YMCA at Virginia Tech
Multimedia Marketing Advertisements
CS4624 “Multimedia, Hypertext, and Information Access”
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Executive Summary

This report details our efforts on the YMCA at Virginia Tech Multimedia Marketing Advertisements project. This project is for the CS-4624 capstone course entitled “Multimedia, Hypertext, and Information Access” offered by the Computer Science Department at Virginia Polytechnic Institute and State University, which is located in Blacksburg, VA. This project was established in accordance with requirements from Mr. Ryan Martin, Executive Director of the YMCA at Virginia Tech.

The goals of this project were to create five, thirty-second long video advertisements to be aired at the Regal Cinema complex in Christiansburg, VA and to develop other cross-functional multimedia that could be strategically used online and in person to help promote the Y at Virginia Tech. Additionally, we wanted to help shift the community perception of the Y at Virginia Tech from a place for exercise towards a place to participate in volunteerism and community service. We also wanted to use our videos to strengthen the Y’s community outreach programs while enhancing the Y’s presence in the community.

We began this project by meeting with key Y staff members, discussing their areas of the Y, and asking what they thought made the Y unique in the New River Valley. From these discussions, we synthesized five video themes which would help to promote the Y at Virginia Tech. We then scheduled and filmed formal interviews with five staff members and filmed many Y programs and events. We then logged all of the footage we had collected, selected background music, and designed introduction and closing graphics for our videos. Finally, we edited the interviews down to thirty seconds of audio, selected interesting cutaway clips, and rendered all of the videos in the correct format. In addition to the five promotional videos, we also delivered five multimedia presentations to be used at community events, a social media calendar and associated guidelines, and a video clip log, with metadata from all of the raw footage that we collected.

This document contains three main sections: the User’s Manual, the Developer's Manual, and the Lessons Learned. The User’s Manual contains information on how to use the five promotional videos we delivered as well as the social media calendar and guidelines. The Developer’s Manual encompasses the entire history of the effort, beginning with the project overview and expected deliverables, moving along to the design, implementation, and prototyping of our project, and finishing with the refinement and testing. The Lessons Learned section includes a timeline of our effort, a description of the problems we faced, details on the actions we took to overcome those problems, and information on how our project could be extended, in the Future Work section.
User’s Manual
1. Promotional Video Formats

The five promotional videos that we created are included in two different video formats with our final deliverables. These formats are optimized for use in specific scenarios.

1.1. H.264 Files for Standard Use

The first encoding standard we delivered the videos in is H.264. These files use a frame size of 1920x1080 and a frame rate of 29.97 (progressive) frames per second. The audio is included in stereo AAC sampled at 48,000 HZ. Each of these video files is between 50 and 60 MB. These video files should be used for online advertising, presentation use, and any other time the video does not need to be shown at high resolution. These video files are included in the folder “YMM_Videos_H264” on the Master Deliverables disc that we delivered to our client.

1.2. Apple ProRes 422 HQ for Movie Theater Use

We also delivered the videos in a second format to meet the standards specified by the ad agency to which these videos will be delivered. For these video files, we used the Apple ProRes 422 HQ encoding standards. These files use a frame size of 1920x1080 and a frame rate of 23.976 (progressive) frames per second. The audio is included in 5.1 Linear PCM sampled at 48,000 HZ and 24-bit. Each of these video files is around 600 MB. These video files should be used for screening in a movie theater and any other application where extremely high resolution is needed. These video files are included in the folder “YMM_Videos_ProRes_422_HQ” on the Master Deliverables disc. We also delivered one data DVD for each of the five promotional videos that we created.

2. Y at Virginia Tech Social Media Guidelines

2.1. Advertising Guidelines

The following list consists of guidelines indicating when the Y@VT should advertise an event, along with the reasoning behind that guideline.

- **Guideline**: If the event is considered small, the Y@VT should create the event on Facebook and Twitter 2-3 weeks before the event occurs.

  **Reasoning**: Any time longer than 2-3 weeks before the event and people might forget the event and not show up. Any time shorter than 2-3 weeks before the event and people will not have time to reserve that date.
Guideline: The Y@VT should create the events on social media sites and start inviting people on the weekend if possible.

Reasoning: People tend to be in a better, more social mood on the weekend, so they are more likely to accept an invite to an event and more likely to invite their friends.

Guideline: If the event is considered large, the Y@VT should create the event on Facebook and Twitter 3-6 weeks before the event occurs.

Reasoning: Any time longer than 3-6 weeks before the event and people will likely forget the event and not show up. Only a few people will be able to confirm very early and an event with only a few people confirmed going does not look as attractive as one that is constantly getting more people confirming.

2.2. New Event Creation

The following list consists of guidelines indicating how the Y@VT should create an event, along with the reasoning behind that guideline.

Guideline: Every event page should require an event photo, even if it is a stock photo of something related to the event.

Reasoning: This draws more attention to the event when displayed in Facebook user’s local news feed.

Guideline: Every event page photo should have a consistent YMCA at VT logo.

Reasoning: This creates a sense of consistency and allows users to quickly recognize YMCA at VT events.

Guideline: Event creator should invite members of the community they think would be interested to the event, or delegate that responsibility to someone who can reach the most members who would likely be interested in the event.

Reasoning: Inviting people causes a snowball effect, since people can invite their friends, and then those friends can invite their friends and so on. Furthermore, whenever a Facebook user accepts to go to an event, Facebook displays that information along with the event page link on all their Facebook friends’ news feeds by default.

Guideline: Event creator should post pictures and videos from past events. If these don’t exist, make an effort to take a few photos that represent the event and post them.
Reasoning: As you can see from Figure 4, photos makes the page look more active and alive. The photos also give Facebook users a better idea of what the event will be about and will encourage Facebook users to post comments, which will in turn make the page more active.

Guideline: Link the Facebook event page in your Twitter post for the same event.
Reasoning: Creates a connection between your social media outlets and potentially gains more Facebook friends (who might have only seen the Twitter page for the event otherwise)

Guideline: Attach most relevant picture of event to the Twitter post for the event.
Reasoning: Notice that when you link to Instagram, there is no photo displayed in the actual tweet, which makes the twitter page less interesting. You can attach an image and still have an Instagram link to display all the images you have.

2.3. **Distribution Model**
(see Figure 1 for a distribution model of social media for upcoming, current, and past Y@VT events)

- **Upcoming Event at the Y@VT**
Each arrow leaving it indicates a location that the event should be posted. The three currently planned are Facebook, Twitter, and the Y@VT Calendar. Additionally, if there are videos or pictures from the last instance of the event (e.g. last year’s Ytoss), post the video and pictures on Facebook and post the pictures on Twitter (as indicated by arrows going into those social media outlets, coming from the “Finished Y@VT Event” area.

- **Y@VT Event in Progress**
The arrow going into Facebook indicates that someone in charge of the social media at the event should post updates about what is going on on Facebook. Additionally, if there pictures being taken, a select few should be posted on Twitter to promote the event and to promote the Y@VT in general.
- **Finished Y@VT Event**

  If possible, videos should be made of major events and posted on the Y@VT’s YouTube Channel. Any pictures taken should be stored somewhere easily accessible in the future. When the next iteration of the event occurs, or an event that is related/built-upon a past event, it is recommended that the recap video be posted on Facebook along with a few key photos. These photos should also be posted on Twitter to promote the event.

Figure 1. Social media distribution model for Y@VT events
2.4. **Example of Process**

The following is the basic process that should be followed to advertise an event at the Y@VT.

