

SOUTHERN UTAH UNIVERSITY
RECRUITMENT VIDEOS

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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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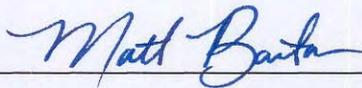
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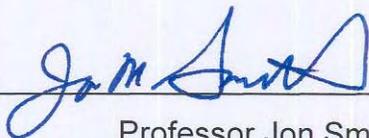
SUU RECRUITMENT VIDEOS

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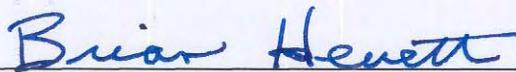
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ABSTRACT

Higher education recruitment is becoming ever more competitive. Southern Utah University utilizes recruitment videos to aid in recruitment efforts. The following report will provide SUU infrastructural recruitment information. It will highlight a need to continue to increase student enrollment and analyze the rationale of utilizing recruitment videos for such purposes. The report will also provide a step-by-step analysis and explanation of the processes required to complete functional and effective recruitment videos. Finally, this report will revisit certain decisions and changes that will improve future SUU recruitment video endeavors.

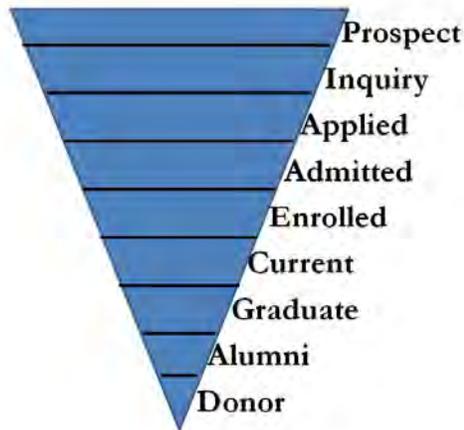
Introduction

The state of Utah graduated fewer students from high school in 2008 than in 2007. This trend has occurred consistently over the last few years and is expected to continue for another 2-3 years.

(<http://www.schools.utah.gov/finance/other/AnnualReport/ar2007.htm>) What does this mean to Southern Utah University? It means that there is more competition to keep its enrollment from decreasing with this trend. In short, Utah's colleges and universities are now competing more directly for fewer students. Although each institution also has non-resident students, the bulk of all higher-education students in Utah are from Utah because of the resident tuition status students receive. As one example, Southern Utah University's enrollment for 2007-2008 consisted of 86.7% resident students and only 13.3% nonresident students (<http://www.suu.edu/general/ir/fact07/enrollment.pdf>).

General college recruiting nationwide is also becoming much more advanced, in-depth, and strategically motivated. Rather than simply mailing information to students who request it, times have changed and colleges and universities are "mining" for students. In the last ten years a new term/process has surfaced in enrollment management; "The Funnel" (Hayes, 1991; Swann & Hendersen, 1998). Moving through each college's funnel are prospective college students. While they are being squeezed through this funnel they change and become "Current" students, then "Graduates", and finally "Donors" (Martin, 2003). Sevier (2000) said, "Almost every college in the country has a recruiting funnel, that series of contacts—the Web, direct mail, campus visit, telemarketing, and special events—that move a prospective student from initial contact through the campus visit to matriculation" (p.11).

At the widest part of the funnel students are referred to as “Prospects” thus the term of “mining” for students. One may ask “What qualifies them to move from category to category?” Sevier (2000) indicated that “Each major contact in the funnel will have a specific, measureable task that includes a concrete call to action” (p. 11).



For example, when students show interest in an institution, they show action and change to an “Inquiry.” The “Inquiry” is then pushed to apply to colleges. When the students apply they change to an “Applied Status.” After

receiving admission they are deemed “Admitted.” These three steps mark the first half of the process.

“Admitted” students then enroll in classes at college and become “Enrolled.” “Enrolled” students become “Current” students when they actually begin attending classes. If all goes well the “Current” students blossom into “Graduates” of the institution. After they leave the institution they are dubbed “Alumni” of their college. After a few years of real world experience, they are solicited to donate back to their college and finally receive the title of “Donor.”

Albeit that all portions of the funnel help to change the student, the funnel is useless unless a “Prospect” finds his/her way into the funnel. This is where enrollment management jumps into action. Students are persuaded from “Prospect” to “Current”

students. The most important conversion from one step to the next is getting students to show interest in SUU. The key to any effective recruitment plan is moving students from “Prospect” to “Inquiry” to “Applied” and finally to “Admitted.” One key aspect of this process is a recruitment video.

Sevier (2000) indicated that “Aggressive funnels will require an enriched, coordinated media mix...The successful recruiting funnel will be intimately tied to both your integrated marketing efforts and an aggressive branding strategy” (p.11-12). Sevier (2000) went into further detail when he suggested different media that needed to be utilized; “Magazine & newspaper advertising...Radio/TV/cable advertising...CD-ROM...Special events” (p.15).

Proper marketing is a key part to an effective recruitment video. Rowley, Herman, & Dolence (2002) indicated that “Marketing is the process of putting the right product before the right audience at the right price and time. Higher education programs are products, and the consumers are getting increasingly sophisticated” (p. 88).

Fortunately, the “right time” comes every September to November for SUU. Every fall, each school of Utah’s System of Higher Education joins together and visits every high school in the state during this three month period. During the high school visit, each college/university presents information on their institution in hopes of pushing another “Inquiry” into their college’s funnel. Recruitment videos are a major part of these visits. For example, a prospective student enters the room where a college/university representative is waiting for them. In the background, a recruitment video is playing while the representative is introducing himself/herself. The prospective student sits down and fills out an information card that will turn them into an “Inquiry.”

The representative then turns off one recruitment video, gives a short presentation followed by another video. The presentation continues until a few minutes later another video is shown prior to the presentation ending. SUU is no different in regards to utilizing such videos.

Although thousands of prospective students view SUU's recruitment DVD during these visits, this is only one use of SUU's Recruitment DVD. Every year 5,000 to 7,000 more DVDs are created and distributed to —Prospect~~s~~” all over the country. The purpose of SUU's Recruitment DVD is to peak enough interest for students to take steps that ultimately move them through the aforementioned funnel. If fewer students are in this process, then fewer students actually attend SUU, enrollment drops, budgets constrict, funding slows, programs shrink and the cycle slowly suffocates the university until enrollment decreases cease and SUU levels out. The purpose of this project is to create a recruitment DVD that will help to bring more students into the funnel and increase enrollment so the prior scenario is avoided. In reference to Sevier (2000), the aforementioned students will be —Prospect” and —Inquiry.”

Literature Review

In a time of cell phones, iPods, PDA's, the Internet, video games, movies, and television...students are accustomed to visual and audio stimulation. SUU needs to communicate with these prospective students in an effective manner. Although SUU does communicate with prospective students utilizing a variety of media, current learning style research indicates that there are auditory, visual and/or tactile learners (Knowles & Associates, 1984; Sarasin, 1999). Keefe (1979) wrote that learning styles are

–characteristic cognitive, affective, and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment” (p. 5). One learning style is not better or worse than another, they are simply different. Felder & Brent (2005) said, –One learning style is neither preferable nor inferior to another, but is simply different, with different characteristic strengths and weaknesses” (p. 58).

