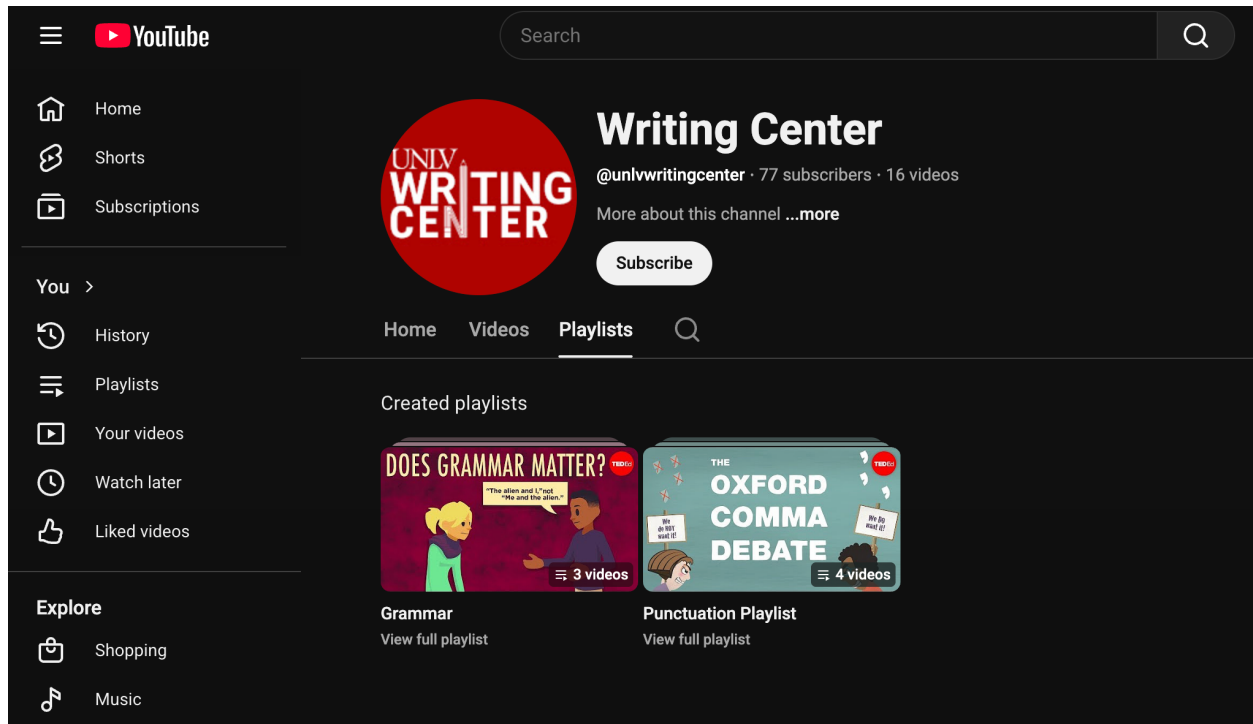


Figure 22: Writing Center YouTube playlist

To enhance usability, the Writing Center should reorganize this section by grouping its existing videos into relevant playlists, for example, compiling all citation-related tutorials into one easily accessible collection. This will help viewers navigate their resources more efficiently and present a more cohesive channel workflow.

Recommendation 5: Add More Visibility to Important Sections

Problem: The sections titled “More About Us,” “Consultation Options,” “Handouts and Workshops,” “DRC Accommodations,” and “Support for Faculty and Staff” are currently located near the bottom of the homepage in small, low-visibility boxes. Their current placement and size limit user awareness of the available services and limit opportunities for engagement.

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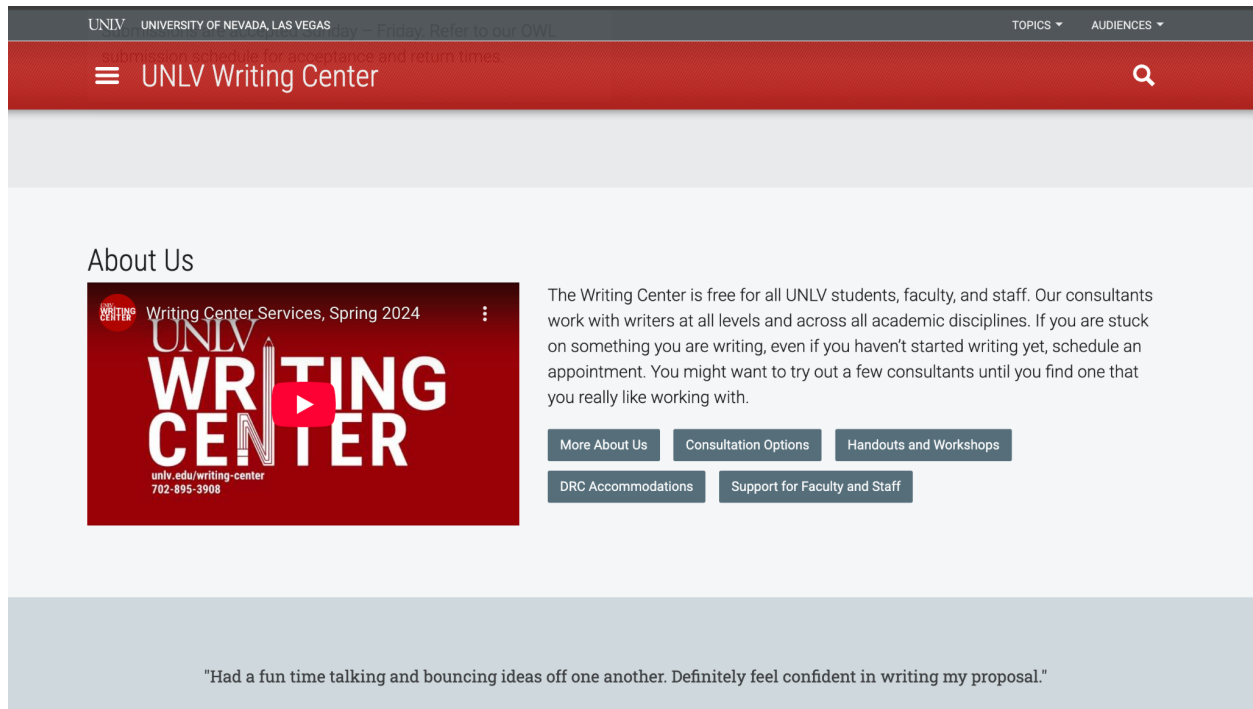