1. Post event on main Facebook page
   a. We created a new Event on Facebook, “Gardens Spring Opening Event”, and then using Adobe Photoshop CC, we created a fake screenshot to show how the event would appear on the YMCA at VT’s homepage if they had created that event themselves. (Figure 2 shows this mockup of an event)

2. Create event page
   a. Figure 3 shows a screenshot taken of an actual event that was created by the YMCA at VT. We will use this example in the future to compare with a mockup of our event “Gardens Spring Opening Event” in This figure will be used in Section 2.5 (Comparison of Event Pages) to illustrate improvements that can be made.
   b. Figure 4 shows a screenshot taken of an event that was created by our project team. We used images of the actual YMCA garden and tried to simulate as accurately as possible how an event page for this non-existent event would look like under our guidelines for creating events (Section 2.2). This figure will be used in Section 2.5 (Comparison of Event Pages) to illustrate improvements that can be made.

3. Post on Twitter
   a. Using Adobe Photoshop CC, we illustrate how it would appear if we posted our mockup event on YMCA at VT’s Twitter page with an image of the event. (Figure 5 below shows a mockup of this Twitter post)
Figure 2. Mockup of New Event Posting on YMCA at VT Facebook
Figure 3. Example of Current Y@VT Event Page on Facebook
Figure 4. Mockup of New Y@VT Event Page on Facebook
Figure 5. Mockup of New Event Posting on YMCA at VT’s Twitter
2.5. **Comparison of Event Pages**

The following is a list of the differences between the event pages (Figure 3 and Figure 4):

- Figure 4 contains an event photo with a YMCA at VT logo, whereas Figure 3 contains no event photo.
- Figure 4 shows that the event creator and participants of the event invited a total of 62 people to this event. Figure 3 shows that only 1 person was invited to the event.
- Figure 4 shows that the event creator posted pictures in their event with a description indicating the photos are from last year’s event. (the photos were embedded and formatted the way they are seen in Figure 4 automatically by Facebook when the creator attached all the image files).
1. **Usage**

To help enable extension of this project, we have put together the following Developer’s Manual to guide Y at Virginia Tech employees or other Virginia Tech students who may wish to continue the work done on this project and create more video advertisements or use the videos we have made in other contexts.

1.1. **Further Editing**

The footage that we gathered during the filming phase of our project could be used to create additional promotional videos for the Y@VT. To allow this, we have included a video clip log with time codes and descriptions for every clip that we filmed, in order to make a future editor’s work easier. If a future developer was planning on shooting more footage, they could use our themes (Section 4.6), textual storyboards (Appendix B), and the feedback (Sections 6.1, 7.2, and 8.2) we received from our first several videos as a guide for what to film. Additionally, the “Components Used” (Section 5.5), “Background Music Selection” (Section 8.4), and “Finished Graphics” (Section 9.3), sections would be useful for understanding the technical and creative decisions we made during the production of our five promotional videos. Also, the detailed write-up of the five interviews we conducted with the key YMCA staff members (which can be found in Appendix A) would save a future developer a lot of time, and allow them to quickly come up to speed on the activities and programs at the Y@VT without having to schedule and conduct the same interviews that we did.

1.2. **Future Use Cases**

In addition to being shown in a movie theater, our promotional videos are designed to be used online on websites such as YouTube, Facebook, and Twitter to promote events and activities at the Y@VT. These promotional videos could also be used as commercials on the internet or on television. It would also be possible to use the audio from these videos as radio commercials in the future. The five presentations we have created are more comprehensive than the promotional videos and can be used in a variety of settings to educate the general public about what the Y@VT does.
2. Overview

This section is written from the perspective of February 9th, 2015.

2.1. Introduction
The YMCA at Virginia Tech has the opportunity to create a video advertisement to be aired at the Regal Cinema complex in Christiansburg, VA as an early portion of the previews. Using this project as a springboard, the YMCA at Virginia Tech will develop cross-functional multimedia to be strategically used online (social media, YouTube, website) and in person (group presentations and one-on-one meetings).

2.2. Purpose
The YMCA at Virginia Tech wants to use these advertisements as a way to change the perspective of people in the community about what the YMCA does. The YMCA’s goal is to shift the perception of its organization from a place to exercise towards volunteerism and community service, especially for campus YMCAs. The YMCA at Virginia Tech wants to lead the charge by showing other YMCAs and the general public that the organization is capable of much more than being an exercise center or Thrift Store.

2.3. Expected Impact
The expected impact of this project is to strengthen the YMCA at Virginia Tech’s community outreach programs while enhancing the YMCA’s presence in the community. Our aim is to create a strong connection between information on the YMCA’s website and the promotional video spots that will air at the Regal New River Valley Stadium 14 in Christiansburg, VA. After viewers see one of the promotional video spots in theaters or online, they should feel motivated to volunteer, donate, take classes, and participate in other ways at the YMCA.

2.4. Non-Goals
The set of five promotional videos are not meant to cover the full scope of what the YMCA does. These videos are meant to serve as a beginning to an ongoing advertising plan that promotes the YMCA at Virginia Tech. The goal of the social media plan is not to promote a set number of events or get a certain number of views/followers; instead we are creating an infrastructure that ensures the YMCA’s social media presence will continue to grow as the organization expands.
2.5. **Target Audiences**  
The following is a list of the target audiences for the promotional videos that will be shown at the Regal New River Valley Stadium 14 in Christiansburg, VA.

- Virginia Tech students - community/project volunteers and Thrift Shop customers
- Thrift Shop donors and customers
- Monetary contributors
- Gardening enthusiasts
- International program participants, especially wives and fiancées of international students
- Pottery enthusiasts
- Community members interested in exploring a hobby or skill as a potential instructor or class participant
- Virginia Tech faculty, staff, and administrators

2.6. **Roles of Project Team Members**  
Each project team member will be in charge of different parts of the project, as listed below.

- Ezra Richards: Videographer/Editor
- Sumeet Gyani: Social Media Coordinator/Presentation Creator/Graphic Designer

3. **Deliverables**

*This section is written from the perspective of February 9th, 2015.*

3.1. **Statement of Functionality**  
We are expected to create a suite of captivating, clean, professional-level advertisements to be shown at the Regal New River Valley Stadium 14 in Christiansburg. These ads, despite being only thirty seconds long, should convey a strong message. We are also expected to develop related multimedia marketing “collateral” pieces to be used online and in person, such as presentations and a social media calendar.
3.2. Intermediate Deliverables
The following is a list of deliverables expected by our client before the final project due date.

- Storyboards for the promotional videos
- Raw footage and audio from interviews of the YMCA staff members
- Raw footage and audio of the YMCA, Virginia Tech, or any other source that will be used in the promotional videos
- A rough edit of one of the promotional videos, including some video content, as well as introduction and branding concepts
- Growing and evolving social media timeline
- Outline of themes and topics for the videos and presentations

3.3. Final Deliverables
The following is a list of deliverables expected by our client at the time of the project due date.

- 5 thirty-second promotional videos
- 3-5 presentations (PowerPoint or Prezi) that have more content than the promotional videos and give a more complete picture of the YMCA at Virginia Tech
- Completed social media plan, including a running calendar for events, along with a plan for when and where to distribute content about YMCA activities (e.g. post pictures of Thrift Store sale on Twitter, make sure the sale is an event on Facebook, etc.)
- A spreadsheet with an inventory of all of the media content that we gathered over the course of the project. This could include descriptions of the content, location, and a way to highlight important content (especially for video).

4. Design
This section is written from the perspective of February 27th, 2015.

4.1. Overview of Design Process
As part of our design process, we met with five employees of the YMCA at Virginia Tech who the director, Ryan Martin, suggested. We interviewed each of these people, asking them to tell us about the area of the Y in which they work.
We then used those interviews to form themes and messages for the five promotional videos that we will be creating.

4.2. **The YMCA at Virginia Tech**

“Today the YMCA at Virginia Tech, an independent non-profit organization, is one of the most respected and progressive campus YMCA programs. A large part of this is due to the long-standing and mutually beneficial relationship that exists between the YMCA and Virginia Tech.

