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**FIU** | FLORIDA  
INTERNATIONAL  
UNIVERSITY

**Undergraduate Education**

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## First-Year Interest Group (FIG) Video – Executive Summary

The Office of Undergraduate Education has requested a video be created that will explain the benefits of First-Year Interest Groups to incoming freshmen. A First-Year Interest Group (FIG) is a set of three classes an incoming freshman can take with the same 24 students in each class. FIGs serve to provide a foundation for students based on their common interests, majors, or even residential assignments.

The video will be shot in and around the South Florida campuses of FIU and on FIU's green screen (Chroma key) stage with animated backgrounds and logos. The cast will consist of FIU students and administrators. The video will be given to the Office of Undergraduate Education to be shown during freshmen orientation.





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# First-Year Interest Group (FIG) Video – Project Overview Statement

<b>PROJECT OVERVIEW STATEMENT</b>	<b>Project Name</b> First-Year Interest Group (FIG) video	<b>Project No.</b> 001	<b>Project Manager</b> Jay Sandhouse
<p><b>Problem/Opportunity</b></p> <p>The Office of Undergraduate Education requested a video be created that will explain the benefits of First-Year Interest Groups to incoming freshmen. A First-Year Interest Group (FIG) is a set of three classes an incoming freshman can take with the same 24 students in each class. FIGs serve to provide a foundation for students based on their common interests, majors, or even residential assignments. The video will be given to the Office of Undergraduate Education to be shown during freshmen orientation.</p>			
<p><b>Goal</b></p> <p>The goal of the project is to produce a video containing the content and copy points provided by the Department of Undergraduate Education (highlighting the advantages to freshmen students of enrolling in a FIG - taking three classes with the same 24 students in each class).</p>			
<p><b>Objectives</b></p> <p>The objectives of producing the video include the following: writing the shooting script, casting, location scouting, planning the shooting schedule, contracting outside vendors needed, directing and shooting the video, selecting music and creating graphics for the video, editing the video, and delivering the video in its final presentation and archival formats. Each objective results in a deliverable that must meet the project sponsor’s approval.</p>			
<p><b>Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. The video meets the five essential components of an informational video: Getting attention, holding attention, creating the need, satisfying the need and call to action.</li> <li>2. The video highlights the major copy points provided by the Office of Undergraduate Education regarding FIGs.</li> </ol>			



3. The performance of the talent in the video is deemed accurate and professional, based on accepted industry standards.
4. The overall quality falls within the range of acceptable broadcast standards (shot composition, editing, lighting and audio quality).
5. The video was completed within the assigned deadline.
6. The video was completed within the agreed budget.
7. The total running time was within 30 seconds (plus/minus) of the targeted time.
8. Final Edit delivered and signed off by Office of Undergraduate Education.

**Assumptions, Risks, Obstacles**

Missing the deadline of November 7, 2011 due to the following factors:

1. Poor performance by students, administrators and/or faculty.
2. Cost overruns due to scheduling conflicts and/or inclement weather.
3. Funding may be lost due to unforeseen budget constraints.

<b>Prepared by</b>	<b>Date</b>	<b>Approved by</b>	<b>Date</b>
Pauline Courchene Jay Sandhouse James Van Voris	June 16, 2011	Charlie Andrews	June 17. 2011



## First-Year Interest Group (FIG) Video – Business Objectives

### 1. Business Need/Opportunity/Objectives

The video will fill the following academic advisement needs at FIU:

- The video will explain the benefits of First-Year Interest Groups to incoming freshmen. A First-Year Interest Group (FIG) is a set of three classes an incoming freshman can take with the same 24 students in each class. FIGs serve to provide a foundation for students based on their common interests, majors, or even residential assignments.
- Research done by FIU has shown that incoming freshmen students that participate in FIGs are more successful socially and academically as students at FIU. Increasing the number of students participating in FIGs at FIU is intended to enhance the students' experiences at FIU and improve student learning.
- Increased enrollment in FIGs should help to reduce the instances of typical problems freshmen student experience and should help to decrease the demand and workload necessary for the Academic Advising Center.
- By making the video available to be shown at freshmen orientation, student awareness of the FIGs will be increased along with the chances incoming freshmen will choose to join a FIG.
- Failure to reach out to incoming freshmen as a group during orientation will result in the Academic Advising Center having to address the FIG opportunity with students one-by-one as they come in for advisement. This may result in lower enrollment in FIGs than could be achieved by more organized messaging targeting freshmen as a group.

### 2. Product Description (Solution)

The final result of the project will be a video that describes the benefits of enrolling in a FIG to incoming FIU freshman.

Success Criteria:

1. The video meets the five essential components of an informational video: Getting attention, holding attention, creating the need, satisfying the need and call to action.
2. The video highlights the major copy points provided by the Office of Undergraduate Education regarding FIGs.
3. The performance of the talent in the video is deemed accurate and professional, based on accepted industry standards.



4. The overall quality falls within the range of acceptable broadcast standards (shot composition, editing, lighting and audio quality).
5. The video was completed within the assigned deadline.
6. The video was completed within the agreed budget.
7. Implementation of the five minute FIG video at student orientation will increase student grades, student retention and overall student satisfaction with FIU.
  - a. Higher student grades should encourage students to stay in school.
  - b. Faster student adjustment to college life should increase student satisfaction with FIU.
  - c. Well-adjusted students are more likely to recommend FIU to their friends increasing future student populations and revenue to the University.

### 3. Deliverables

Deliverables will be detailed elsewhere in the project plan.

Examples:

Deliverables included:

- Deliverable: Submit POS.
- Deliverable: Submit Shooting Script Draft.
- Deliverable: Submit Location Choices List with Photos.
- Deliverable: Submit Production Schedule Draft.
- Deliverable: Submit Casting List with Video/Photos.
- Deliverable: Submit Pre-Production Plan.
- Deliverable: Submit Video Raw Footage.
- Deliverable: Submit Rough Cut Edit.
- Deliverable: Submit Graphics Prototypes.
- Deliverable: Submit Music List with Samples.
- Deliverable: Submit Final Cut Edit.
- Deliverable: Submit Final Cut Edit Output in Presentation Formats.
- Deliverable: Submit Daily Production Reports.

Deliverables excluded:

- Presentation of the final product to students at freshman orientation.
- Other media distribution for the final product.
- Delivery of the video does not guarantee higher student retention rates, grades or future increases in the student population.



## First-Year Interest Group (FIG) Video – Project Description

### 1. Scope

#### Includes:

- A four to five minute video explaining the benefits of first year interest groups (FIGs) to first year students.
- Endorsements by existing students and members of the admissions team; management and faculty are included in the video.
- The video uses locations around the University.
- School colors are used in the video.

### 2. Completion Criteria

- Initial project approval by sponsor.
- Bids from production companies; production company chosen.
- Scout locations – locations chosen.
- Production scheduled – dates approved.
- Casting process – final cast is approved and scheduled.
- Shoot raw video – all content is covered to the satisfaction of the production company.
- Video editing – sponsor approves video.
- Add graphics – project manager approves.
- Add music – project manager approval.
- Submit completed video to sponsor – video approved.