A DVD utilizes both audio and visual cues thus applying both auditory and visual learning styles. Sarasin (1999) spoke on utilizing multiple learning styles when she said the following:

It is most critical to remember that when teaching with individual learning styles in mind, it is very rare for any specific class of students to be composed of a group of visual learners, a group of auditory learners, and a group of tactile learners. Classes tend to have students who possess some characteristics of one, two, or all three of these basic learning styles. Either the students have these characteristics naturally or they have learned throughout their years in education to cope with learning situations and strategies inconsistent with their natural styles. (p. 84)

The need to address different learning styles is vital. Students will most likely have one of the two learning styles, if not both, that DVD/Video incorporates; auditory and visual. Some may be natural characteristics while others may be learned.

Research shows that one- and two-year-old children watch television regularly (Barr & Hayne, 1999; Meltzoff, 1988) and children between the ages of two and four view approximately two hours of television per day (Roberts, Foehr, Rideout, & Brodie,

1999). The amount of television viewing increases to roughly three and a half hours per day as children grow up (Comstock & Scharrer, 1999; Foehr, Rideout, & Brodie, 1999).

Based on this research as well as professional experience in the field, children and teenagers are more likely to experience a change in attitude because of audio and visual stimulation via a DVD because they are accustomed to the format of viewing television.

Cultivation research suggests that television plays a major role in not only memory but also distributing and consolidating beliefs about social reality (Gerbner & Gross, 1976; Gerbner, Gross, Morgan, Signorielli, & Shanahan, 2002). Gerbner, Gross, Morgan, Signorielli, & Shanahan (2002) found that viewers who spent more time watching television adopted worldviews that had been shaped by television's images, values and ideologies. Bilandzic (2006) stated "Television, as the most persuasive medium, is the primary distributor of stories. Even if fictional, television stories are assumed to be the format most influential in our reality construction" (p. 333).

The theoretical framework that is directly related to Cultivation Theory is that children, from a very young age, are cultivated to respond to television. This idea is based on television viewing times that children and teenagers obtain on a daily basis as well as the general premise of Cultivation Theory thus beliefs are cultivated based on long-term television viewing. The research (Comstock & Scharrer, 1999; Foehr, Rideout, & Brodie, 1999) indicates that long-term viewing to television has existed since childhood thus when in high school, students will respond because of television viewing customs that have been cultivated. Essentially, they will listen because of the medium and not just because of the message.

Esslin (1982) stated that —The ability of TV to transmit personality is, undoubtedly, the secret of its immense power. For human beings are insatiable in their interests about other human beings” (p. 29). Berger (2008) suggested that these images that we see are more than just our interests; it is tied to our memory as well:

The neurons that have become activated when we see an object or attempt to recall it are in the medial temporal lobe of the brain, which is the area involved in memory. So our ability to recall images suggest that our attention to images is much more tied to our interests and our memory than we believed to be the case before this research was done (p. 6).

One may begin to utilize Cultivation research to persuade an audience. This is one purpose of recruitment videos; to persuade. Infante, Rancer, & Womack (1990) explained:

Persuasion may be thought of as attitude change toward a source’s proposal which has resulted from a message designed to alter beliefs about the proposal. A proposal is a recommended course of action...If a persuader wants to influence a specific behavior, the first concern is usually attitude...If beliefs about the proposal are positive, the attitude toward the proposal will be favorable...By persuading a person to favor a proposal, a persuader provides justification for the receiver to choose to behave in a particular manner (p. 168-169).

One effect that commonly occurs when students view a recruitment DVD is that they are primed for future messages or products. Iyengar & Kinder (1987) said —Priming effects presumably occur because exposure to a message increases the accessibility of information that is presented in the message, and the more accessible information is the

more it is used to form a judgment such as an attitude” (p. 130). This is commonly known as media priming effects (Yzer, Cappella, Fishbein, Hornik, & Ahern, 2003).

This conclusion leads to an area that is commonly shared by media priming effects and conditioning. Infante, Rancer, & Womack (1990) wrote:

It could be argued that this conditioning process is like persuasion. In a series of advertisements for example, consequences are paired with proposal in hopes that people’s reactions to the consequences will become attached (conditioned) to the proposal. If the conditioning is successful, the proposal itself will produce a reaction in the audience which would be equal to their reaction to the associated elements (p. 185).

Based on the aforementioned research by Esslin (1989) human beings are incredibly intrigued and curious about other human beings. One way this curiosity is met in the SUU Recruitment DVD is by utilizing personal narratives by current SUU students.

Some evidence suggests (Brimacombe, Quinton, Nance, & Garrioch, 1997; Searcywith, Barlett, & Memon, 1999; Cohen & Faulkner, 1989) that when older adults tell narratives they provide less accurate testimonies, fewer details in recall, made more errors, forgot to include relevant details, included incorrect details in their testimonies, and were more suggestible to misinformation.

Younger adults tend to give a richer and deeper narrative. With a generation of students who have media that is constantly providing them the same rich and explicit narratives, one must understand the importance of young adult narratives when their target audiences are also young adults. Bilandzic (2006) stated –Television, as the most

persuasive medium, is the primary distributor of stories. Even if fictional, television stories are assumed to be the format most influential in our reality construction” (p. 333). With this in mind, using college-age student testimonials in the DVD would be effective.

It is imperative that these college-age students use narratives rather than using list-like comments. Research suggests (Barry, 1991) people using a narrative style were judged as more credible than those who spoke in fragmented and list-like styles; thus the importance of actual college student narrative testimonials. As was already stated, younger adults tend to give a richer and deeper narrative. Not only will the narrative be richer in detail but they are likely to be seen as more credible by utilizing narrative instead of list-like approaches.

When producing the SUU Recruitment DVD, outlines are used to help focus and give prospective students topics they can relate to and comprehend. These topics amount to about half of the viewing time of the Recruitment DVD; two and a half minutes. Although some concerns may arise in the profession that shorter is always better; professional experience and research indicates differently. Stewart & Furse (1985) and Ramond (1976) found that shorter television commercials are recalled equally as well as longer ones. Whether SUU’s video is two and a half minutes long or one minute long, students will recall both equally.

The topics that are provided to prospective students via the DVD often differentiate SUU from competitors. Stewart & Furse (1986) found that the “single most important factor related to persuasiveness of a commercial is the presence of brand differentiating message” (p. 151). Borden (1942) found that effective advertising provides a basis for consumers to differentiate among products. A few of SUU’s

differentiating claims are that we are a university with small classes. SUU professors teach the classes. SUU is neither a commuter college nor a Research One institution; thus the strong focus on providing quality instruction directly to the students. SUU also offers the traditional college experience of moving away from home.

The creative philosophies of advertising “giants” such as Rosser Reeves and David Ogilvy (Ray, 1982) have focused on product differentiation by developing unique selling propositions and brand images...thus the aforementioned topics that are given to students.

In order to compete in a shrinking market and capture the attention of prospective students enough to alter their attitudes, SUU must have a more effective recruitment DVD that will reach this generation of students and help to increase enrollment.

Method

The method for this project involved several stages. Step one was to finalize SUU’s overall marketing campaign. Step two dealt with the creative conceptual design of the videos. Step three was writing each script for all of the recruitment videos. Step four was to hire a videographer that could bring the creative conceptual design to life. Step five included meeting with the videographer, making decisions on locations, shot angles, clothing etc. Step six was the actual shooting of the videos. Step seven included the editing process. Step eight dealt with the DVD menu and print design as well as packaging design. Step nine was the design of the high school tour DVD to be used at high schools. Step ten focused on strategic marketing mailings. Step eleven highlighted digital versions of the video being uploaded to the internet. Step twelve was the final step that was the commencement of the Utah High School Tour. On account of such a

laborious process, the method will be reviewed in chronological order. Each step in the process will be reviewed as to what was hoped to occur, what actually happened, why it ended-up that way, and what research indicates about such changes or variations from the original method.