In the early years of Virginia Tech’s history, the YMCA performed almost all non-academic functions of the university, consistently working to improve and enrich the lives of Virginia Tech students. In fact, the YMCA published the first Student Handbook and held the first student orientation. This tradition continued from the late 1880s to the late 1950s.

The YMCA opened the doors to its first on-campus building in 1902 (now the Performing Arts Building), signaling the commencement of an era in which the YMCA served as the center of campus life. For most of the century, the YMCA has focused its energy on the religious, social, physical, and intellectual well-being of Virginia Tech students.

The 1970’s marked a radical change for the YMCA as the Student Union movement grew and Virginia Tech took over many of the programs the YMCA had launched. The YMCA responded by using its relationship with Virginia Tech to enhance and expand its service to the community. This community service continues today.

The key to the successful relationship between the YMCA and Virginia Tech has been the YMCA’s ability to adapt to the changing needs of Virginia Tech students and the surrounding community” (5).

4.3. **Open Items/Unresolved Issues**

The following is a list of issues that have yet to be resolved.

- Obtaining elementary school photo releases.
- Organizing a Senior Connections filming session.
- Contacting and filming the beekeeper at the Y community gardens.
4.4. **Role of Social Media Manager**

The role of the Social Media Manager is to maintain the event calendar and ensure events are posted an adequate amount of time before they occur. They must coordinate with YMCA staff members to ensure that content is being posted regularly on all appropriate VT YMCA social media outlets.

4.5. **Key Staff Members**

The following is a list of the key staff members at the YMCA at Virginia Tech.

- Director of Thrift Shop Operations and Sustainability Programs, Ron Ovelgoenner
- Coordinator for Y Community Gardens and International Programs, Jenny Schwanke
- Assistant Director of Student Programs, Frank Sullivan
- Office Manager, Carol McNeely
- Pottery Studio Director, Michael LaRoche

4.6. **Themes**

Based on our discussions with the above staff members, and the details we learned (included in Appendix A), we were able to put together five themes that we believe we will be able to use for our videos.

1. **The Y as a Center for Learning**

   Based on the OpenU courses that the Y at Virginia Tech offers, as well as the pottery studio that is such a huge part of what the Y does, it is easy to see that the Y is and can be a center for learning in the community. This video will focus on that theme, and will most likely include interviews with Carol and Michael, as well as shots of the pottery studio and other OpenU courses.

2. **The Y Providing Opportunities for Student Leadership**

   The Y Student Programs facilitated by Frank offer a huge opportunity for students to have real leadership experience. There is no safety net or overbearing supervision. Students are allowed to make choices on their

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1 Full Interviews in Appendix A
own and learn what it’s really like to be a leader. This video would include an interview with Frank, as well as shots of Y Student Programs such as elementary and middle school tutoring and visits to Warm Hearth.

3. **The Y Helping the International Community in Blacksburg**
The Y at Virginia Tech is in a unique position to help the international community that is associated with the university. The Y has created several international outreach programs, including Mornings (a gathering of wives and fiancées of international students), ESL classes, and the community gardens (which services many international families). This video would include an interview with Jenny, as well as shots of ESL classes, the gardens, and possibly Mornings.

4. **The Y Promoting Sustainability**
Recycling and sustainability are a huge part of what the Y does. From recycling unsaleable goods, batteries, metal, and other items from the Thrift Shop to the Community Gardens, helping the environment is a focus for the Y at Virginia Tech. This video would include an interview with Ron, and possible with Carol, and would probably include video of the gardens, as well as some of the recycling activities.

5. **The Y Helping the Community Give Back**
The Y provides opportunities for students and community members to serve and give back to their friends and neighbors. Whether this be through volunteering at the Thrift Shop, teaching an OpenU class, or sorting books, there are many opportunities at the Y. This video would include an interview with Ron, and possibly with Frank, and would also include shots from the Thrift Store and other volunteer programs.

4.7. **Storyboard for Promotional Videos**
(see Figure 6 below for a basic visual storyboard of the promotional videos)

- The first and second panel show parts of a basic opening bumper to indicate that the following promotional video is for the Y@VT. We are certain we will have a logo for the Y@VT, which is why we have included the first panel, however, the actual content of this bumper is not yet determined, indicated by the [TBD] in the second panel. This bumper will be consistent throughout the promotional videos with only minor tweaks,
depending on the theme of the video, to promote a consistent viewing experience.

- Panel three shows what will be the bulk of the 30-second video, which is the edited footage of events at the Y@VT that relate to one of the five themes we have selected for the promotional videos (Section 3.6). While this footage is playing, we will have music and narration by one or more of the Key Staff Members (Section 3.5).

- The final panel shows a basic closing bumper that also going to be consistent throughout the promotional videos, which provides a visual callback to the Y@VT along with contact info/social media outlets that have not yet been determined.
Figure 6. Basic Visual Storyboard of the Promotional Videos
5. Implementation

This section is written from the perspective of March 5th, 2015.

5.1. Purpose

The purpose of this plan is to describe how all the major tasks associated with this project are going to be implemented. This document will also include a Gantt chart that displays when these tasks will be completed along with which team member(s) will be responsible for each task. All of our major tasks facilitate in some way creating five thirty-second promotional videos, 3-5 presentations, an ongoing social media plan, and a spreadsheet with an inventory of all of the media content that we gathered over the course of the project.

5.2. Assumptions and Constraints

- **Schedule**
  We are expected to dedicate five hours a week to this project. Although we can work more than those five hours on occasion if required, this is the general amount of time we will have for this project. Due to the time period we are filming (03/02 - 03/27), we will not be able to get footage of certain events, such as Ytoss, and we may not get certain footage of outdoor activities (e.g. outdoor garden footage is dependent on weather).

- **Budget and Resources**
  We are using video and audio recording equipment owned by Ezra Richards and renting a three-piece lighting kit from the InnovationSpace at Virginia Tech. InnovationSpace only allows each student to loan equipment for a total of 7 days every 30 days, so we cannot use the lightning kit for more than 14 days total.

- **Constraints and Assumptions for Film Content**
  We are assuming the teachers we are working with, such as the teachers at Margaret Beeks Elementary, will hand out photo releases to their students and get them back signed in a timely manner, otherwise we will have to adjust our filming schedule and possibly change what we choose to film. We must also recognize that there are people who cannot be filmed at all, regardless of whether we use the footage or not, due to their religion. Finally, we must make sure we work within the guidelines of YMCA’s branding policies.
5.3. **Major Tasks**

The following is a list of the major tasks that need to be completed for our project to be finished.

- **Create storyboards for promotional videos**
  1. **What will the task accomplish?**
     - The storyboards will help guide our interviews and filming locations
  2. **Resources required to accomplish the task:**
     - Major themes of the promotional videos (See Section 3.6)
     - Key staff member profiles (See Appendix A)

- **Create social media plan**
  1. **What will the task accomplish?**
     - Guide how the Y@VT distributes information about their classes and events on social media sites
  2. **Resources required to accomplish the task:**
     - Guideline for social media calendar updates
     - Guideline for which social media outlets are most appropriate for posting information about different events

- **Record an interview for every key staff member**
  1. **What will the task accomplish?**
     - Give us footage to use in the promotional videos and presentations
  2. **Resources required to accomplish the task:**
     - A thirty-minute appointment with each staff member
     - Interview questions (See Appendix C)
     - Filming and lighting equipment (see Figure 7 below for interview camera and lighting setup)
Shooting footage to be used in the thirty second promos

1. What will the task accomplish?
   ○ Give us footage to use in promotional videos and presentations

2. Resources required to accomplish the task:
   ○ Signed photo release from everyone recognizable in footage (See Appendix D for photo release form being used)
   ○ Filming and lighting equipment
   ○ Permission to film at various locations, such as: the gardens, thrift store, elementary school, etc.