### 3. Risk Assessment

- Bad weather delays video shoot: move shoot to indoor studio location or exterior shot for a later date.
- Poor performance by faculty and students making video unusable: re-cast and re-shoot.



#### **4. Constraints**

- The budget is \$2000.
- There is a time constraint; the video needs to be ready for the freshman class by fall of 2011.

#### **5. Dependency Linkages**

This project is independent of other projects in the department.

- The following distinct phases of the project: Initiation, Pre-production, Production, Post-Production, and Close Out are dependent on the successful completion of the preceding project phase.

#### **6. Impacts**

The expected impact of the completion and use of this video would be that more students would sign up for First-Year Interest Groups; it will be necessary to ensure that faculty and facilities are available for the increase in student numbers signed up for these programs.

#### **7. Measures of Project Success**

The video will be successful if it includes: all the content requested by management, is four to five minutes long, and has endorsements by administrators, students, staff and faculty stating the benefits of First-Year Interest Groups. The success of the video is separate from the success of students enrolling in FIGs but it is hoped that these classes will increase in popularity as a result of this video.

#### **8. Assumptions**

The project assumes approval and the requested funding from the sponsor's department. It also assumes the project manager/producer, his assistant, the outside production company vendor, and the sponsor's representative will have sufficient time from their other duties and obligations to complete the project tasks, objectives, and goals and that the required college resources (locations, studio, equipment, and office facilities) will be made available for use by the project team in completing the project.

#### **9. Critical Success Factors**

The video will be approved by the project sponsor and used at orientation for new students.



### 10. Roles and Project Stakeholders Roles

The following role definitions are being applied to the resources assigned to this project:

<b>Project Sponsor</b>	Florida International University Office of Undergraduate Education
<b>Project Owner</b>	Charlie Andrews – Director, Academic Advising Center Monica Roca – Assistant Director, Academic Advising Center
<b>Project Manager</b>	Jay Sandhouse – FIU Instructional Technologist
<b>Stakeholders</b>	FIU Office of Undergraduate Education, FIU Academic Advising Center, FIU students, parents of FIU students, administrators, faculty and staff of FIU.
<b>Team Members</b>	Jay Sandhouse – FIU Educational Technologist Alfred Vizcarra – Instructional & Media Technology Assistant Al Tomasetti – Producer: Blue Cat Media Group



## First-Year Interest Group (FIG) Video – Project Approach

### Planned Approach

The project will be implemented as follows:

### Project Phases

- Initiation – will include POS and scoping, carrying the project through approval for launch and funding.
- Monitoring – Throughout the life of the project, the producer will generate daily, written production reports detailing the progress of the project. These will be compared against the estimated budget, schedule, and risk management plan and appropriate mitigating steps will be followed as required.
- Pre-Production – including hiring of an outside production company, scripting, casting, choosing and booking on-camera and voice-over talent, location scouting, and creation of a shooting schedule.
- Production – including the actual videotaping of the scripted material.
- Post-Production – the graphics creation, music selection, editing, sound mixing, color correction, and output of the finished video in the required formats for presentation.
- Close Out – the wrap up of the project, including budget audit, documentation of lessons learned, and archiving or records and media materials used in the project.



# First-Year Interest Group (FIG) Video – Project Estimates

### 1. Estimated Schedule

The project is estimated to require 6 weeks from Initiation to Close Out.

### 2. Resource Requirements – Team and Support Resources

The following personnel resources are required to complete this project:

Personnel Resource Types	Quantity
Sponsor representatives	2
FIU Instructional Technologist – project manager/producer	1
FIU Instructional & Media Technology Assistant	1
Producer – Blue Cat Media Group	1
Talent (approximately)	11
<b>Total Personnel Resources</b>	<b>16</b>

### 3. Estimated Cost

- The total estimated project budget is \$2,000.
- Labor costs related to FIU personnel are not accounted for in the project budget and are assumed as sunk costs for the sake of the project budget.
- Blue Cat Media Group will work at a flat rate of \$2,000 including equipment and labor for both videotaping and post-production.



## First-Year Interest Group (FIG) Video – Project Controls

### 1. Daily Production Reports

The Producer/Production Manager will provide standard format, daily production reports detailing team hours worked, progress made, and expenses incurred. These reports will be delivered to the project sponsors using the stop light reporting method.

### 2. Weekly Production Meetings

A 15-30 minute weekly meeting will be held to review any production report issues and steps taken to address them.

### 3. Risk Management

See “Project Description” (#2 and #3) above.

### 4. Change Management

Most changes will be managed in the project phasing process because each phase includes detailed presentation and approval procedures for each objective (deliverable) leading to each phase goal (milestone) that take into account changes may be requested. Any change requests that may have a larger effect the budget or schedule would most likely be at the latter stages of the project. These would be handled as follows:

- All Change Requests would be examined to assess possible alternatives and costs.
- All Change Requests action would be reviewed and pre-approved by the project owner.
- Any effects of approved Change Requests on the project would be reflected as changes in the project plan.

### 5. Communication Management

The project manager will provide via email daily, standard industry format production reports to the project owners/sponsors using a stop light reporting system, with green indicating no problems, yellow indicating problems with addressable solutions already in progress, and red indicating more serious project problems that require finding solutions.

The project manager will meet with the project owners/sponsors once per week. It is estimated that these meetings will require no more than 15-30 minutes unless red light issues arise



## First-Year Interest Group (FIG) Video – Project Authorizations

This section sets out who has authority to approve scope statement, authorize project changes, approve and accept project deliverables.

**The Scope Statement will be approved by:** The Project Manager, the Project Owner, the Project Sponsor.

**Project Changes will be approved by:** The Project Owner.

**Project deliverables will be approved/accepted by:** The Project Owner, the Project Sponsor.



## First-Year Interest Group (FIG) Video – Project Phases

### Project Initiation

**Assessment:** This phase considers the possibilities for approaching the project opportunity, starting with evaluation and recommendations. Once a course of action is decided upon (a video production), the project team (consisting at this point of the project sponsors from FIU Office of Undergraduate Education, the project manager, and the project manager’s assistant) conduct the following standard PMBOK procedures to define and prep the project. The goal of this phase is the delivery and approval of the POS. The preliminary budget is determined to be \$2,000. The budget is defined as funds that will be spent over and above any labor cost generated by the initial project team defined above. These are FIU employees and labor costs incurred by these employees while executing school projects are considered sunk costs and not itemized on a per-project basis. The budget funds are targeted for expenditure to the outside video production company vendor.