Step 1

The first step was to finalize a new SUU Marketing Campaign. This was quite an undertaking because the campaign would drive the look, feel, theme, and the message of the recruitment video as well as the incorporation of said video into the campaign. On Friday, May 9, 2008 a committee met to finalize the new marketing campaign. The committee was vital to have so that SUU would have a more unified marketing campaign that showed continuity across the board (print publications, telemarketing, general public marketing, prospective student marketing, alumni and donor marketing, television, radio, mail, email, SUU Webpage etc...). In regards to this project, recruitment videos, television commercials, radio commercials, and web videos needed to show continuity regardless of which office at SUU produced them.

Substantial research exists that indicates the need for this consistency in the marketing of an organization's brand in messaging (Hollander, 1986; Olasky, 1987; Miller & Rose, 1994; Hotton, 1996; Marchand, 1998; Cornelissen, 2003). Cornelissen (2003) stated that there is a ~~ne~~ed for consistency in communication materials within a strategy or campaign (p. 220). This marketing continuity indicates that ~~—~~ather than producing communication materials that are diffuse in style and content, communications should be *consistent...*" (p. 220, Cornelissen, 2003).

The key members of the committee that were used to bring about this consistency were Dean O'Driscoll (Vice President of University Relations), Dr. Stephen Allen (Associate Vice President of Enrollment Management), Quinn Mortensen (Assistant Director of Admissions), Jill Whitaker (Webmaster), and Rohn Soloman (Lead Graphic Designer). University Relations as well as the Admissions Office manage the majority of marketing for the university, thus these two offices were the driving force behind the new campaign.

The committee decided on a few different slogans and possible campaigns after discussing them in-depth as well as talking with many current and past SUU students about their experiences while attending the university. For instance, various committee members performed internet searches to verify that other campaigns were not using the "belong" slogan. The decision was made that "belong" was not being utilized by another institution of higher learning. The final slogan and message was decided on May 9, 2008. SUU's new message to the public would be "belong". Over the next month a style guide was created to communicate visually what "belong" meant. Again heavy collaboration was needed from both University Relations as well as the Admissions Office.

Step 2

The second step was based upon the "belong" campaign. Choices needed to be made as to how this theme was going to be incorporated into the recruitment video. A creative committee was formed to brainstorm creative ideas as to the creation of the video and the implementation of the new campaign. The original plan was to create one recruitment video in the format that had been used for many years previously. The

format was based on student and faculty testimonials. The committee decided that this format should be a part of the new video, but not the overall theme. In order to assist the presenters that would be using these videos in SUU presentations, the committee decided to make four different recruitment videos, each of shorter length to help break-up a rather long presentation.

The total time of all four videos would still equal the original time of five to six minutes. As originally stated in the literature review, some concerns may arise in the profession that shorter is always better; professional experience and research indicates differently. Stewart & Furse (1985) and Ramond (1976) found that shorter television commercials are recalled equally as well as longer ones. Students that would see SUU's recruitment videos would still be able to recall the information regardless of the length of each video with no adverse reaction.

While in step two, creative ideas were free flowing. The over arching message of the "belong" campaign was to communicate the SUU student experience. A simple phrase of "belong" helps to communicate such but if left alone, the message would not communicate effectively. Thus, the creative ideas of each of the four videos were realized.

One video would be more serious and focus on academics. This video would communicate academic excellence while also providing a visual explanation that each major is not just a "major" but also a way of life. A tertiary message would be to highlight several of SUU's academic programs, showing academic diversity as well as excellence. This video will be known as the "Academic" recruitment video.

The second video was going to focus on student involvement at SUU. The overarching idea was to highlight different areas that students could get involved with outside of the classroom...and that it was fun and important to get involved with different student organizations as well as with other students at SUU. Davis & Murrell (1993) stated the following:

The involvement of students with one another around social and academic topics promotes a wide range of positive outcomes, even after controlling for many individual and institutional differences. When students help one another on class projects, discuss assignments, participate in social organizations, or simply socialize with different kinds of people, good things follow. Students who are socially involved also make great gains in general knowledge and intellectual skills and tend to be more satisfied with the college experience. (p. 58)

Astin (1993) expanded these same results of student involvement with more specificity in the academic realm, when he wrote “It (student-student interaction) is positively associated with a number of academic outcomes: degree aspirations, college GPA, and graduating with honors” (p. 383). As is highlighted, student involvement in college is essential to college experience satisfaction, GPA and more. With these positive outcomes in mind, the second video will be known as the “Involvement” recruitment video and will focus on student involvement specific to SUU.

The third video would utilize student testimonials and focus on the personalization that occurs at SUU. Bilandzic (2006) wrote that television is the most persuasive medium and distributes in large part, stories. Even fictional stories are described as very persuasive. The recruitment video testimonials would not be fictional

thus more influential than a fictional narrative. The concept that would be communicated was that students are not numbers, they have names and individual needs, and that those needs are fulfilled by caring faculty. The creative concepts that would be driving these ideas were short testimonials where individual students would say phrases that when put together was a complete thought, idea, or concept. B-roll would not be used because of the intimate nature of the short phrases and sentences used by the students. The third video will be known as the “Personalization” recruitment video.

The final video would focus on primarily reviewing the first three concepts in a fast-paced 30 second MTV-type montage. The idea was that 30 seconds was enough time to get the audience excited about SUU and leave them with the excited emotions. This would be the shortest of all four videos. The fourth video will be known as the “Excited” recruitment video.

Step 3

The third step was writing each recruitment video script which was completed by Quinn Mortensen. Each script was also edited by several writers as well as marketing professionals and contained a scene synopsis, student lines, specific shots and angles, location of the shoot, and student specifications. Each script was put through several rounds of editing and revisions by the creative committee as well as some marketing professionals.

Step 4

With the new creative ideas and concepts agreed upon and the script completed, step four brought change to the original method of this project in regards to who was going to be used as the videographer. Lee Byers (SUTV Manager & Videographer) has

been used in the past for SUU's recruitment videos. To utilize him again was the original plan. However, University Relations had used another videographer by the name of Charles Shirley (Owner, CGS Studios) on a few projects. Shirley had shown great promise in shooting, editing, and creative design as well as meeting very demanding deadlines. The concern arose that if University Relations utilized Charles Shirley and Admissions used Lee Byers, would marketing continuity be affected?

University Relations was shown scripts for each of the four recruitment videos and was impressed with the new direction that was being taken in regards to the "belong" Campaign. A joint operation would be beneficial by completing several objectives at once. Four recruitment videos would be produced and directed by Quinn Mortensen. The format of each made it possible and easy to produce shorter television and radio commercials from the already completed recruitment videos. In the end, four recruitment videos, six television commercials, and six radio commercials would be produced. The overall cost to University Relations and Admissions would be slashed by almost 50% (University Relations and Admissions would split the cost 50/50) and marketing continuity would stay intact. As was stated earlier, substantial research exists that indicates the need for consistency in the marketing of an organization's brand in messaging (Hollander, 1986; Olasky, 1987; Miller & Rose, 1994; Hotton, 1996; Marchand, 1998; Cornelissen, 2003).

Another concern arose about the capability of Lee Byers to complete the massive project and hit incremental deadlines throughout the project's timeline. Based on past professional experiences with Byers missing deadlines and the extremely high demand on his time by other departments, the concern was a valid one. The committee decided to

have Shirley submit a bid (see Appendix E) and timeline for completion. Based on the bid, timeline and the aforementioned information, the committee made the decision to go forward with Charles Shirley as the videographer in this joint venture.