Create graphic designs

1. What will the task accomplish?
   ○ Provide visuals for promotional videos and presentations.

2. Resources required to accomplish the task:
   ○ Photoshop/Illustrator
   ○ YMCA brand resources

Editing and revising

1. What will the task accomplish?
Create five thirty second promotional videos that can be shown a Regal Cinema complex

2. Resources required to accomplish the task:
   ○ Textual storyboards for guidance (See Appendix B for finished storyboards)
   ○ Footage from interviews and locations
   ○ Graphic designs
   ○ Feedback from screening tests
   ○ Final Cut Pro X (editing software)

- Screenings with test audiences.
  1. What will the task accomplish?
     ○ Inform what changes need to be made to promotional videos
  2. Resources required to accomplish the task:
     ○ Test audience
     ○ Promotional videos

- Create presentations.
  1. What will the task accomplish?
     ○ Expand on promotional videos and provide a more informative representation of the Y@VT in either prezzi or powerpoint format
  2. Resources required to accomplish the task:
     ○ Mr. Martin’s requirements for the content, length, and format of the presentations
     ○ Graphic designs
     ○ Major themes
     ○ Footage of interviews and locations

- Mastering and delivery.
  1. What will the task accomplish?
     ○ We will render out the promotional videos in a format that will play in the Regal Cinema complex. Then we will store the videos on whatever device the theater prefers (e.g. flash drive) and then physically deliver the product to the movie theater, ensuring that it will play before leaving.
  2. Resources required to accomplish the task:
     ○ Final promotional videos
Final check of social media plan
  1. What will the task accomplish?
     ○ Ensure social media plan is functional
  2. Resources required to accomplish the task:
     ○ Access to all Y@VT social media websites

5.4. Implementation Schedule
See Figure 8. Gantt chart (2) on next page for timeline of major tasks as well as the person(s) responsible for each task.

5.5. Components Used
The following is a list of the hardware and software we will be using to complete this project:

- Incandescent light fixture (x2)
- Fluorescent light fixture
- Lighting Tripod (x3)
- JVC GZ-HD10US (camera)
- Samsung HMX-W200 (camera)
- GoPro HERO (camera)
- Audio-Technica ATR-6550 (microphone)
- Audio-Technica ATR-3350 (microphone)
- Ravelli AVT Professional Tripod
- Final Cut Pro X (editing software)
- YMCA Brand Resources (both members have been approved and have access to resources at https://yexchange.org)
Figure 8. Gantt Chart
6. Prototyping

This section is written from the perspective of March 27th, 2015.

6.1. Demo Video

1. Overview

Before Spring Break began, we delivered a “rough cut” demo video to our client based on the theme of “The Y Providing Opportunities for Student Leadership.”

For this video, we filmed an interview with Frank Sullivan, Assistant Director of Student Programs at the Y, but we did not have the opportunity to film any of the actual student programs, as Spring Break was beginning and a lot of students were leaving Blacksburg. For the time being, we used placeholder footage of Squires Student Center, which will eventually be replaced by footage of students leading and volunteering with the Y student programs.

2. Feedback from Client

On March the 18th, we met with our client, Mr. Ryan Martin, to discuss the rough cut demo video, as well as the direction of our project in general. Although Mr. Martin was pleased with the direction of the project as a whole, he did have a few concerns. His biggest concern was that the videos would be too “siloed” and that each of our videos would focus too much on a single area of the Y. He suggested we try to weave a common thread throughout all our videos, highlighting the fact that the Y is making a difference and helping the community in many different ways.

He also suggested we focus more on the “why” instead of the “what.” Instead of focusing on what the Y does, he wanted us to convey more about why the services that the Y offers are important to the community. If the Y wasn’t in the Blacksburg community, what would be missing and how would the community change? We talked about how this concept applied to a few of the videos themes that we have planned.
For our video about the international community, Mr. Martin reiterated how important the International Women’s Mornings are for providing a safe community for international wives and fiancées. There are other programs and classes for international adults, but the Y is unique in the fact that it is solely about a community. The Y provides a place where women can learn things like the meaning of the question “Paper or plastic?” That type of discussion might not happen in an English as a Second Language class hosted by the International Center at Virginia Tech or a different organization.

For our video about student leadership, Mr. Martin explained that, although the Y student programs do benefit the students volunteering by giving them good leadership opportunities, they also greatly benefit the community. The tutoring programs at the local schools provide kids with a healthy snack and homework help, along with a mentoring relationship with a college student. The Senior Connections program allows students and adults from different generations to connect and share their knowledge.

There were similar things to be said about the sustainability theme. The Thrift Shop serves as a massive recycling center in the New River Valley, and keeps literal tons of textiles, metal, and batteries from entering the waste stream. However, the Y Community Gardens are also an important part of the Y’s sustainability efforts. Not only do the gardens offer the community the chance to learn sustainable agriculture, but they also gives back to the community by donating excess fruits and vegetables to local food pantries.

As far as the demo video itself, Mr. Martin suggested we use less actual interview footage, and more video of the interviewees interacting with community members or shots of the programs they were speaking about. He suggested we use more elements of multimedia such as titles, and use just the audio from the interviews. He also made the suggestion that we could record narration or voice over separately, using a prepared script, if necessary.
After discussing these points, our team relayed to Mr. Martin our concern about the amount of time some of these changes would take. We are supposed to be dedicating around five hours a week to this project, and implementing each of these suggestions would be a lot of work. At that point, we had also already shot quite a bit of footage, and to go back and reshoot would be impractical at best.

Mr. Martin conceded that he did not expect all of these changes to be made, but asked that we focus on challenging our assumptions about what people already know about the Y at Virginia Tech and endeavoring to show why it is so important to the community of Blacksburg. We should plainly state our assumptions about the Y in order to lead people to think about why the services the Y offers are important. We have made a few changes to our textual storyboards (Appendix B) in attempts to reflect some of what Mr. Martin suggested, but the majority of the emphasis will be reflected in the editing process.

6.2. **List of Footage Obtained**

The following is a list of the footage we have already captured:

- Interview with Ron Ovelgoenner, Director of Thrift Shop Operations and Sustainability Programs.
- Interview with Jenny Schwanke, Coordinator for Y Community Gardens and International Programs.
- Interview with Frank Sullivan, Assistant Director of Student Programs.
- Interview with Carol McNeely, Office Manager at the Y.
- Interview with Michael LaRoche, Pottery Studio Director.
- Footage of volunteers working the loading dock at the Thrift Shop.
- Footage of cadets and a service sorority at the Gardens.
- Footage of Margaret Beeks Academic Mentoring.
- Footage of “French for Preschoolers.”
- Footage of pottery studio activity.
- Footage of the Thrift Shop merchandise floor.
- Footage of the International Women’s Mornings.
6.3. **Footage Still Planned**

The following is a list of the footage we still need to capture:

- Footage of the Y’s Senior Connections Program.
- Footage of a service sorority working at the Thrift Shop.
- Footage of the beekeeping program at the Y Community Gardens.

7. **Refinement Report (#1)**

*This section is written from the perspective of April 8th, 2015.*

7.1. **Overview of Refinement (#1) Process**

As we continue moving forward with our project, we spent time over the past week and a half wrapping up a few loose ends in regards to filming (in the Thrift Shop and at Warm Hearth Village) as well as consolidating and logging all of the footage that we collected during our filming block. In addition to this, Sumeet has been continuing his work on the social media calendar and the presentations about the Y while Ezra edited together another demo video which we hope will be much closer to a final state than the previous rough cut.

7.2. **“Learning” Demo Video**

This demo video covers the theme “The Y as a Center for Learning” and mostly focuses on the OpenUniversity courses offered by the Y at Virginia Tech.

For this video, we used audio captured during our interview with Carol McNeely, office manager at the Y, as well as footage of Michael LaRoche (the pottery studio coordinator) working in the pottery studio and clips from the “French for Preschoolers” OpenU class taught by Pamela Ferey-Spence.