**Time Schedule:** one week (6/13/11 to 6/17/11)

**Resources:** FIU Project Team members: Sponsors from FIU office of Undergraduate Education, the project manager, and the project manager’s assistant

**Goals, Objectives, & Tasks:** (defined below)

**Deliverables & Milestones:** (defined below)

**Budget:** \$2,000

- 1.1 Initiation
  - 1.1.1 Evaluation & Recommendations
  - 1.1.2 Develop COS
  - 1.1.3 Develop Scope Statement
    - 1.1.3.1 Requirements Breakdown Structure
      - 1.1.3.1.1 Video Contains Sponsors’ Content/Copy Points
      - 1.1.3.1.2 Broadcast Quality HD Video, Audio, Editing, Music & Graphics
      - 1.1.3.1.3 Talent cast includes select FIU students, faculty, staff, & administrators
        - 1.1.3.1.3.1 Talent performances are professional
      - 1.1.3.1.4 Locations are shot on FIU campus
      - 1.1.3.1.5 Graphics contain FIU school colors



- 1.1.3.1.6 Video is four to five minutes long
- 1.1.4 Develop POS
- 1.1.5 Develop Preliminary Budget
- 1.1.6 *Deliverable*: Submit POS
- 1.1.7 Project Sponsor Reviews POS
- 1.1.8 *Milestone*: POS Approval

FIG Video - Project Initiation Gantt

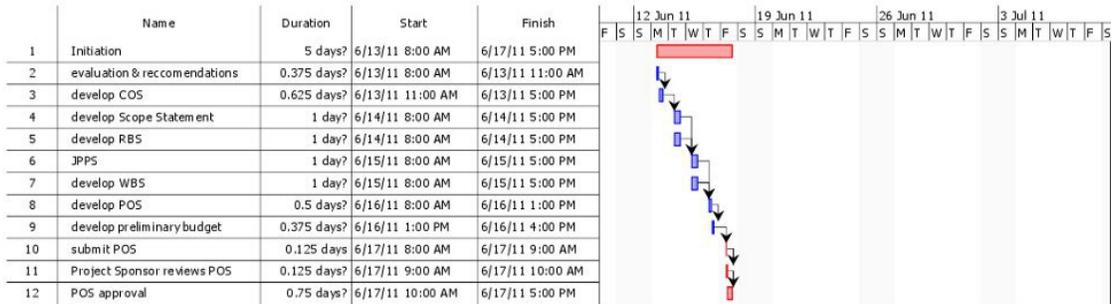
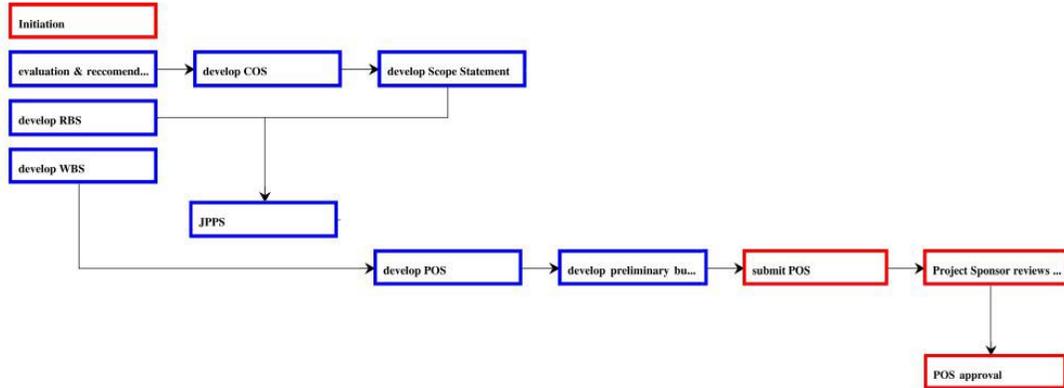


FIG Video - Project Initiation PERT





## Planning: Pre-Production

**Assessment:** This phase adds an outside vendor video production company to the project team and plans the tasks and objectives for executing the project, including script, cast, locations, equipment, shooting schedule, post-production schedule, risk assessment & management, and project control. The purpose of this phase is to organize and prepare the project for moving forward. The decisions made here will enable and facilitate subsequent actions taken to complete the project. This organizational phase is critical to ensure an efficient and successful video production resulting in fully meeting the clients' needs on time and within budget.

**Time Schedule:** one week (6/20/11 to 6/24/11)

**Resources:** FIU Project Team members: Sponsors from FIU office of Undergraduate Education, the project manager, the project manager's assistant, Blue Cat Media Group (video production company vendor)

**Goals, Objectives, & Tasks:** (defined below)

**Deliverables & Milestones:** (defined below)

**Budget:** \$2,000

Blue Cat Media Group has agreed to take on the FIG video production job on a flat-fee basis. This includes any labor, materials, fees, talent costs, or other expenses required to complete the production.

### 1.2 Planning – Pre-Production

1.2.1 Request Script Copy/Content Points from Project Sponsor

1.2.2 Determine Project Team

1.2.2.1 Select outside production company

1.2.3 Project Team Kickoff Meeting

1.2.4 Develop Pre-Production Plan

1.2.4.1 Include Risk Assessment & Management Plan

1.2.4.2 Develop Shooting Script Draft (incorporate Script Copy/Content Points from Project Sponsor)

1.2.4.3 **Deliverable:** Submit Shooting Script Draft

1.2.4.4 Project Sponsor Reviews Shooting Script Draft

1.2.4.5 Shooting Script Signed/Approved

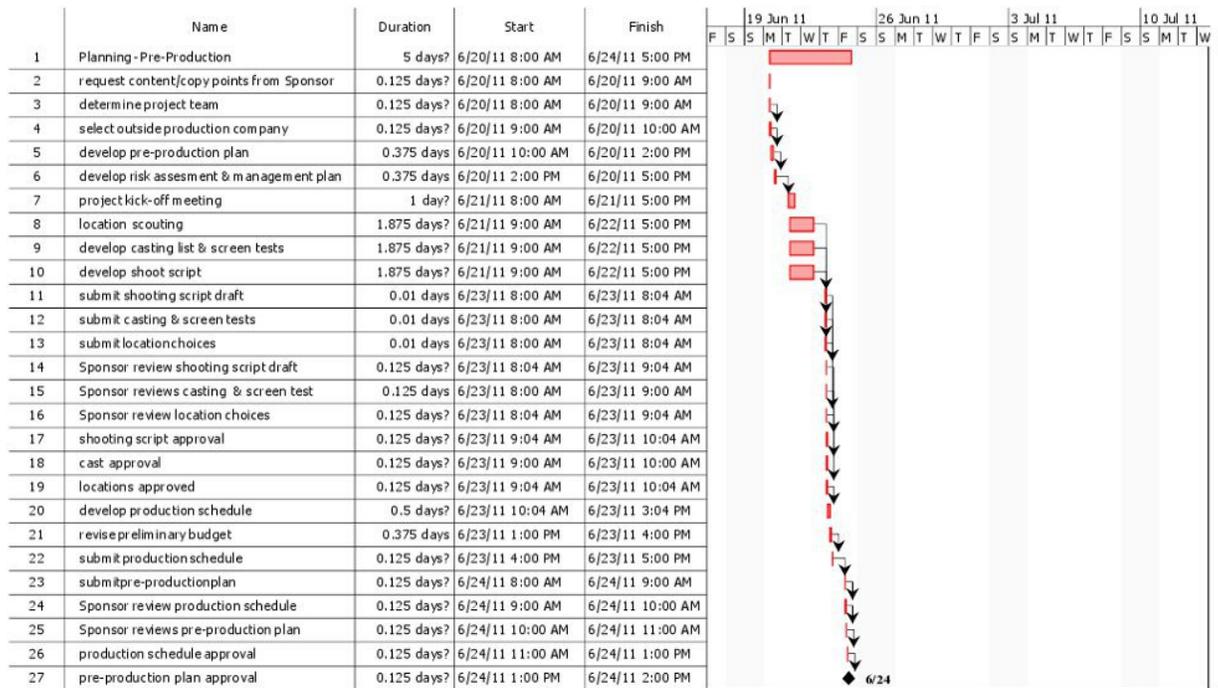
1.2.4.6 Location Scouting with Photos (include studio location)