Step 5

The fifth step in this project included meetings with the videographer, final decisions on locations, shots, angles, script, student actors, clothing, times, and the overall schedule of the project. Several hours were spent in meetings with the videographer finalizing such details. Next was scheduling the complete shoot over a two-and-a-half week time period. Seven hours were spent preparing the schedule and finalizing all details.

Step 6

The sixth step was the actual shooting. On July 7, 2008 shooting began. Over the next two weeks 130 hours were spent shooting, setting-up and taking-down equipment for each shot, traveling etc. Each scene necessitated script coaching, lighting, sound, and directing among other things. One week was taken off for vacation. On July 28, 2008 step six was completed and shooting ended.

Step 7

The seventh step began immediately after on July 28, 2008 with editing the four videos. Thirty eight hours were spent in editing shots, angles, sound, text, lighting, color, music etc. Another five hours were spent in moderating focus groups of current SUU students. Feedback from said focus groups was implemented in the editing process. All four SUU recruitment videos were completed on August 1, 2008, meeting the project deadline.

Step 8

The eighth step occurred simultaneously with step seven. Step eight dealt with designing the DVD menu, DVD duplication (bidding, formatting, & reproduction), as well as packaging design. Twelve hours were spent in designing images, text, and flow for the DVD menu. Meanwhile, bids for duplication and packaging were sent to four different vendors. Duplium Co. won the bid of duplicating 5,000 copies for a mail-ready DVD. The amount of 5,000 copies was based on cost as well as past usage for marketing purposes. While working through the bid process, graphic designers were completing designs and revisions on the DVD packaging (e.g. 4 color, 5" x 5" cardboard sleeve that will be shrink wrapped) as well as the image design on the DVD itself. On August 1, 2008 the DVD, as well as DVD packaging was sent to Duplium Co in Texas for mass duplication.

Step 9

The ninth step began on August 11, 2008 when the design of the SUU High School Tour DVD was started. Three presentations were designed and placed in the DVD to assist SUU Admission Counselors when they visit every high school in the state of Utah as well as several dozen schools in Nevada, Arizona, and California. Twelve hours was spent designing and revising the presentations. The DVD will also have other recruitment materials on it such as the "Did You Know" video, "Outdoor Recreation", "On-Campus Housing" etc. Lee Byers will update various aspects of said videos because he was the original videographer that shot and edited them in the past. The final High School Tour DVD was completed on August 28, 2008.

Step 10

The tenth step began when the 5,000 duplicated DVD's arrived in Cedar City on August 21, 2008. This process included running reports of students who should receive the DVD mailer, as well as overseeing the mass mailings. The first mailing of 3,500 DVD's was sent on September 11, 2008. This will be followed weekly by out-of-state "Inquiries" who show interest in SUU.

Step 11

The eleventh step was not in the original plan for this project. In discussion with the Graduate Committee that is overseeing this project, it was asked why these videos have not been placed online for easy access. The past recruitment videos have not been placed online in fear of students seeing them before SUU wanted them to view the videos. Many things were brought to light including free publicity and access to SUU for students who fall outside of our recruitment and marketing efforts. YouTube.com was specifically mentioned as a great outlet for students to view these four videos. According to Kelly (2007) YouTube sends the equivalent of 75 billion emails in one day. Many of these emails are viewer responses to videos that have been posted on the popular website. One can only imagine the span of viewings that YouTube provides to its viewers, free of charge. Kaldor-Robinson (2002) said that "new media allow many more groups and individuals to act as producers as well as consumers and to produce mediascapes which are more effective in influencing target audiences than traditional print media, such as brochures and pamphlets" (p. 185).

With this in mind the decision was made to post all four recruitment videos to YouTube. Those videos will give SUU publicity and marketing advantages over those institutions that do not post on YouTube. However, research indicates that one major

problem could occur...diluted access. Arrington (2006) indicated that 65,000 videos are added to YouTube every day. It becomes very difficult for the videos to be seen by the right audience when there is simply too much to view on YouTube, thus providing limited exposure to SUU's message.

Clark & Stewart (2007) found that by placing the YouTube videos on their university's webpage, the amount of views increased dramatically over those videos that were simply uploaded to YouTube. Based on their findings SUU uploaded all four videos on YouTube but also placed one of the videos on SUU's website through YouTube (www.suu.edu/belong). SUU's experience is showing the same results as Clark & Stewart (2007) with increased viewing because it is on SUU's website (1,086 views) rather than just on YouTube (167 views) getting lost in the vastness of uploads.

Step 12

The twelfth step began on September 8, 2008 when the Utah High School Tour began in Southeastern Utah. In the following two months every high school in Utah was visited by SUU Admission Counselors who showed the four recruitment videos to all students that are interested in SUU.

Conclusion

The SUU recruitment DVD project was long and involved. The proposal for this project was met. Although many things were learned in the process, various aspects would be changed in future endeavors. In the original proposal of this project, no commitment was made beyond the creation and implementation of the recruitment video. Results as to overall effectiveness of the video would be difficult. With each advance in the enrollment management funnel, new messages are communicated at various times

and intervals. With such a complex marketing campaign and communication flow, it is difficult to suggest that SUU's enrollment increased or decreased due to the recruitment video. As was indicated, measurement of such was not a part of the proposal. One future suggestion included considering the deeper question as to why SUU utilizes recruitment videos when no data exists to confirm its effectiveness? SUU marketing professionals will address this more in-depth in future endeavors.

Overall, the SUU Recruitment Video project provided interesting lessons as well as limitations and future adjustments. One important lesson that was learned was in regards to understanding actual time constraints as well as overall time management. On average, each shot that resulted in five seconds of airtime resulted from one-and-a-half hours of time. The original estimates for shoot times almost doubled. During step five in the production schedule, time was allotted for each individual shot. After the initial three to four shots had been completed, the videographer and producer met to reevaluate the shooting schedule. Additional shot times were added and the rest of the schedule went according to the outlined plans. To know of such time constraints and usage would have been very helpful from the beginning of the project.

In tandem with lessons learned also came limitations. Time was a limitation that affected the final product. Both the videographer as well as producer felt that additional time to finish the product would have resulted in a slightly better end product. More time could have been given to reshooting two scenes.

One scene showed two people playing a guitar and one person speaking. The guitar made a sound that was distracting and the look on the guitarist's face created a partial distraction as well.

The second scene to have been reshot if time was not pressing was of a young college girl saying a line on a high-dive in a pool and then jumping into the pool. Background noise is more prevalent than desired. The timing and speed of the shot could have increased as well to keep tempo with the rest of the video.

Another limitation was the inability to work with experienced actors. Based on budget constraints, money was not available to hire actors that could have possibly aided with a better final product.

Future adjustments for similar projects would include the following: Begin pre-production, production, and post-production one month earlier. This will provide more review time as well as reshooting time. Utilize an acting coach to assist the inexperienced actors. Although this will add to the overall budget, it would still prove less expensive than hiring all experienced actors and result in a better quality video.

As was discussed earlier, some concerns arise in the profession that shorter is always better. Stewart & Furse (1985) and Ramond (1976) found that shorter television commercials are recalled equally as well as longer ones. Shorter was better in this instance based on the video's ability to be cut and used in many different scenarios (e.g. presentations, television commercials, radio commercials, movie theater advertisements).

Differing learning styles are also utilized in the recruitment videos. Sarasin (1999) said that "classes tend to have students who possess some characteristics of one, two, or all three of these basic learning styles" (p 84). Most viewings of the videos will be in group scenarios where multiple learning styles will be met with the same videos.