In this video, we made sure to emphasize how these classes benefit both the instructors and the students taking the class and how some of the OpenU offerings are particularly unique in the New River Valley. In particular, we emphasized the fact that the Y at Virginia Tech is willing and able to offer classes that other institutions may not want to, due to a perceived lack of interest.

The video finishes with the confident assertion that there is “something for everyone at OpenUniversity.”
7.3. **Clip Logging**

In order to organize all of the footage we’ve captured over the past several weeks, we created an inventory spreadsheet which lists each video clip and its corresponding length along with a short description. Additionally, Sumeet has reviewed all of the footage that we shot and recorded interesting segments that we could potentially use in our final promotional videos. He detailed the start and end timecode of each segment along with a description of the segment and a determination of which theme and possible secondary theme into which the clip might fit.

This clip logging file will be named “Promotional Video Clip Log.xlsx” and will be located in the containing folder. There will also be a copy of “Promotional Video Clip Log.xlsx” in the folder that contains all the footage we have taken, which will be delivered physically on a flash drive on 4/13/15.

It is important to note that the "Promotional Video Clip Log.xlsx" included in this folder is the one our project group is using internally. It contains helpful timestamps and descriptions for editing that will not be in the final version of the clip log that we will give to the YMCA at VT. We plan to rewrite the descriptions to be more precise and professional and we are going to resolve all of the comments for the final version.

7.4. **Presentations**

We are creating presentations along with our promotional videos that serve as a more comprehensive overview of the different themes of the Y@VT. We have made a first draft of a presentation on “The Y as a Center for Learning” and are awaiting feedback from Mr. Martin before continuing with the rest of the presentations.

This presentation file will be named “The Y as a Center for Learning.pptx” and will be located in the containing folder.


*This section is written from the perspective of April 15th, 2015.

8.1. **Overview of Refinement (#2) Process**

Over the past week, we continued to make progress on our project. We delivered the “The Y as a Center for Learning” demo video to various Y employees for
feedback and continued the effort of logging the footage we had captured. We filmed a beekeeper at the Y Community Gardens and worked on selecting music and creating graphics for our videos while we waited on feedback for our last demo video. We are awaiting feedback on the presentation included in the previous refinement report before creating more, and we are also waiting on a list of major events at the Y from which to structure a social media calendar.

8.2. **“The Y as a Center for Learning” Demo Video Feedback**

After completing the “The Y as a Center for Learning” demo video (which is included in Refinement Report #1) we sent it to Mr. Ryan Martin, our client, for feedback. We received the following response from him.

> “I think this looks very good. It is a substantial improvement over the first rough cut that you provided me a few weeks ago. I'm anxious to see how it looks with the intro / outro.

> I'd like to ask that you share this with Carol and Michael, too, to get their feedback on it. Good work!”

We then shared our completed video with both Carol McNeely (the office manager at the Y) and Michael LaRoche (the pottery studio director), as Mr. Martin requested, and received the following feedback from Carol.

> "I think this video looks great. The editing is seamless and in a very short window of time you conveyed the high points that I wanted to hit. The footage you chose to illustrate the voice-over was right on point. From my point of view, you did a great job of quickly getting across what I find most compelling about Open U. I'm impressed; I think it's a very polished video, and I believe it would pique most viewers' interest in looking further into our course offerings. I look forward to seeing what you do with the rest of the topics!"

Overall, it seems that everyone is pleased with the current direction of the promotional videos, and once we replace the graphics included in this demo video, it should become our first fully completed promotional video.
8.3. **Additional Filming and Clip Logging**

This week, we had the unique opportunity to film beekeeper Mr. Richard Reid working with the beehives at the Hale YMCA Community Gardens. We believe this footage will fit very well into our video theme of “The Y Promoting Sustainability.”

We have also spent time logging this footage, along with the footage of the Senior Connections program at Warm Hearth Village that was missed in our initial logging.

8.4. **Background Music Selection**

In regards to background music for our promotional videos, both Dr. Fox and Mr. Martin suggested that we reach out to Mr. Randy Stith, Director of Visual & Broadcast Communications at Virginia Tech, to see what resources he could provide to us. We received the following response from him after sending an email inquiry.

> “I do pay a licensing fee to GMP for use of music on legitimate Virginia Tech projects and your project would qualify. Here is how to access it online: https://www.gmpmusic.com/login/”

We then began searching through this site to identify clips that would possibly fit the themes and mood of our videos. We came up with the following list.

- “New Day At The Office” 3 Broadcast edit
- “Holding Our Heads Up High” 23 Broadcast edit
- “Bold New Beginnings” 2 Broadcast edit
- “Road Of Progress” 10 Broadcast edit
- “Take To The Air” 2 Broadcast edit
- “Kids On A Plane” 20 Broadcast edit: alt mix
- “Feeling Lighter Than Air” 35 Broadcast edit: alt mix
- “Sunshine On My Wings” 51 Broadcast edit
- “Together Is Better” 10 Broadcast edit: alt mix 1
- “Accomplishment” 11 Broadcast edit: theme
- “Accomplishment” 11 Broadcast edit: alt mix #1
- “Accomplishment” 11 Broadcast edit: alt mix #4
- “Glorious Expectations” 6 Broadcast edit
8.5. **Graphics**

Near the beginning of our project, Mr. Martin gave our team access to the Y’s Brand Resource Center. This website consists of various Y brand media assets as well as the Y’s branding standards. Using these resources, we have created the following graphics for our videos. After showing these graphics to our client and receiving feedback we will proceed to make graphics for the other themes we are covering.

Figure 9. Sustainability Promo Introduction Image with White Font on Background Image of Hand and Plant
Figure 10. Sustainability Promo Introduction Image with Green Font and Image of Greenhouse on White Background

Figure 11. Sustainability Promo Introduction Image with Green Font on Background Image of Greenhouse
Figure 12. Sustainability Promo Introduction Image with White Font on Background Image of Greenhouse

Figure 13. Sustainability Promo Introduction Image with Green Font (Left Side) on Background Image of Glove
Figure 14. Sustainability Promo Introduction Image with Green Font (Right Side) on Background Image of Glove

Figure 15. Sustainability Promo Introduction Image with White Font (Right Side) on Background Image of Glove
9. Testing

9.1. Overview of the Testing Process
Since the last report, we finished up editing on two more of the promotional videos and sent them to Mr. Martin and other Y employees for feedback. The first video is almost completely done, but the second one still lacks introduction and closing graphics. Sumeet continued to work on the graphics, as well as the presentations, and the social media calendar. This leaves us with only two videos left to be completed: “The Y Helping the Community Give Back” and a reworking of “The Y Providing Opportunities for Student Leadership.”

9.2. Finished Videos
This week we completed two more of our video advertisements for the Y. These are intended to serve as a clearer representation of the final product.

"The Y Assisting the International Community"
This video covers the international programs offered by the Y at Virginia Tech, and mostly focuses on the International Women’s Mornings program. This is a weekly gathering to bring international and American women together for friendship, information, education, support, and service.
In this video, we emphasized the uniqueness of the Mornings program in the New River Valley in that it is particularly unstructured, and is a safe place to talk about anything related to moving to a new area. We also highlighted the fact that, since the Y has been running this program for so long, it knows the needs of the international community very well.

We received this feedback from Jenny Schwanke, International Programs Coordinator, on the video: “You have done some very smooth editing. I'm impressed!”

"The Y Promoting Sustainability"
This video covers a few of the many sustainability initiatives that the Y at Virginia Tech participates in. In particular it focuses on the recycling efforts at the Y Thrift Shop and the “Neighborhood Harvest” gleaning program at the Hale YMCA Community Gardens.

In this video, we emphasized the large amount of textiles, metal, and cardboard that the Y helps the community to recycle each year. We also highlighted the amount of food donated to area food pantries by the “Neighborhood Harvest” program. Overall, we drove home the point that the Y helps keeps these things from going to waste.