1.2.4.7 **Deliverable:** Submit Location Choices List with Photos



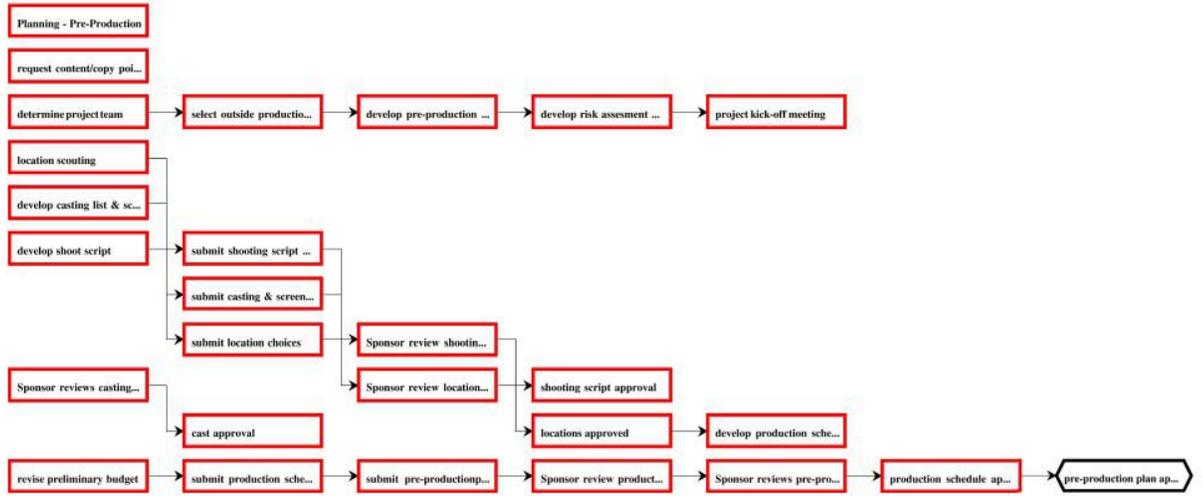
- 1.2.4.8 Project Sponsor Reviews Location Choices List with Photos
- 1.2.4.9 Location Choices List Signed/Approved
- 1.2.4.10 Develop Production Schedule
- 1.2.4.11 *Deliverable*: Submit Production Schedule Draft
- 1.2.4.12 Project Sponsor Reviews Production Schedule Draft
- 1.2.4.13 Production Schedule Signed/Approved
- 1.2.4.14 Develop Casting List with Video/Photos
- 1.2.4.15 *Deliverable*: Submit Casting List with Video/Photos
- 1.2.4.16 Project Sponsor Reviews Casting List with Video/Photos
- 1.2.4.17 Casting Choices List Signed/Approved
- 1.2.4.18 Revise Preliminary Budget
- 1.2.4.19 *Deliverable*: Submit Pre-Production Plan
- 1.2.4.20 *Milestone*: Pre-Production Plan Approval

FIG Video - Planning - Pre-Production Gantt





**FIG Video - Planning - Pre-Production PERT**





## Execution Pt.1: Production

**Assessment:** Following the kick-off meeting (which is used as a final, pre-production step to ensure the production team is on the same page), the production phase of a creating a video is where the video is directed and shot. This involves directing and recording the talent cast in pre-production while at the approved locations, using the agreed upon script. The result is the lion’s share of the raw video material needed to edit the final deliverable together. To assist with speedy approval of the material shot, a sponsor or sponsors’ representative is often present during production.

**Time Schedule:** one week (6/27/11 to 7/1/11)

**Resources:** FIU Project Team members: Sponsors from FIU office of Undergraduate Education, the project manager, the project manager’s assistant, Blue Cat Media Group (video production company vendor), talent, video equipment (lights, cameras, mics, and accessories)

**Goals, Objectives, & Tasks:** (defined below)

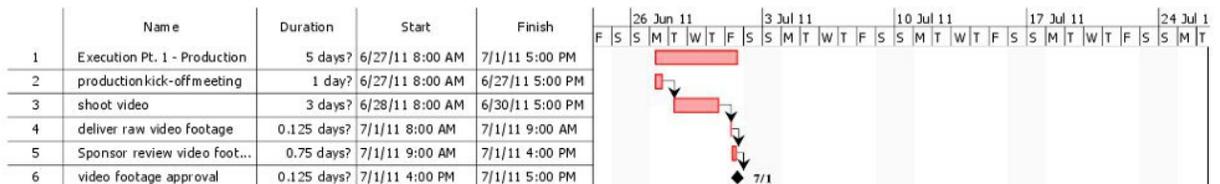
**Deliverables & Milestones:** (defined below)

**Budget:** \$2,000

### 1.3 Execution Pt. 1 – Production

- 1.3.1 Production Kickoff Meeting
- 1.3.2 Shoot Video (Project Sponsor present at shoot)
- 1.3.3 *Deliverable:* Submit Video Raw Footage
- 1.3.4 Project Sponsor Reviews Video Raw Footage
- 1.3.5 Video Raw Footage Signed/Approved
- 1.3.6 *Milestone:* Production Approval

FIG Video - Execution Pt.1 - Production Gantt





**FIG Video - Execution Pt. 1 - Producton PERT**





## Execution Pt.2: Post-Production

**Assessment:** In this phase of the project, the deliverable produced on the production phase is put together into the final video deliverable. Post-production has several stages which result in deliverables that must be approved by the sponsor. Each of the deliverables (music, graphics, rough draft edit) is a portion of the final video and the pieces are assembled to complete the final edit of the video product. This piecemeal approach is actually the most efficient, as it allows feedback and input from the sponsor at key stages of the work so changes can be made on-the-fly during the work process and not after the fact, resulting in an approved final product that meets sponsor specs because sponsor input was used throughout its creation.

**Time Schedule:** one week (7/11/11 to 7/15/11)

**Resources:** FIU Project Team members: Sponsors from FIU office of Undergraduate Education, the project manager, the project manager's assistant, Blue Cat Media Group (video production company vendor), talent, video equipment (lights, cameras, mics, music library, graphics library and accessories)

**Goals, Objectives, & Tasks:** (defined below)

**Deliverables & Milestones:** (defined below)

**Budget:** \$2,000

- 1.4 Execution Pt. 2 - Post-Production
  - 1.4.1 Catalog and Ingest Raw Footage for Editing
  - 1.4.2 Develop Rough Cut Edit
  - 1.4.3 *Deliverable:* Submit Rough Cut Edit
  - 1.4.4 Project Sponsor Reviews Rough Cut Edit
  - 1.4.5 Rough Cut Edit Signed/Approved
  - 1.4.6 Develop Graphics Prototypes
  - 1.4.7 *Deliverable:* Submit Graphics Prototypes
  - 1.4.8 Project Sponsor Reviews Graphics Prototypes
  - 1.4.9 Graphics Prototypes Signed/Approved
  - 1.4.10 Develop Music List with Samples
  - 1.4.11 *Deliverable:* Submit Music List with Samples
  - 1.4.12 Project Sponsor Reviews Music List with Samples
  - 1.4.13 Music List Signed/Approved
  - 1.4.14 Develop Final Cut Edit
    - 1.4.14.1 Add Graphics
    - 1.4.14.2 Add Music
  - 1.4.15 *Deliverable:* Submit Final Cut Edit