Based on hindsight, tighter editing would have been beneficial. Several time versions of each video have been edited. Fifteen second to two minute videos exist for

varying purposes. The majority of these could have been edited tighter. In future videos, this will be implemented.

Future implementations will also involve the understanding of time, budget and quality; each has to be in balance in order to receive the best final product. More time would have also increased the overall quality of the videos.

This project involved actual deadlines, budgets, objectives, actors, scripts, and purpose. The overall experience was fruitful, effective, and instructional. It provided the producer an opportunity to utilize a graduate level education in an applied atmosphere. The “real world” education that was a result of this project will be just as valuable as the “class room” instruction that was provided. Albert Einstein once wrote (found in Covey, 1998) “The significant problems we face cannot be solved at the same level of thinking we were at when we created them” (p. 350). A higher level of thinking, application and understanding of film production and professional communication has been provided because of the SUU Recruitment Video and will serve the producer well in future professional endeavors.

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ACADEMIC SECTION (Belong in the Classroom)

Scene Script Lines-

Synopsis, Shot(s) and Location-

1. “We analyze...”

- i. Synopsis- Mathematical equation on white board with male student working on it, student is deep in thought, he breaks from thinking, looks out of the corner of his eyes and says line.
- ii. Shot #1- Glide cam moves left to right taking in the partially finished equation and student.
- iii. Shot #2- Parallel to white board, board is blurred and student turns head slightly and says line.
- iv. Location- Education 203

2. “...our world”

- i. Synopsis- Female student says line...her and a male student are surrounded by red rock, they are bent down, pick up a red rock, look at it quickly, point ahead and begin to hike.
- ii. Shot #1- Camera is on ground with extreme angle upward capturing students and blue sky. Crouched female student looks at camera and says line.
- iii. Location- Red Cliffs near Leeds, Utah.

3. “We invest...”

- i. Synopsis- Male professor and male student are in Investment lab with stock prices going in background, student says line while professor is pointing to computer monitor
- ii. Shot #1- Camera from corner of lab, takes in clock and plasma TV's and then captures professor and male student. Male student turns and says line.
- iii. Location- SUU Investment Lab, Leavitt Business Building.

4. “...in our lives”

- i. Synopsis- Female nursing student says line...3-4 (male and female) nursing students in the background are in their SUU garb and are taking patient's blood pressure, heart rate etc...
- ii. Shot #1- Female nurse says line, and camera pans right to left and captures other nurses.

ACADEMIC SECTION (Belong in the Classroom)

Scene Script Lines-

Synopsis, Shot(s) and Location-

iii. Location- SUU Nursing lab (GC 006)

5. “We educate...”

- i. Synopsis- Female high school teacher is in a small class teaching, a hand is raised by a student, the teacher says line and then points to the student to answer her question.
- ii. Shot #1- Student’s hand goes up and camera captures teacher...hand remains in the corner of the shot while teacher says line and teacher points to student and hand is lowered and then cuts to next shot.
- iii. Location- Cedar High School

6. “...the community”

- i. Synopsis- Male basketball coach is surrounded by little kids in jerseys...coach says line and holds ball above students while they laugh and jump for the ball.
- ii. Shot #1- Glide cam rotates left to right.
- iii. Location- SUU Physical Education Building

7. “...the mind...”

- i. Option #1
 1. Synopsis #1- Male and female students are in 3rd level of library studying, camera captures students through book shelf. Female student looks at camera and says line and then continues to study.
 2. Shot #1- Student takes books off of bookshelf and camera zooms through the opening to students who are studying at table...female student says line and continues studying.
 3. Location #1- 3rd floor of library.
- ii. Option #2

ACADEMIC SECTION (Belong in the Classroom)

Scene Script Lines-

Synopsis, Shot(s) and Location-

1. Synopsis #2- Male and female students are in 2nd level of library studying...one students looks up and says line and then continues to study.
2. Shot #2- Camera is shooting from the 3rd level, camera is close-up on one student on second level, who then looks up and says line and then continues to study while camera zooms out and takes in the whole library and beautiful scenery outside of library window...this shot could be sped up in editing to give a different feel and meet time constraints.
3. Location #1- 3rd floor of library.

8. “We Build...”

- i. Synopsis- Male student has hard hat on...another person is holding blue prints with a track hoe in the back ground, male student is talking with other person and is pointing at blue prints and is using hand motions in air to explain the shape, he looks up at the camera and says line and then continues what he was doing before.
- ii. Shot #1- Camera is shooting at an angle and capturing large track hoe in the background, male students looks at camera and says line.
- iii. Location #1- Townhomes on North Hill Field Road.

9. “...our future”

- i. Synopsis- Female student says line and male professor helps her plant a beautiful plant by passing the plant to the female student.
- ii. Shot #1- Camera capturing rows of plants that are out of focus while the plant that is being planted by student is in focus...student then comes into focus and says line.
- iii. Location #1- SUU Greenhouse (North East Room)

ACADEMIC SECTION (Belong in the Classroom)

Scene Script Lines-

Synopsis, Shot(s) and Location-

10. “We create...”

- i. Synopsis- Male student is in ceramic lab at the pottery wheel creating a vase or pot; he is in deep concentration with clay all over his apron... he looks at camera and says line.
- ii. Shot #1- Camera angle is just below the pottery and the student is in the background in deep concentration and then says the line.
- iii. Location #1- SUU Ceramics Lab

11. “...magic”

- i. Synopsis- Fred Adams is on stage with set in the background and says line in a theatrical nature as if he is a part of the play.
- ii. Shot #1- Straight shot from balcony capturing Fred who says line.
- iii. Location #1- Randall Jones Theatre

12. “We discover...”

- i. Synopsis- Female chemistry student is at counter with beakers and test tubes all around her, after making colored flames she slightly looks at camera and says line and then makes more colored flames.
- ii. Shot #1- Camera angle is shooting up to the female student; student barely pulls her eyes from the flames and shifts them to the camera and says line.
- iii. Location #1- Science Center Chemistry Lab 224

13. “...change”

- i. Synopsis- Female leans on table, says line and then walks towards a male professor who is seated at the judge’s bench in a black robe and another person sitting in the witness chair.

ACADEMIC SECTION (Belong in the Classroom)

Scene Script Lines-

Synopsis, Shot(s) and Location-

- ii. Shot #1- Camera is capturing student from angle and when student begins to walk towards judge, glide-cam circles student and then captures the back of student and the front of the judge.
- iii. Location #1- SUU Moot Court Room

14. “We design...”

- i. Synopsis- Male Professor is assisting male student in CAD/CAM lab who is designing something, professor points to the screen and student moves mouse and something obvious appears on the computer...professor then looks slightly at camera and says line.
- ii. Shot #1- Camera shows professor's face with the reflection of the computer screen and the back of the student's head and then zooms out slightly to take in computer screen as professor looks out of the corner of his eye at the camera and says line.
- iii. Location #1- Technology CAD/CAM Lab (TH 120)

15. “...masterpieces”

- i. Synopsis- Male student is in television studio as anchor and says line.
- ii. Shot #1- Camera is straight at anchorman who says line and then studio camera wheels in front of our camera where it begins to capture the monitor of the studio camera which is capturing the anchor.
- iii. Location #1- SUTV Studio

16. “...a masterpiece”

- i. Synopsis- Female student is in athletic training room finishing taping a female athlete's ankle, she looks towards athlete's face where the camera is and says line.