We received the following feedback from Mr. Ron Ovelgoenner, Director of Thrift Shop Operations, on this video: “The quality and editing of the audio is good in my humble opinion.”

9.3. Finished Graphics
This week, we finished creating the introduction and closing graphics for our videos, based on the feedback given by Mr. Martin.
Figure 17. “Center for Learning” Introduction Graphic

Figure 18. “Helping the Community Give Back” Introduction Graphic
Figure 19. “Helping the International Community in Blacksburg” Introduction Graphic

Figure 20. “Promoting Sustainability” Introduction Graphic
Figure 21. “Providing Opportunities for Student Leadership” Introduction Graphic

Figure 22. Promotional Videos Closing Graphic
9.4. Social Media Calendar

Based on a list sent to us by Carol McNeely, Office Manager at the Y, we created a social media calendar of events for the Y at Virginia Tech. The events and dates are stored in a Microsoft Excel document. The Excel document has a link to a Microsoft Word document that describes the guidelines for event creation and event advertising. The linked guidelines are Section 2 of the User’s Manual.

![Screenshot of Social Media Calendar]

Figure 23. Screenshot of Social Media Calendar
Lessons Learned
1. Timeline

1.1. Schedule

**Week 1: 02/02 - 02/20 (Getting to know the Y@VT)**
- Meet all relevant staff members and record interviews.
- Volunteer for various programs and record the experience.

**Week 2: 02/23 - 02/27 (Planning promotional videos)**
- Create storyboards for promotional videos.
- Come up with themes and messages for the full suite of videos.
- Create guideline for social media calendar updates.
- Determine which social media outlets are most appropriate for posting information about different events.

**Week 3: 03/02 - 03/27 (Filming)**
- Shooting footage to be used in the thirty-second spots. (Keep in mind that we will have one week off for Spring Break.)
- Create graphic designs and slides to be used in the presentations.

**Week 4: 03/30 - 04/17 (Editing)**
- Editing and revising.
- Screenings with test audiences.
- Create presentations.

**Week 5: 04/20 - 04/24 (Finalizing)**
- Mastering and delivery.
- Ensure social media plan is functional.

1.2. Office Hours

Additionally, we will have an office hour at the YMCA at Virginia Tech from 11:30 AM - 12:30 PM every Monday.
2. Problems

2.1. **Time Constraints**
Due to the time constraints of our project we were unable to get all the footage we wanted. Ideally, we would have gathered much more footage than we needed and then have chosen what works best for the promotional videos during the editing phase. Instead we had to plan what we filmed very carefully, since we knew everything we captured would likely be used in the final product.

There were also some events and locations we simply could not record at all because of the schedule of the project. There are key YMCA at Virginia Tech events, such as YToss, and the Book and Crafts Fairs, which we were unable to record, because they normally take place outside of our scheduled filming time. We also could not fully showcase the beauty of the Y Community Gardens because we were recording at the end of winter when no plants were growing.

2.2. **Scheduling**
Working around the schedules of the key Y@VT key staff members, as well as our own schedules, proved to be difficult. It took a long time to schedule interviews with all of the key staff members, and each time we had an interview we also needed to coordinate with InnovationSpace to rent out the lighting equipment. The scheduling was made even harder because our project team consists of two full-time students with busy class schedules. This meant that sometimes neither of us were available to record an event or interview at the time suggested by the Y staff members. Additionally, this project was not necessarily the highest priority of the people with whom we were trying to meet, so there were often times they would not respond to our emails and we had to continue to email or call people to ensure that we could meet filming deadlines. This added additional stress to the project.

2.3. **Photo Releases**
Logistically, the biggest problem was collecting photo releases from everyone who appeared in our event footage. The difficulty in obtaining photo releases from everyone, along with the risk of having footage that would be rendered unusable if any person was missed or unwilling to sign a photo release, led us to film closer shots and in more controlled environments. Another significant problem with photo releases is the requirement of a parent or guardian's signature
in the event that the subject is younger than eighteen. An example of this was the tutoring session at Margaret Beeks Elementary; while promised the photo releases soon after the recording session, we did not receive them until a few days prior to the final submission of all deliverables, so it seemed like there was a very high chance that one of our promotional videos would be unusable.

2.4. **Lighting**
We chose to rent out lighting equipment from InnovationSpace in order to cut down costs, since we had no budget for this project. The process of renting out the lighting equipment added time to the already complicated filming schedule we had to maintain. Additionally, it takes a long time to set up the lighting and after the interviews were finished we had to wait for the lights to cool down before they were safe to handle and pack up. This meant that around an hour was added to the time of every interview, including setup and teardown, along with time required to rent and return the lights to InnovationSpace.

3. **Solutions**

3.1. **Time Constraints Solutions**
When shooting under a tight time schedule, it’s important to have a clear idea of what footage will be used in the final product. In our final product, we didn’t use any of the interview footage, instead we only used the audio of the interviews over footage of other events. This means all the time setting up lighting and filming the interviews was wasted and we could have spent this time filming other events.

Our client, Mr. Martin, suggested that when working with a tight schedule, getting people to read scripts instead of relying on natural responses is a possible alternative. We agree that this idea makes sense and our final product would have came out better if we chose what the interviewees were going to say and spent more time getting event footage.

3.2. **Scheduling Solutions**
There is no simple solution to working around many busy schedules at once. We believe the biggest improvement that can be made is to spend a large amount of
time up front planning things out carefully to save time later. If we had spent time thinking through all of our options, we would have most likely decided not to film the interviews and use scripts, which would have saved us over five hours later on. As for contacting people with busy schedules, we have learned that a phone call is often necessary to get a response from people who have busy schedules, since they often forget to respond to emails that are not a high priority for them.

3.3. Photo Release Solutions

The best solution when it comes to photo releases is to send releases ahead of time when possible. It is also helpful to delegate the work to the person who can do it the most efficiently. For example, if we want the photo releases for kids in a specific elementary school class, we should send the photo releases out to the teacher of that class as early as possible, and rely on them to collect the releases from the student’s parents.

The other solution is to focus on filming controlled environments, such that no one can accidentally enter the frame. This also means focusing on closer shots that lower or eliminate the chance of people being identifiable in the background.

3.4. Lighting solutions

Ideally, we would like to have a budget that permits us to buy some lighting equipment, but we understand this is often not a reasonable expectation. The solution presented in Time Constraints Solutions (Section 3.1) about scripted, audio-only interviews eliminates the problem of lighting.

We also want to try to get as much of the footage outdoors when it is bright, because this allows the use of natural lighting and lets us avoid having to rely on lighting setups. This should not be overused however, since controlled lighting can be a powerful tool under a good director.
4. Future Work

4.1. Overview
We have set up this project from the start in a way that facilitates future expansion of advertising for the Y@VT. The promotional videos we created are intended to be the first in a long line of videos that will continue to promote the Y@VT. The social media plan has also been built to be used in the future by all relevant staff members to ensure that the Y@VT has a strong social media presence.

4.2. Future Promotional Videos
The structure of the promotional videos allows the Y@VT to create new videos and swap them in and out at the Regal Cinema complex in Christiansburg, VA. The introduction and closing Illustrator files provided will allow the Y@VT to create a consistent look and feel to all of their promotional videos. We have also given our client all the footage we captured, which includes over 180 clips. Along with these clips, we have provided a video clip log that describes each clip, making it easy for the person accessing the footage to find what they want. We have also included audio files for every interview that we have done, as well as the bumpers we used for our promotional videos. We hope that this will help whoever takes on the task of creating more promotional videos in the future.