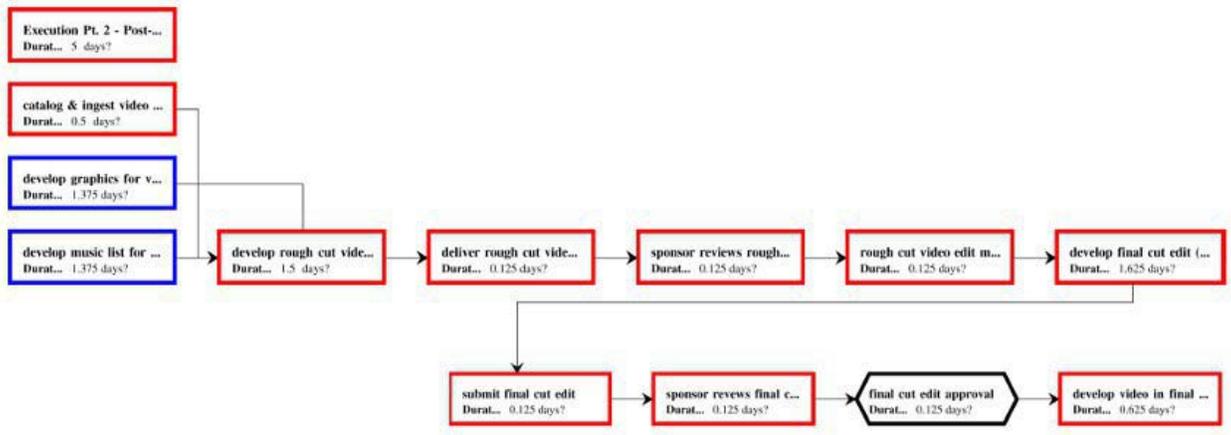


- 1.4.16 Project Sponsor Reviews Final Cut Edit
- 1.4.17 Final Cut Edit Signed/Approved
- 1.4.18 Develop Final Cut Edit Output in Presentation Formats
- 1.4.19 *Deliverable*: Submit Final Cut Edit Output in Presentation Formats
- 1.4.20 *Milestone*: Post-Production Approval

FIG Video - Execution Pt.2 - Post-Production Gantt



FIG Video - Execution Pt. 2 - Post-Production PERT





## Project Control

**Assessment:** Video productions are usually tracked by using a daily production report filled out and completed by the producer or production manager; in this case, that individual is also the project manager (Jay Sandhouse). Production reports can be forms that contain spaces for tracking daily labor (who worked, how long on what), and notes on what was produced (what part of the script or shooting schedule was completed, what location and talent were booked, how much video footage was shot, what graphics or rough edit was completed, etc.). It also has a section for tracking the work completed vs. the schedule, and for noting milestones reached and problems encountered and solved. You could think of each daily production report as a systematic daily diary of each day of the production. This process is standard in video and film productions and starts on day one of the project and carries through until the last day of the project. Initially, Blue Cat Media Group is not an available resource for the control phase, but their input is later essential for generation of production reports used to monitor and control the pre-pro, production, and post-production phases.

**Time Schedule:** one week (6/13/11 to 7/22/11)

**Resources:** FIU Project Team members: Sponsors from FIU office of Undergraduate Education, the project manager, the project manager's assistant, Blue Cat Media Group (video production company vendor), talent, video equipment (lights, cameras, mics, and accessories)

**Goals, Objectives, & Tasks:** (defined below)

**Deliverables & Milestones:** (defined below)

**Budget:** \$2,000

### 1.5 Control

1.5.1 Production Plan Management

1.5.2 Production Status Meetings

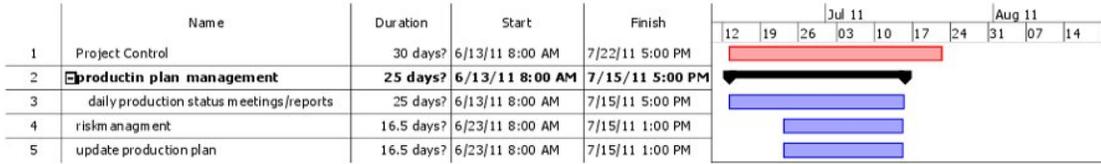
1.5.2.1 *Deliverable:* Daily Production Reports

1.5.3 Risk Management

1.5.4 Update Production Plan



**FIG Video - Project Control Gantt**



**FIG Video - Project Control PERT**

**Project Control**  
 Duration 30 days?  
 Start 6/13/11 8:00 AM  
 Finish 7/22/11 5:00 PM

**productin plan management**  
 Duration 25 days?  
 Start 6/13/11 8:00 AM  
 Finish 7/15/11 5:00 PM

**daily production status meetl...**  
 Duration 25 days?  
 Start 6/13/11 8:00 AM  
 Finish 7/15/11 5:00 PM

**risk managment**  
 Duration 16.5 days?  
 Start 6/23/11 8:00 AM  
 Finish 7/15/11 1:00 PM

**update production plan**  
 Duration 16.5 days?  
 Start 6/23/11 8:00 AM  
 Finish 7/15/11 1:00 PM



## Project Closeout

**Assessment:** This is the final wrap up of the video production and the project. Receipts and invoices paid are compared against the allocated budget and the proposed schedule is compared against the actual schedule using the daily production report records. Lessons learned is a summary narrative provided by the project manager along with any input from the project team, including the sponsors. Files, records, and the media containing the final produced video are prepared for archiving both physically and electronically.

**Time Schedule:** one week (7/18/11 to 7/22/11)

**Resources:** FIU Project Team members: Sponsors from FIU office of Undergraduate Education, the project manager, the project manager's assistant, Blue Cat Media Group (video production company vendor), talent, video equipment (lights, cameras, mics, and accessories)

**Goals, Objectives, & Tasks:** (defined below)

**Deliverables & Milestones:** (defined below)

**Budget:** \$2,000

### 1.6 Closeout

- 1.6.1 Audit Budget vs. Expenses
- 1.6.2 Document Lessons Learned
- 1.6.3 Update Files/Records
- 1.6.4 Archive Media Files/Documents

FIG Video - Project Closeout Gantt

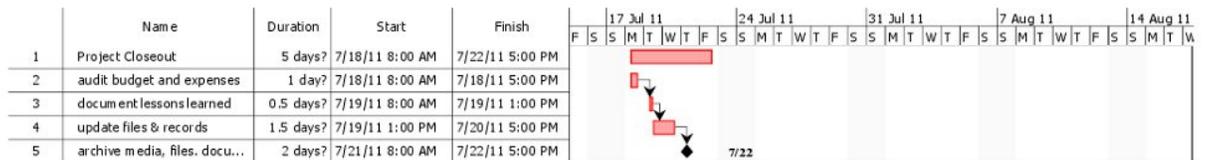
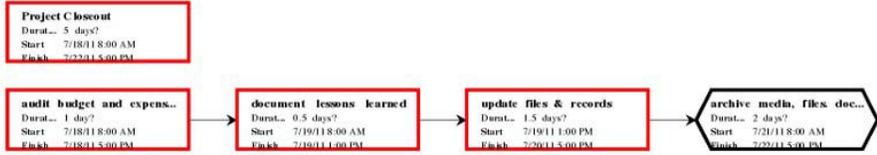