ACADEMIC SECTION (Belong in the Classroom)

Scene Script Lines-

Synopsis, Shot(s) and Location-

17. "...my masterpiece"

- ii. Shot #1- Over the athlete's shoulder to athletic trainer who tears off final piece and looks up and says line.
- iii. Location #1- Physical Education Building Athletic Trainer's Room.

- i. Synopsis- Female student is in art studio working on charcoal sketch with hands that are black with charcoal, she says her line and continues sketching with charcoal in hand.
- ii. Shot #1- Glide cam rotates around student until capturing her face and she looks up and says line.
- iii. Location #1- SUU Art Studio

18. "What will your masterpiece be?"

- i. Option #1
 - 1. Synopsis #1- Male math student finishes mathematical equation on white board by writing at the bottom of the board, student is happy and accomplished and says line.
 - 2. Shot #1- Glide-cam of full board capturing the full equation.
 - 3. Shot #2- Focus tight on hand that writes "=" and the answer and says line and then he circles the answer.
 - 4. Location #1- Education 203
- ii. Option #2
 - 1. Synopsis #2- Male math student finishes mathematical equation on white board by writing at the bottom of the board, student is happy and accomplished and says line.
 - 2. Shot #2- Glide-cam captures whole board and then moves in quickly to hand that writes "=" and the answer and says line and then he circles the answer.
 - 3. Location #2- Education 203

INVOLVEMENT SECTION (Belong to a Club)

Scene Script Lines-

Synopsis, Shot(s) and Location-

1. “People think that student life at SUU is pretty laid back...but actually it’s a pretty demanding job”

- i. Synopsis- Female student is at Quail Reservoir sitting in an inflatable lounge-chair raft with drink in the cup holder, sun glasses, tan, and oiled and says line.
- ii. Shot #1- Camera is in the water and captures slight glare off water. Student says line.
- iii. Location- Quail Reservoir

2. “You’re always in a rush”

- i. Synopsis- Four track athletes step into starting blocks says line and then you hear a gun and they leave running
- ii. Shot #1- Camera is at ground level with the athletes as they adjust in the blocks. Camera captures main athlete with others in the background. Student says line looks forward; gun fires and athletes leave running.
- iii. Location- SUU Track

3. “The commute is rough...”

- i. Synopsis- Female mountain biker is biking on a mountain bike trail.
- ii. Shot #1- Biker comes down trail hitting and flies by camera that is attempting to keep pace. Student says line just before passing camera.
- iii. Location- C-Trail

4. “...man, what a drive”

- i. Synopsis- Male golfer is at the tee box and smashes the drive

INVOLVEMENT SECTION (Belong to a Club)

Scene Script Lines-

Synopsis, Shot(s) and Location-

5. “yeah...it’s a total grind”
 - ii. Shot #1- Camera is behind golfer as he is in his back swing...he swings, and camera captures the ball off the tee and then cuts to shot #2.
 - iii. Shot #2- Camera is in front of golfer as he finishes his swing...he holds his finished form and without taking his eye off the ball, golfer says line.
 - iv. Location- Cedar Ridge Golf Course #14

5. “yeah...it’s a total grind”
 - i. Synopsis- Male skate boarder says line while sitting on his skateboard.
 - ii. Shot #1- Camera captures skater with other skaters in the background approaching a grind. Student says line.
 - iii. Shot #2- A Male skater is holding skateboard while other skaters in the background do a grind. Male skater says line.
 - iv. Location- Bicentennial Skate Park

6. “Skyscrapers everywhere... everywhere...everywhere!”
 - i. Synopsis- Male hiker comes up trail followed by two other hikers. At the top of the trail he says line. The other two hikers also say “everywhere” as they pass the camera.
 - ii. Shot #1- Camera is focused on face as he says line, camera zooms out and takes in cliff, rocks and other hikers as they say the line as well.
 - iii. Location- Kolob National Park

7. “Climbing the corporate ladder... it’s a killer”

INVOLVEMENT SECTION (Belong to a Club)

Scene Script Lines-

Synopsis, Shot(s) and Location-

8. "...and it's a dog-eat-dog world."
 - i. Synopsis- Female student is climbing on rock wall and says line.
 - ii. Shot #1- Camera shows rock wall and climber. After she gets a good arm hold and pulls herself up with difficulty, she says line and then reaches for another hold.
 - iii. Location- PE Rock Climbing Wall

9. "You're constantly networking"
 - i. Synopsis- A BBQ is set-up and three students are eating hotdogs. Male student is in conversation with female student. He turns and says line.
 - ii. Shot #1- Camera is shooting south east and capturing Old Sorrell in the back ground. Students are talking and finishing making their hotdogs. One guy says line and takes a big bite of his hotdog.
 - iii. Location- Harris Center

10. "...and you're always pulling strings"
 - i. Synopsis- Two males are on the edge of the terrace playing their guitars while female observes and says line.

INVOLVEMENT SECTION (Belong to a Club)

Scene Script Lines-

Synopsis, Shot(s) and Location-

11. "It's a tough job..."

- ii. Shot #1- Camera is shooting from a lower angle focused on their hands playing the guitar. Camera zooms out and captures both guys and library in the background as the female student says line.
- iii. Location- Sunrise Terrace

- i. Synopsis- Students (male and female) at SUUSA office in love sack and watching movies as they say line and then eat popcorn
- ii. Shot #1- Student is lounged in lovesack with popcorn. Glide cam is capturing on slight angle with the glow of the television on face and begins to rotate around...Thor logo is on wall behind them...student turns slightly says line and then turns back to TV.
- iii. Shot #2- TV is on in background with the old SUU Recruitment Video on. Camera is capturing from over the shoulder and Thor logo is on in the background along with a few other students in lovesacks. Student turns around as if to talk to someone seated behind them and says line.
- iv. Location- SUUSA Offices, Student Center

12. "...but you get used to working weekends"

- i. Synopsis- Students are around at a campsite with a tent in the background at dusk. Male student looks at camera and says line.
- ii. Shot #1- Glide cam is shooting to the east capturing Kolob at dusk. Tent in the back

INVOLVEMENT SECTION (Belong to a Club)

Scene Script Lines-

Synopsis, Shot(s) and Location-

13. "...so bring your briefcase..."

- ground. Students are sitting in a semi circle in camp chairs. Student says line.
- iii. Location- New Harmony foothills
 - i. Synopsis- Female student and friends walk to class.
 - ii. Shot #1- Camera is near Stargazer Statue capturing Braithwaite between the trees. Female student has one foot on rock and zips her backpack...says line...and throws back pack over her shoulder and begins walking with her girlfriends.
 - iii. Location- Stargazer Grove, Braithwaite, and upper quad.

14. "...and wear your suit"

- i. Synopsis- Female student is in her swimming suit, says line and jumps of high diving board doing a toe touch.
- ii. Shot #1- Camera is capturing on an angle with time-clocks in the background. Student steps to the edge of the board and bounces a few times while saying line and then jumps off of board and does a flip. Student will need to wear a brighter colored suit so they do not get lost in dark red background. Green is a complimentary color to red.
- iii. Location- PE Building Pool

15. "and if you're up to the task...
SUU wants to know...when can
you start?"

INVOLVEMENT SECTION (Belong to a Club)

Scene Script Lines-

Synopsis, Shot(s) and Location-

Synopsis- President is in the lecture grove and Braithwaite, Carter Carillion, and Old Main are in the background.