4.3. Ongoing Social Media Plan
The Social Media Calendar should allow Y@VT staff members the ability to add upcoming events to a centralized location that all other staff members can access. It also has built-in functionality to generate a suggested date to start Social Media advertising for the event based on the date of the event. This calendar also has a link to the guidelines for creating and advertising events, which is, in essence, the User’s Manual seen above. We hope that staff members will follow these guidelines and suggested advertising dates, which will allow the Y@VT’s social media presence to grow and improve into the foreseeable future.
Acknowledgements

We would like to give a special thanks to the following individuals who helped to make our project possible.

**Advising Professor:** Edward A. Fox (fox@vt.edu)

**YMCA at Virginia Tech Executive Director:** Ryan Martin (ryan.martin@vtymca.org)

**Director of Thrift Shop Operations:** Ron Ovelgoenner

**Y Community Gardens and International Programs Coordinator:** Jenny Schwanke

**Assistant Director of Y Student Programs:** Frank Sullivan

**Y Office Manager:** Carol McNeely

**Pottery Studio Director:** Michael LaRoche

**New River Valley Beekeepers Association President:** Richard Reid

**“French for Preschoolers” Teacher:** Pamela Ferey-Spence

**“Senior Connections” Volunteer:** Audrey Semel
References


   <http://www.vertex42.com/ExcelTemplates/excel-gantt-chart.html>


Appendix A

1. Director of Thrift Shop Operations and Sustainability Programs, Ron Ovelgoenner

The thrift shop has been around for almost twenty five years, eight of which have been in the current building. The Y at Virginia Tech is “of the valley and for the valley,” and the thrift shop is your “friendly, neighborhood thrift shop.” The Y differs from Goodwill in that 100% of the profits from the store stay right here in Blacksburg and Montgomery County. None of the funds leave the area. It all stays in the community, and is poured into programs that benefit and help community members. The thrift shop is the primary funding arm for the Y@VT and can’t be separated from the Y as a whole.

The Thrift Shop runs a huge recycling/sustainability effort - in partnerships and independently. They work with various organizations such as MRSWA (Montgomery Regional Solid Waste Authority), Sustainable Blacksburg (which recycles batteries), the Town of Blacksburg, and a recycler in North Carolina through which they recycle 90 tons of textiles (clothes, etc.) and 20 tons of scrap metal a year.

The Y is also the largest reseller of used books in SWVA. The Y has an annual book fair which is a major fundraiser. This event is also used to drive sales volume at the Thrift Shop throughout the rest of the year. Books are collected all year round, and valuable or interesting ones are sorted out by professional volunteers (called “Bookends”). The sale has become an annual event in our area, and the Y recently added an introductory night that people can attend for a fee. Books are bought by families, schools, and collectors.

The Thrift Shop is also a hub for community service and a place for students to volunteer. “The Thrift Shop is not just about sustainability or being a money maker, we’re helping you (students), helping the community (clients), and helping the Y with outreach programs.”

2. Coordinator for Y Community Gardens and International Programs, Jenny Schwanke

The Y Community Gardens have existed for many years (at least since 1977) in several different locations. The current 15 acre site (which includes a modern greenhouse) was opened in 2009. It includes 72 individually rented plots, roughly 50% of which are rented to international families. Several thousand hours of community service have been poured into the gardens. The gardens host Open U classes, sustainability education, potlucks, and much more. The Y also “takes the show on the road” giving gardening talks in the community.
The Y also coordinates with Virginia Tech and others to share the gardens with the community. Visitors to the gardens include summer camps, school field trips, and Master Gardeners. The gardens also service the Civic Agriculture program at Virginia Tech, many international women, and serve as a location for Agriculture students at Virginia Tech to complete their capstone projects (such as a stove, kiosks, and compost bins). The gardens give back to the community through a gleaning program and donations to the interfaith food pantry.

The international programs at the Y are very important. Tuesday mornings, the Y hosts a program called “Mornings” specifically targeted towards wives and fiancees of international students at Virginia Tech who cannot work, since they’re here on a student visa. This women’s program is unique in the New River Valley. Mornings offers opportunities for broad categories of women of all ages to talk, interact, and learn from each other.

3. Assistant Director of Student Programs, Frank Sullivan

The Y@VT is a catalyst for many different student volunteer programs. There are after school programs and tutoring at two local elementary schools and the middle school. The Senior Connections program at Warm Hearth nursing home connects students and elderly residents in order to “build relationships for mutual benefit.” YToss is a recycling program for student furniture - a type of “dump and run” sustainability initiative. This effort is led by students, but also involves community volunteers in a huge way. The furniture is resold in McComas Hall, mostly to international students, and last year generated $12,000 worth of revenue. Healthy Kids Day (which is a national YMCA initiative) is essentially a big field day which also emphasizes healthy living in other aspects of life through health provider booths. This year, for the first time, a campus-wide laser tag tournament is being organized. It will cost $50 per team, and will function both as a fundraiser, and as a way to get the word out about the Y.

The Y is attempting to connect with academic departments at Virginia Tech and connect students to the Y on North Main, bridging the gap between campus and the community. One unique thing about the Y student programs is that they provide real leadership opportunities for students. Students aren’t micromanaged, and almost all of the previous mentioned programs are run by student volunteers. Oftentimes, students do a better job running programs than people might expect because of their enthusiasm, energy, and fresh ideas.

4. Office Manager, Carol McNeely

Most people don’t realize the huge sustainability efforts that the Y is involved in. This is a theme in many areas of the Y from recycling, to the gardens, to linen repurposing by the truckload.
The Y provides important leadership opportunities to Virginia Tech students (through things like “Senior Connections”) and connects students to the community. We ARE the Y at Virginia Tech. We are deeply connected to Virginia Tech and its students - we’re not just located in Blacksburg.

Financially, all of the donations stay in the area, and the Y runs with little overhead. The biggest expense is the building, and it is used by the community all of the time, from OpenU classes, to the pottery studio, to the International Women’s Program.

International programs at the Y are really big. There are OpenU courses on English as a Second Language (focused on writing and conversation), Spanish, and French for Preschoolers. Other OpenU classes are really popular, such as yoga, Tai Chi, and pottery classes.

The craft fair (which is held each November) has been running for a couple of decades. Seventy-five to eighty vendors from around the mid-Atlantic show up. The student help at this fair makes it stand apart from other similar fairs.

5. **Pottery Studio Director, Michael LaRoche**

The pottery studio was opened in 2008, and was originally located in Squires Student Center at Virginia Tech. In 2011, Corning donated somewhere around $30,000 and the studio was opened at the Y on North Main where it is located today. At that point, Michael began to take on responsibility for managing the studio and teaching classes.

The studio has two electric kilns and twelve wheels for throwing, as well as an area for glazing. The studio teaches the whole process of pottery making, excluding making the clay itself. There are classes in wheel throwing, as well as hand building. One focus the studio has is reusing clay. Students are encouraged to “push the clay until it breaks” and then are taught how to reclaim it. There are two six week classes taught consecutively - one for beginners and the second for intermediate skill level. Students are encouraged to take both classes sequentially.