FIG Video - Project Closeout PERT





## First-Year Interest Group (FIG) Video Work Breakdown Structure

1. First-Year Interest Group (FIG) Video
  - 1.1 Initiation
    - 1.1.1 Evaluation & Recommendations
    - 1.1.2 Develop COS
    - 1.1.3 Develop Scope Statement
      - 1.1.3.1 Requirements Breakdown Structure
        - 1.1.3.1.1 Video Contains Sponsors' Content/Copy Points
        - 1.1.3.1.2 Broadcast Quality HD Video, Audio, Editing, Music & Graphics
        - 1.1.3.1.3 Talent cast includes select FIU students, faculty, staff, & administrators
          - 1.1.3.1.3.1 Talent performances are professional
        - 1.1.3.1.4 Locations are shot on FIU campus
        - 1.1.3.1.5 Graphics contain FIU school colors
        - 1.1.3.1.6 Video is four to five minutes long
      - 1.1.4 Develop POS
      - 1.1.5 Develop Preliminary Budget
      - 1.1.6 *Deliverable*: Submit POS
      - 1.1.7 Project Sponsor Reviews POS
      - 1.1.8 *Milestone*: POS Approval
    - 1.2 Planning – Pre-Production
      - 1.2.1 Request Script Copy/Content Points from Project Sponsor
      - 1.2.2 Determine Project Team
        - 1.2.2.1 Select outside production company
      - 1.2.3 Project Team Kickoff Meeting
      - 1.2.4 Develop Pre-Production Plan
        - 1.2.4.1 Develop Shooting Script Draft (incorporate Script Copy/Content Points from Project Sponsor)
        - 1.2.4.2 *Deliverable*: Submit Shooting Script Draft
        - 1.2.4.3 Project Sponsor Reviews Shooting Script Draft
        - 1.2.4.4 Shooting Script Signed/Approved
        - 1.2.4.5 Location Scouting with Photos (include studio location)
        - 1.2.4.6 *Deliverable*: Submit Location Choices List with Photos
        - 1.2.4.7 Project Sponsor Reviews Location Choices List with Photos
        - 1.2.4.8 Location Choices List Signed/Approved
        - 1.2.4.9 Develop Production Schedule



- 1.2.4.9.1 Include Risk Assessment & Management Plan
  - 1.2.4.10 *Deliverable*: Submit Production Schedule Draft
  - 1.2.4.11 Project Sponsor Reviews Production Schedule Draft
  - 1.2.4.12 Production Schedule Signed/Approved
  - 1.2.4.13 Develop Casting List with Video/Photos
  - 1.2.4.14 *Deliverable*: Submit Casting List with Video/Photos
  - 1.2.4.15 Project Sponsor Reviews Casting List with Video/Photos
  - 1.2.4.16 Casting Choices List Signed/Approved
  - 1.2.4.17 Revise Preliminary Budget
  - 1.2.4.18 *Deliverable*: Submit Pre-Production Plan
  - 1.2.4.19 *Milestone*: Pre-Production Plan Approval
- 1.3 Execution Pt. 1 – Production
- 1.3.1 Production Kickoff Meeting
  - 1.3.2 Shoot Video (Project Sponsor present at shoot)
  - 1.3.3 *Deliverable*: Submit Video Raw Footage
  - 1.3.4 Project Sponsor Reviews Video Raw Footage
  - 1.3.5 Video Raw Footage Signed/Approved
  - 1.3.6 *Milestone*: Production Approval
- 1.4 Execution Pt. 2 - Post-Production
- 1.4.1 Catalog and Ingest Raw Footage for Editing
  - 1.4.2 Develop Rough Cut Edit
  - 1.4.3 *Deliverable*: Submit Rough Cut Edit
  - 1.4.4 Project Sponsor Reviews Rough Cut Edit
  - 1.4.5 Rough Cut Edit Signed/Approved
  - 1.4.6 Develop Graphics Prototypes
  - 1.4.7 *Deliverable*: Submit Graphics Prototypes
  - 1.4.8 Project Sponsor Reviews Graphics Prototypes
  - 1.4.9 Graphics Prototypes Signed/Approved
  - 1.4.10 Develop Music List with Samples
  - 1.4.11 *Deliverable*: Submit Music List with Samples
  - 1.4.12 Project Sponsor Reviews Music List with Samples
  - 1.4.13 Music List Signed/Approved
  - 1.4.14 Develop Final Cut Edit
    - 1.4.14.1 Add Graphics
    - 1.4.14.2 Add Music
  - 1.4.15 *Deliverable*: Submit Final Cut Edit
  - 1.4.16 Project Sponsor Reviews Final Cut Edit
  - 1.4.17 Final Cut Edit Signed/Approved
  - 1.4.18 Develop Final Cut Edit Output in Presentation Formats
  - 1.4.19 *Deliverable*: Submit Final Cut Edit Output in Presentation Formats
  - 1.4.20 *Milestone*: Post-Production Approval