- i. Shot #1- Camera is tight on President in the Lecture Grove. President says first half of line...camera zooms out and captures Braithwaite, Carter Carillion, and Old Main and President finishes the line with exuberance.
- ii. Location- Lecture Grove

PERSONALIZATION SECTION (Belong as You Are)

<u>Scene Counter</u>	<u>Script Lines-</u>	<u>Person-</u>
1. 40:54	What I really like about SUU is that it's	1. Shanarra Johnson
2. 20:58	It's made me who I am today	1. Mary Sorenson
3. 36:19	I just find it a really dynamic atmosphere	1. Jordan Ellis
4. 34:04	...you get friends, an education and it's just a great package	1. Heather Alldredge
5. 14:45	It makes you really have that family environment...	1. Devin Brooks
6. 19:52	It's changed who I am academically and personally...	1. Mary Sorenson
7. 50:26	There was a feeling that I, that I already belonged here on campus...	1. Jacob Askeroth
8. 46:54	SUU is the best...	1. Karin Stewart
9. 00:00	(Transition)	1. n/a
10. 6:37	What I really, really enjoy is how passionate the instructors are about the things they are teaching...	1. Ashli Beatty
11. 37:06	What I like about the professors here at SUU is that I feel like I belong in their class...	1. Jacob Askeroth

PERSONALIZATION SECTION (Belong as You Are)

<u>Scene Counter</u>	<u>Script Lines-</u>	<u>Person-</u>
12. 2:09	They are very flexible and they work with you...	1. Arturo Soriano
13. 8:25	I really like the professors here at SUU just for the simple fact that you really get a one-on-one relationship with them.	1. Devin Brooks
14. 8:51	When a professor calls me by name I feel important as a student; I feel like I'm more than a grade...	1. Mary Sorenson
15. 38:48	... you're not just a face in the crowd...	1. Karin Stewart
16. 33:38	...so that every time I approached him or saw him he's like "Hi Shanarra" and he addressed me like as me instead of just like "oh...hey student."	1. Shanarra Johnson
17. 45:26	Rather than just simply telling me what classes I should take, he was concerned about my future and where I was going in life.	1. Jacob Askeroth
18. 3:15	He made me feel like I was wanted.	1. Arturo Soriano
19. 29:48	They know what you can and can't do so they can help you out a lot more.	1. Heather Alldredge
20. 5:07	...it makes the environment more friendly...	1. Arturo Soriano
21. 14:49	I really like that...I really dig that.	1. Devin Brooks

PERSONALIZATION SECTION (Belong as You Are)

<u>Scene Counter</u>	<u>Script Lines-</u>	<u>Person-</u>
22. 38:38	I don't feel like a face in the crowd I feel like if I have a question they will answer it and they care about what I have to say.	1. Shanarra Johnson
23. 10:52	Once I forgot to put my name on a paper and my professor knew me well enough that he returned it to me because he knew my handwriting.	1. Mary Sorenson
24. 00:00	(Transition)	1. n/a
25. 41:27	SUU is big enough that you get to meet new people all the time but small enough so that you get to maintain those relationships.	1. Karin Stewart
26. 35:10	At SUU I like that the classes are small, I feel like a student instead of just a face in a huge room...	1. Shanarra Johnson
27. 8:25	Some of my classes have less than ten people in it and it's amazing.	1. Mary Sorenson
28. 8:34	Most of the classes I really have are between 15 to 25 students.	1. Devin Brooks
29. 35:38	... I have come to know a lot of the kids from my classes...	1. Shanarra Johnson
30. 28:03	... by the end of the semester we were all friends...	1. Jordan Ellis
31. 30:35	We form study groups and everyone is really nice and trying to learn from each other...	1. Heather Alldredge

PERSONALIZATION SECTION (Belong as You Are)

<u>Scene Counter</u>	<u>Script Lines-</u>	<u>Person-</u>
32. 4:48	I think it allows you to really get to know your classmates...	1. Arturo Soriano
33. 17:39	It just opens up your friendship circle a lot more...	1. Ashli Beatty
34. 18:16	There's just a tradition here...there's just a feeling in your classroom...just a feeling of acceptance is a big thing for me.	1. Mary Sorenson
35. 00:00	(Transition)	1. n/a
36. 55:45	In one word, SUU to me is awesome.	1. Jacob Askeroth
37. 25:24	Dedication...	1. Devin Brooks
38. 36:35	Dynamic...	1. Jordan Ellis
39. 44:54	Beautiful...	1. Shanarra Johnson
40. 34:36	In two words it's another home.	Heather Alldredge
41. 48:44	Home...	1. Karin Stewart
42. 20:42	... home...	1. Mary Sorenson
43. 20:52	It's home...	

PERSONALIZATION SECTION (Belong as You Are)

Scene Counter

Script Lines-

Person-

1. Ashli Beatty

44.51:02

I felt like I belonged here at SUU.

1. Jacob Askeroth

45.00:00

(Transition)

1. n/a

Appendix D

SUU Recruitment Video Budget [2008]

Description	Estimated Cost	Actual Cost	Difference
Videographer	\$4,150.00	\$4,000.00	\$150.00
DVD Mailer Mass Production (5,000)	\$3,750.00	\$3,551.00	\$199.00
DVD Mailer Postage	\$2,800.00	\$2,500.00	\$300.00
DVD Utah High School Tour Road Copies	\$96.00	\$216.00	-\$120.00
DVD Production Travel	\$100.00	\$121.25	-21.25
DVD Production Misc	\$50.00	\$61.18	-11.18
SUBTOTAL	\$10,946.00	\$10,449.43	\$496.57
University Relations Portion	\$2,000.00	\$2,000.00	\$0.00
TOTAL	\$8,946.00	\$8,449.43	\$496.57

Bid – SUU Recruitment Videos/ TV Spots

June 9, 2008

Charles Shirley

Charles Shirley Time/Equipment

Service	Estimated Time	Wages	Total
Shooting Video	40 hrs	\$20 /hr	\$800
Editing/ Post production	90 hrs	\$15/hr	\$1350
Log Footage	20 hrs	\$10/hr	\$200
Supplies: Tapes, Batteries, etc.	-	-	\$50
Meetings	5 hrs	\$10/hr	\$50
		<i>Total</i>	\$2,450

Estimated Rental Costs

Rental	Estimated Time	Cost	Total
Light Kit - SUTV	18 – 20 hrs (all indoor shots)	\$50/hr	\$900 - \$1000
Jib Arm	5 days	\$100 - \$350 per day	\$500 - \$1750
Glide Cam 4000	5 days	\$40 per day	\$200
Boom Mic	-	No Price Found	(?) \$500 - \$1500

*** The Light Kit is the only absolutely necessary rental. The Jib Arm and Glide Cam estimates are from *JRlighting.com* a rental store out of Las Vegas. The Glide Cam is a stabilization unit similar to a steady-cam. I have no previous experience with Glide Cam equipment and I hear it can be difficult to use; however, it might create the feel you desire. I have yet to find a price on the mic rental equipment. SUTV might have microphone equipment we could rent.