Figure 23: Writing Center, bottom section of the website front page

Solution: Consider moving these sections higher up or making them more visually prominent. Follow the model of the “Schedule an Appointment” button: use larger cards, bolder headings, or icon-based visual cues to make these sections stand out, or by incorporating them into drop-down menus within the global navigation. Improving prominence will help more users discover necessary resources and better understand the full range of services offered.

Recommendation 6: Update LinkedIn Page

Problem: The Writing Center’s LinkedIn page has limited reach and impact, with only 40 followers and a few posts. According to the channel audit, the page shows no consistent posting schedule, low engagement, and no apparent connection to the Writing Center’s communication goals. As it stands, the platform provides little value for students, faculty, or professional audiences.

Solution: For this recommendation, two options are proposed:

Option 1: Keep LinkedIn and Build a Strategy

If the Writing Center wants to maintain a professional presence:

- Create a content plan that is tailored to LinkedIn’s audience (faculty, graduate students, campus partners).

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- Post workshop announcements, writing tips, achievement spotlights, or consultant introductions.
- Align posts with the Writing Center's academic mission and schedule content consistently.

Option 2: Discontinue the Page

If LinkedIn does not align with their communication goals, they should consider discontinuing the page and focusing on platforms with stronger engagement.

Recommendation 7: Fix the Hours of Operation Section

Problem: The Hours of Operations Button is currently inoperable and has no practical use. The hours of operation are already on the home page, so even if the button becomes operable, it is not necessary.

Solution: Instead, it would be beneficial for it to be replaced with a Student Review link. This would provide easy access to information on benefits of going to the writing center, which would be very helpful for anyone interested in tutoring.

Conclusion

Overall, the suggestions we have provided to the UNLV Writing Center range from surface-level aesthetic changes to more substantial day-to-day governance of the content being produced. Trying not to solely focus on the website, we provided suggestions in different areas of the Writing Centers' content management.

Half of the recommendations provided were for the website, which is the Writing Center's primary mode of content. This channel must be up-to-date and provide a stress-free user experience. One of our major concerns with the website was the layout of how information is presented. There is no clear indication of where the Writing Center is located, the hours of operation button doesn't work, and there is low visibility on sections that should be highlighted. In addition, we included a recommendation that we thought would add a personal touch to the website, namely, incorporating positive feedback the Writing Center has encountered.

Two recommendations focused on the Writing Centers' YouTube and LinkedIn channels. The Writing Center is already going above and beyond by having all these different channels. Still, if these channels don't meet the intentions they were created for, these extra resources just feel like too much now. To combat this overflow of information, we provided ways to update and stay relevant on these platforms.

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Lastly, there was a significant disconnect between the website's decision-makers and the people responsible for implementing changes. We recommend establishing a process that helps these two groups find common ground, allowing improvements to be made efficiently without unnecessary obstacles or restrictions.

All in all, by providing plenty of detailed recommendations that have a problem-solving format, the Writing Center can easily tackle the gaps within their content. In hopes of creating content that is accessible, relevant, welcoming, and informative.

Bibliography

Halverson, Kristina and Rach, Melissa. *Content Strategy for the Web*. 1249 Eighth Street Berkeley, CA 94710, USA: Pearson Education, 2012.

Redish, Janice. *Letting Go of the Words: Writing Web Content that Works*. 225 Wyman Street, Waltham, MA 02451, USA: Elsevier, Inc., 2012

Appendix

For our Student Survey, we used the Google Forms program to generate it in the form of a quiz which was then distributed on relevant social media channels (Instagram and Facebook groups), as well as via email, to UNLV Students. The Survey questions and results can be found here:

<https://docs.google.com/spreadsheets/d/1SFRpvwK-hgORyKesPrgtBcZBJJrwSxnPUwhU4lBFaVM/edit?resourcekey=&gid=1287745453#gid=1287745453>

For our interview with Ms. Bitzel via teleconference, we prepared a series of questions and made abbreviated notations of her answers. Both can be found here:

https://docs.google.com/document/d/1B1UXjRSOHc7wBjvIcWHhswHDTYcKEK_Wjhjgz5DT2p8/edit?usp=sharing

For our quantitative content inventory, we used the [Claud.ai](#) generative ai program to perform a function similar to that of web crawler software to create an initial inventory, which was then double-checked and verified as accurate by our team. The inventory itself is extensive, and would take up an unnecessary amount of space if presented here in entirety, and so it can be found through this link:

<https://docs.google.com/spreadsheets/d/12NOnVsBAqoPKz7T0h2ZApkqLF4YWqS1tmZXGrVy0Hxw/edit?gid=0#gid=0>