## 1.5 Control

1.5.1 Production Plan Management

1.5.2 Production Status Meetings

1.5.2.1 Daily Production Reports

1.5.3 Risk Management

1.5.4 Update Production Plan

## 1.6 Closeout

1.6.1 Audit Budget vs. Expenses

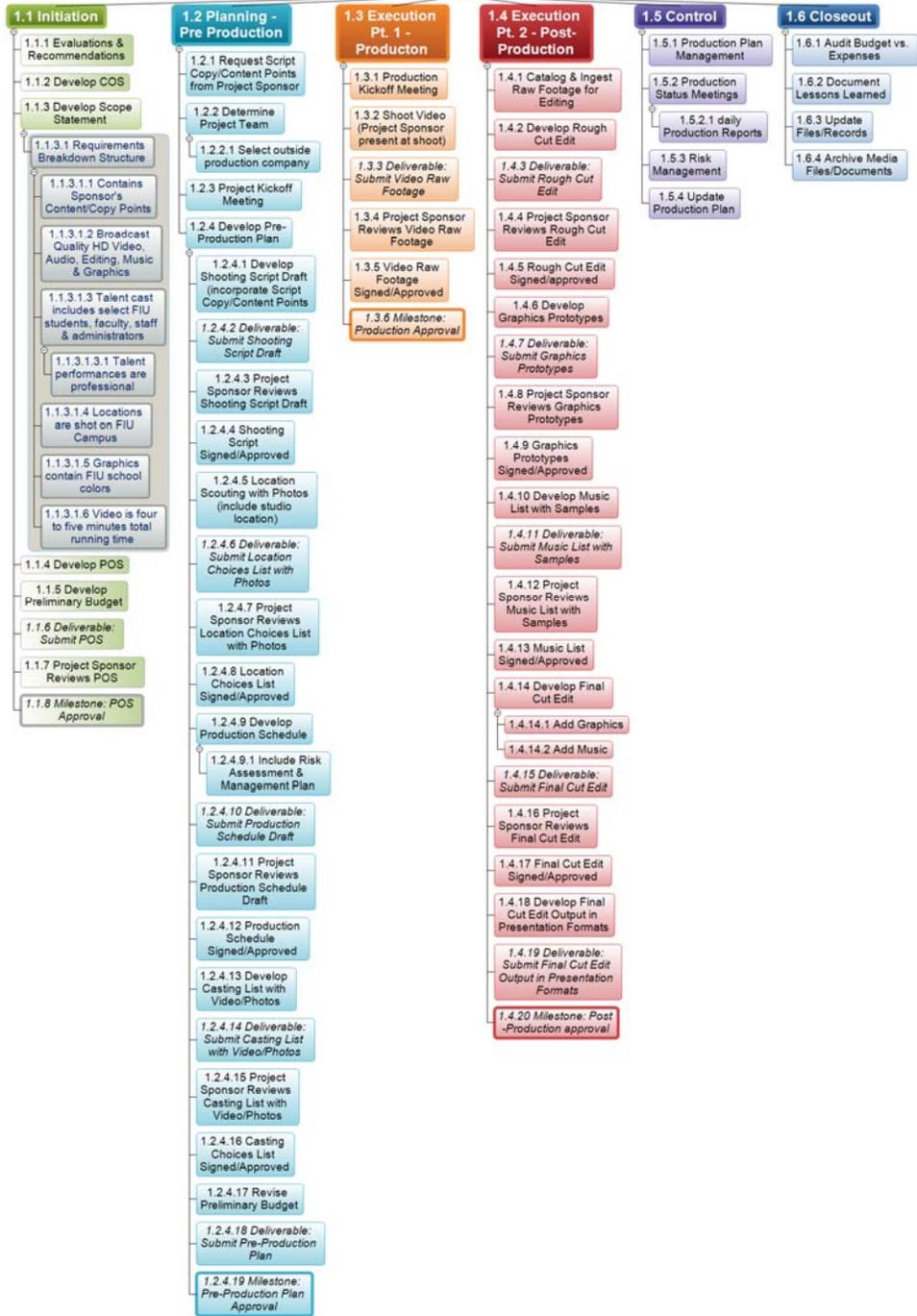
1.6.2 Document Lessons Learned

1.6.3 Update Files/Records

1.6.4 Archive Media Files/Documents



**First-Year Interest Group (FIG) Video**

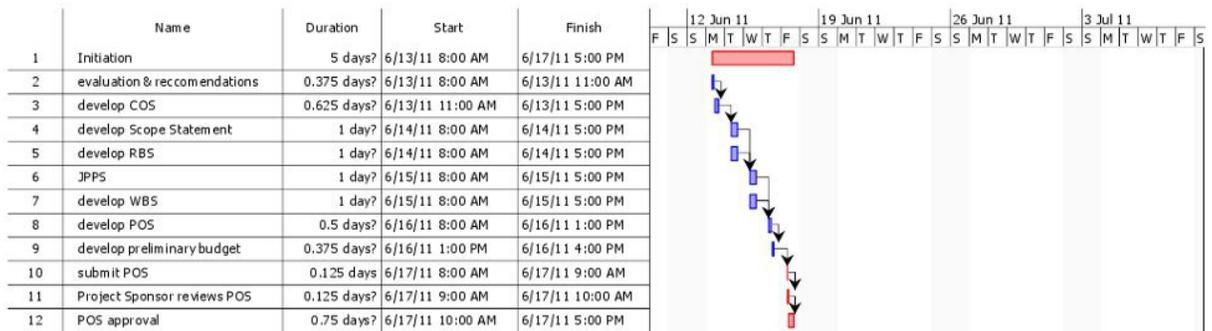




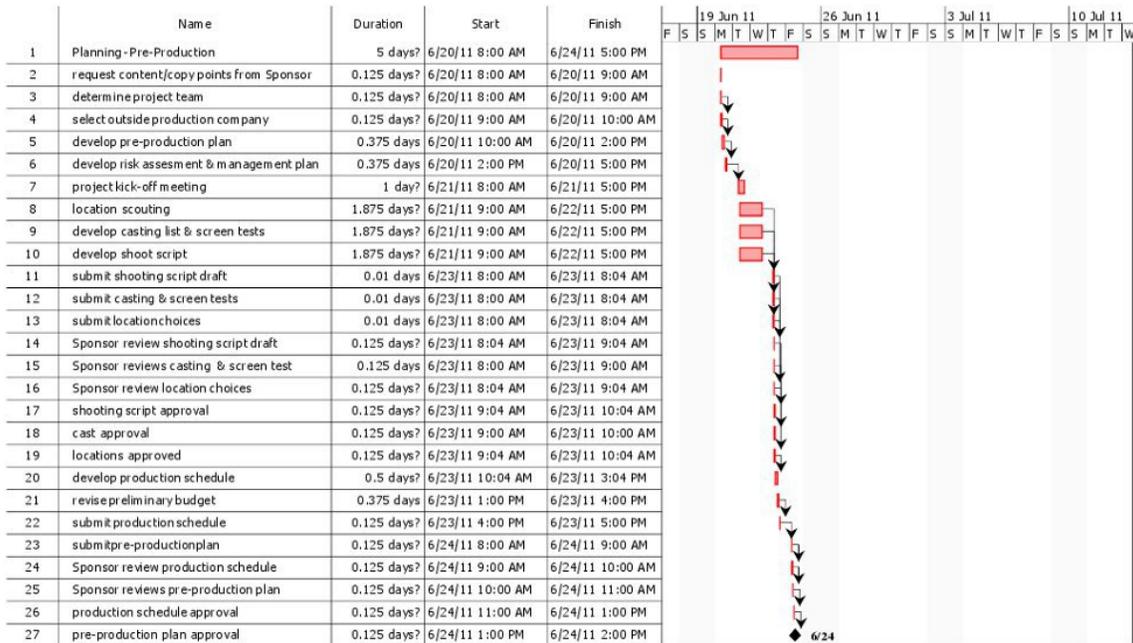
## FIG Video Production Gantt Charts by Project Phase

The Gantt charts are provided by project phase because the single Gantt chart for the entire project schedule was large enough to force the print size to scale too small to be easily read.