There are hopes to start a “Clay Club” within Y Student Programs and there are several people in the planning stages of that effort. There is also an emphasis on making the studio a venue for learning new things, teaching people to appreciate art, and passing on a somewhat forgotten skill. The goal is to transition the studio into being something more than a studio, and reach a broader audience through student projects and working with kids.
Appendix B

The Y as a Center for Learning
This video will most likely include interviews with Carol and Michael, as well as shots of the pottery studio and other OpenU courses.
Opening Bumper
● Y logo
● Carol “We have many OpenU courses that have been around for a long time and are extremely popular with community members.”
● Shots of various OpenU courses.
● Carol “Some of our most popular courses are the ones taught in the pottery studio.”
● Transition to pottery studio and Michael’s interview.
● Michael: “The studio teaches the whole process of pottery making, excluding making the clay itself. There are classes in wheel throwing, as well as hand building.”
● Shots of the pottery studio, equipment, and people working.
● Michael: “The studio provides a creative outlet for community members, including Virginia Tech students who may not have access to a studio unless they’re taking an art class.”
● Shots of both forms of clay modeling.
● Michael: “Ultimately, the studio is a venue for people to learn something new and hopefully pick up a new skill.”
● Carol: “OpenU courses as a whole are all about promoting lifelong learning for our community.”
Closing Bumper

The Y Providing Opportunities for Student Leadership
This video would include an interview with Frank, as well as shots of Y Student Programs such as elementary and middle school tutoring and visits to Warm Hearth.
Opening Bumper
● Y logo
● Frank: “One unique thing about the Y student programs is that they provide real leadership opportunities for students.”
● Frank: “The Senior Connections program at Warm Hearth nursing home connects students and elderly residents in order to ‘build relationships for mutual benefit.’”
● Shots of Warm Hearth and students interacting with senior citizens.
● Frank: “The tutoring programs in the local schools are another important way in which the Y student programs helps the Blacksburg community.”
● Shots of tutoring programs with elementary school kids.
• Frank: “Students aren’t micromanaged, and oftentimes students do a better job running programs than people might expect because of their enthusiasm, energy, and fresh ideas.”
Closing Bumper

The Y Helping the International Community in Blacksburg
This video would include an interview with Jenny, as well as shots of ESL classes, the gardens, and possibly Mornings.
Opening Bumper
• Y logo
• Jenny: “Tuesday mornings, the Y hosts a program called ‘Mornings’ specifically targeted towards wives and fiancées of international students at Virginia Tech who cannot work, since they’re here on a student visa.”
• Shots of Mornings, or international women in the gardens (photographs).
• Jenny: “Mornings offers opportunities for broad categories of women of all ages to talk, interact, and learn from each other.”
• More shots of Mornings, or the gardens.
• Jenny: “These programs have been around for years, and thus the Y has a strong history with the international community.”
• Shots of ESL classes.
• Jenny: “These programs are unique in the New River Valley because they provide a real community for international women to help them in their transition.”
Closing Bumper

The Y Promoting Sustainability
This video would include an interview with Ron, and possible with Carol, and would probably include video of the gardens, as well as some of the recycling activities.
Opening Bumper
• Y logo
• Ron: “The Thrift Shop runs a huge recycling/sustainability effort - in partnerships and independently”
• Shot of the wind turbines.
• Ron: “The Y helps recycle 90 tons of clothes, X tons of batteries, and 20 tons of scrap metal per year, keeping it out of the local waste stream.”
• Shots of employees sorting/loading clothes in one of the later steps to be shipped off.
• Jenny: “The gardens promote sustainability as well through our gleaning program, which gives excess food back to the community.”
• Shots of gardens.
• Ron: “The Y is also the largest reseller of used books in SWVA, and this contributes to sustainability.”
Shots of the books currently in the Thrift Shop.
Carol: “Most people don’t realize the many sustainability efforts that the Y is involved in, and how much the benefit the community.”

Closing Bumper

**The Y Helping the Community Give Back**

This video would include an interview with Ron, and possibly with Frank, and would also include shots from the Thrift Shop and other volunteer programs.

Opening Bumper
- Y logo
- Ron: “The Y at Virginia Tech is of the community and for the community.”
- Shots of the outside of the Y.
- Ron: “The Y helps students by allowing them to earn volunteer hours.”
- Shots of student volunteers working in the Thrift Shop.
- Ron: “The Y helps community members by allowing them to donate lightly used goods to the Thrift Shop that they no longer need.”
- Shots of a truck in the back, unloading donations.
- Ron: “The Y helps the community by selling lightly used items at a good price.”
- Shots of people shopping in the Thrift Shop.
- Ron: “The thing that makes the Thrift Shop unique is that 100% of the profits from the store stay right here in Blacksburg and the New River Valley. We are your friendly neighborhood Thrift Shop.”

Closing Bumper
Appendix C

Director of Thrift Shop Operations and Sustainability Programs, Ron Ovelgoenner

- Please tell us your name, along with your title at the YMCA.
- What makes this Thrift Shop unique?
- Where do the proceeds go?
- Why is the YMCA so important to you?
- Why is the YMCA so important to the community?
- How does the Y help VT students?
- How does the Y help people who want to donate?
- How does the Y help people who are shopping at the Thrift Shop?
- How does the Y help the community in other ways?
- Can you explain the “full circle” concept related to the lifecycle of the Y?
- What are some of the organizations that you work with in your recycling efforts?
- How does the recycling program work?
- How many batteries do you recycle each year?
- How many tons of clothes do you recycle each year?
- How many tons of scrap metal do you recycle each year?
- Please tell us about the book fair.
- How is it different than normal book sales?
- How does the fair promote sustainability?

Coordinator for Y Community Gardens and International Programs, Jenny Schwanke

- Please tell us your name, along with your title at the YMCA.
- How do the gardens promote sustainability?
- How do the gardens benefit the international community at Virginia Tech?
- Who is the “Mornings” program intended for?
- What happens during the Tuesday morning gatherings?
- How does this program fill a need or gap for the international community at Virginia Tech?
- What are some of the OpenU courses that are specifically focused on assisting internationals?
- How do the ESL classes taught at the Y differ from other common ESL classes?
- Why are the international programs at the Y so important?
Assistant Director of Student Programs, Frank Sullivan

- Please tell us your name, along with your title at the YMCA.
- What is your role at the Y?
- What makes the Y Student Programs unique?
- In what important ways does the Y’s student programs help students besides just giving them a chance to volunteer?
- What is YToss, and how are students involved in leading that?
- How do students cooperate with community members to coordinate Y Toss?
- What is “Senior Connections,” and why is it so important?
- How does Senior Connections benefit students as well as senior citizens?
- How do the tutoring programs at the local schools operate?
- How can students use the skills they’re learning to be involved?
- What makes the Y at Virginia Tech an important part of the Virginia Tech community?

Office Manager, Carol McNeely

- Please tell us your name, along with your title at the YMCA.
- What sustainability efforts is the Y at VT involved in?
- How much does the Y recycle?
- Why are the recycling efforts at the Y so important?
- Why are the OpenU courses important for the community?
- What are some ways people can benefit from OpenU courses?
- What are some of the most popular OpenU courses?
- How are the OpenU courses that are taught in the pottery studio different from the others?
- What is the purpose for OpenU courses as a whole?

Pottery Studio Director, Michael LaRoche

- Please tell us your name, along with your title at the YMCA.
- What is the history of this pottery studio?
- What kinds of equipment do you have in the studio?
- What are some of the OpenU classes that you teach at the pottery studio?
- How much of the modeling process can people learn in your studio?
- What types of clay modeling do you teach in you studio?
- What do you see as the purpose for the studio?
- Why is the pottery studio important to the community?
Appendix D

This appendix will include resources that we’re using to shoot our videos.

1. **Photo release from the YMCA.**

![YMCA at Virginia Tech Video and Photograph Release Form]

**Subject:** YMCA at Virginia Tech Community Programs

**Location:** Y Center

I grant to the YMCA at Virginia Tech and its representatives and employees the right to take video and photographs of me and my property in connection with the above-identified subject. I authorize the YMCA of Virginia Tech, its assigns and transferees to copyright, use and publish the same in print and/or electronically.

I agree that the YMCA at Virginia Tech may use such videos and photographs of me with or without my name and for any lawful purpose, including for example such purposes as publicity, illustration, advertising, and Web content.

**I have read and understand the above:**

Signature __________________________

Printed name __________________________

Date __________________________

If the person signing is under age 18, there must be consent by a parent or guardian, as follows:

I hereby certify that I am the parent or guardian of __________________________, named above, and do hereby give my consent without reservation to the foregoing on behalf of this person.

________________________

Parent/Guardian’s Signature) (Date)

________________________

(Parent/Guardian’s Printed Name)

YMCA at Virginia Tech  www.vtymca.org  540-961-9622