Missing	Scene	Section	Location	Location Confirmed	Date of Shooting	Time	Actors/Actresses	Confirmed	Email	Phone	Props/Clothing
	1	Academic	ED 203	Yes	Tuesday	2:30 PM	Matt Cooper	Yes		435-850-2918	Get math professor to help with the equat
meet at AWC at 6:30 am, 1 male student	2	Academic	Red Cliffs near Leads, Utah	Yes	Wednesday	7:00 AM	Mary Fox ...Kim (Stephen nows)	Yes		592-3185	
	3	Academic	Business Investment Lab	Yes	Friday	3:00 PM	Joe Baker Kalsi Uhaue	Yes	baker_j@suu.edu	586-5449 435-313-7195	
	4	Academic	Nursing Lab, GC 006	Yes	Tuesday	1:00 PM	Provided by Nursing Dept 4 Students (2 girls, 2 boys)	Yes			Nursing uniforms and stethascopes
	5	Academic	Cedar High School Classroom	Yes	Wednesday	11:00 AM	Erin Kensel Provided by Erin	Yes	erin_hensel@hotmail.com	590-3568	
basketball, jerseys	6	Academic	PE Basketball Courts	Yes	Monday	1:30 PM	Dean O'Driscoll Dean's sons and friends	Yes Yes		435-691-0834	
	7	Academic	3rd Floor of Library	Yes	Tuesday	12:00 PM	Megan Spiva Ben Toala Brandon Wilson Brittany Cummings	Yes Yes Will not be coming Yes		435-503-0486 801-870-5346 592-0600 592-3670	
	8	Academic	Wherever machinery is	Yes	Friday	11:00 AM	Rob Sorenson Jason Butterfield	Yes Yes		435-590-9468 435-590-5609	
Greenhouse person	9	Academic	SUU Greenhouse (Northeast Room)	Yes	Friday	12:30 PM	Jeff Salehi Kate Montoya	Yes Yes	salehi@suu.edu	586-7982 531-9711	
	10	Academic	SUU Ceramics Lab	Yes	Friday	9:00 AM	Derek Ence Monica Christiansen	Yes	gpoopypot@yahoo.com dericence66@suuail.net kit_foxmc85@yahoo.com	435-590-6324 435-406-1371	
time	11	Academic	Randall Jones Theatre	Yes	Waiting on Ray Inkel		Fred Adams	Yes	adamsf@bard.org	865-8000	Period costume
	12	Academic	Science Chem Lab 224	Yes	Friday	11:00 AM	Michael Franklin	Yes		435-592-2798	
student, faculty, briefcase	13	Academic	Moot Court Room	Yes			Carl Franklin Jenn Burt Krystal Munns		franklinc@suu.edu burt@suu.edu	586-5410 586-1997 590-4069	
	14	Academic	Technology 120	Yes	Tuesday	10:00 AM	Richard Cozzens Sam Martineau	Yes Yes	cozzens@suu.edu	586-7983 435-865-0600	CAD/CAM Engine drawing

one female, BBQ, hotdogs, buns, mustard, ketchup, red cups, smoke for BBQ, BBQ tools	12	Involvement	Harris Center	Yes	Friday	6:00 PM	Ryan Bowler Carl Webb Karin Stewart	Yes Yes Yes	435-619-6245 801-602-2558 435-865-6422	
2 males, 1 female	13	Involvement	New Harmony Foothills	Yes	Wednesday	7:00 PM	Mark Taylor Lindsay Everhart Justus Poirier	 Yes Yes	801-597-6951 702-348-8295 702-348-8295	
2 tents, cooler, 3 backpacks, 4 chair, wood, matches, lighter fluid, hammer										
1 male student	14	Involvement	Stargazer Grove	Yes	Tuesday	11:00 AM	Chelsea Banks Jessica Barnett Lonn Bruns Jessica Brooks	Yes Yes Yes Yes	559-1725 801-694-0387 435-224-3368 801-602-3379	
1 female student	15	Involvement	PE Building Pool	Yes	Monday	6:00 PM				
Mike Benson	16	Involvement	Lecture Grove	Yes	Monday		Mike Benson			
		Personalization		Yes			Devin Brooks Shanarra Johnson Jacob Askerth Mary Sorenson Ashli Beatty Karin Stewart Heather Alldredge Arturo Soriano Jordan Ellis		Thursday 9:00 Thursday 12:15 Monday Monday Thursday 3:00 Thursday 4:00 Monday Thursday 4:00 Thursday 4:00	

Don't Worry, they're **REALLY** easy:

- 1.** Open the plastic wrap.
(use your teeth if you have to)
- 2.** Insert disk into DVD player.
(photo side up)
- 3.** Push play button.
(with index finger)
- 4.** Try not to cry as you feel your life changing.
(get a tissue)
- 5.** Proceed to the nearest phone and call an admission counselor to discuss your future at SUU, or go online.
(it's o.k.—you can tell them you cried, after all they are counselors)

435.586.7741
www.suu.edu/belong

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5 easy steps that will change your life
forever.

Southern Utah University



“ After watching this DVD my life has never been the same. I have triple the amount of friends and now I have all kinds of skills—like intramural football skills, wicked top ramen skills and my test cramming abilities are second to none. *Seriously though, ask any alum—* SUU changes lives. ”

belong



Appendix H



Southern Utah University
 Quinn Mortensen
 351 West University Blvd
 Cedar City, UT 84720
 USA

Date: 7/21/2008
 Terms of sale: TBE
 FOB Carrollton, TX
 Approx. lead time required: Call to Coordinate
 Sales Representative: Rick Krainak

Project title: SUU Recruitment DVD-5 Package

Page 1 of 1

Quantity	Project Description	Unit price	Total price
5,000	Compact Disc: screen-printed with a 1-4 color label + white flood. Quick Sleeve: 5x5 top load prints 5/0 (process + varnish) on 15 pt C1S cover stock from supplied digital art files. Assembly: machine insert disc into sleeve and shrink wrap. Carton pack in convenient counts. See below for billable overrun/underrun	\$0.67	\$3,350.00
1	Ground Freight Estimate to Cedar City, UT 84720	\$201.00	\$201.00
	Customer to supply: Purchase order or signed quote, disc master, digital art files with hard copy proofs for disc label and simple sleeve in electronic format. Visit www.duplium.com for templates and specifications.		

SR Quote valid for 30 days.

Quantity accepted: _____

By: _____ email
 Rick Krainak

Date accepted: _____

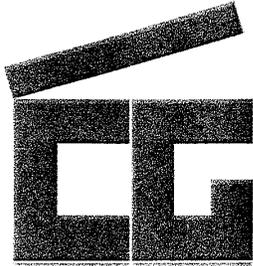
By: _____

Billable overrun/underrun

Print 5%. Media 0-100 @ 25%; 101-1,000 @ 10%; 1,001-2,500 @ 5%; 2,501-10,000 @ 2%; >10,001 @ 1%

Terms & Conditions

1. Please review the complete list of terms and conditions attached to this quote.
1. Price is subject to change at the time of order entry based on material cost, availability, and review of final specifications.
2. Terms are cash with order pending credit approval.
3. Graphics pricing includes preflight, review of images, check for bleed and fit to template. File repair and image retouching are additional.
4. For mailings, postage is additional and must be received in advance of shipment.
5. Freight outside of the local delivery area is additional.



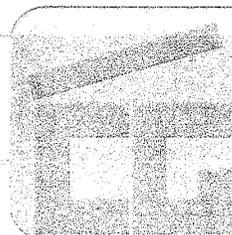
CGS Studios

Invoice

SUU Recruitment Videos/DVDs

<i>Description</i>	<i>Cost</i>	<i>Running Total</i>
Shooting Video	\$ 800	\$ 800
Editing Video	\$ 1350	\$ 2150
Logging Footage	\$ 200	\$ 2,350
Video Supplies	\$ 50	\$ 2,400
DVDs + DVD mapping	\$ 200	\$ 2,600
Planning Meetings	\$ 50	\$ 2,650
Light Kit Rental - SUTV	\$ 700	\$ 3,350
Fish Pole Mic Rental	\$ 450	\$ 3,800
GlideCam Rental - CGS	\$ 200	\$ 4,000
	Total	\$ 4,000

**Please write check to: Charles Shirley



Charles Shirley
 435-327-1669
 221 S. 300 W. #9