**FIG Video - Project Initiation Gantt**

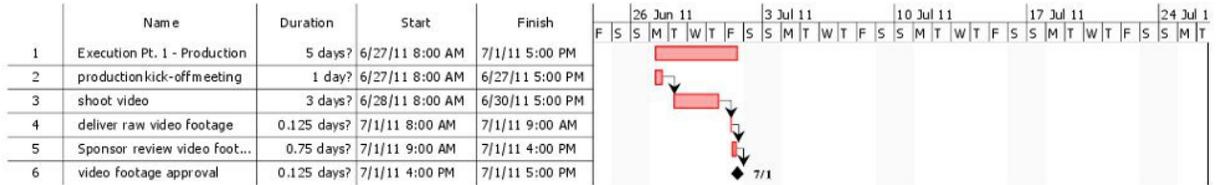


**FIG Video - Planning - Pre-Production Gantt**





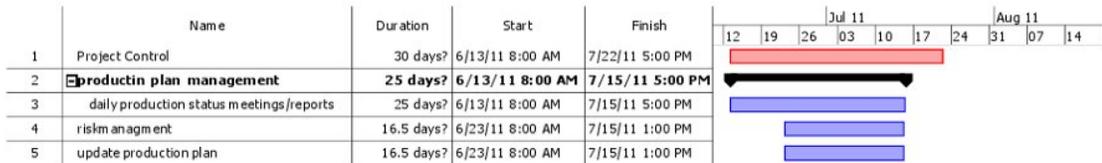
**FIG Video - Execution Pt.1 - Production Gantt**



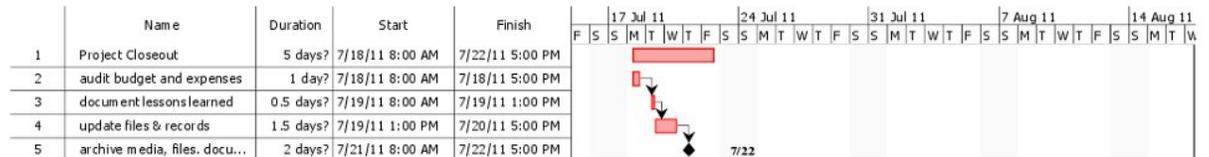
**FIG Video - Execution Pt.2 - Post-Production Gantt**



**FIG Video - Project Control Gantt**



**FIG Video - Project Closeout Gantt**

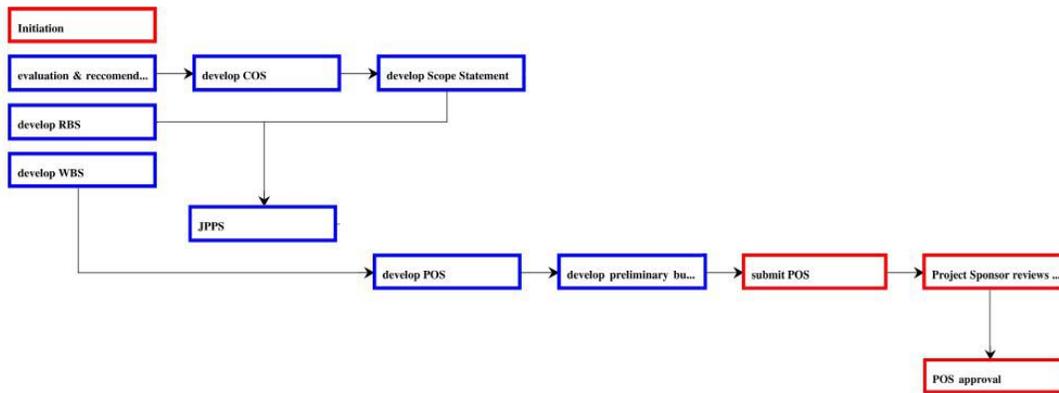




## FIG Video Production PERT Charts by Project Phase

The PERT charts are provided by project phase because the single PERT chart for the entire project schedule was large enough to force the print size to scale too small to be easily read.

**FIG Video - Project Initiation PERT**



**FIG Video - Planning - Pre-Production PERT**

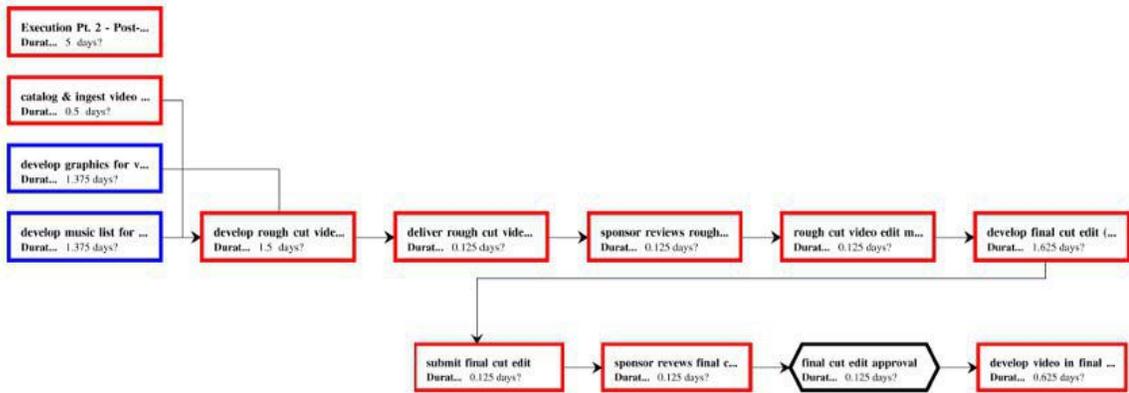




**FIG Video - Execution Pt. 1 - Production PERT**



**FIG Video - Execution Pt. 2 - Post-Production PERT**

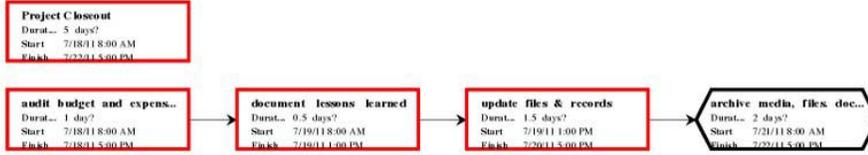


**FIG Video - Project Control PERT**





FIG Video - Project Closeout PERT





## First-Year Interest Group (FIG) Video – Important Equipment and Software Used to Create the Project

- Sony XD Cam High Definition video camera.
- Camera tripod.
- Wireless microphone.
- Portable light kit.
- Television studio with Chroma Key wall.
- Teleprompter.
- Final Cut Pro Studio editing software.
- Motion 3 editing software.
- Soundtrack Pro 2 editing software.
- Compressor 3 format conversion software.
- Adobe Premiere Pro CS5 editing software.
- Adobe After Effects CS5 editing software.
- Adobe Soundbooth CS5 editing software.
- Adobe Audition 3.0 editing software.
- Adobe Photoshop CS5 graphics software.
- Adobe Bridge CS5 graphics software.
- Adobe Media Encoder CS5 format conversion software.
- Digital Juice “Jump Backs” animated background package.
- Digital Juice music library.
- Canon 7D digital camera.
- MindView 3.0 project software.
- OpenProj project software.
- Microsoft Word.
- Microsoft Excel.



## First-Year Interest Group (FIG) Video – Project Management Log Week 1 (June 13 – June 19, 2011)

### 1. Project Tasks of the Week

- a. Schedule a Joint Project Planning Session to include the Director of the Undergraduate Education Academic Advising Center, the Assistant Director of the Undergraduate Education Academic Advising Center, Instructional Technologist (Project Manager) and the Instructional Media & Technology Assistant.
  - i. Task to be performed by the Instructional Media & Technology Assistant.
- b. Create a Work Breakdown Structure.
  - i. Task to be performed by the Instructional Technologist.

### 2. Decisions Made

- a. Produce, write, direct and edit a five-minute high definition video that contains the copy points provided by the Department of Undergraduate Education that describes the benefits of the First-Year Interest Group program to students.
  - i. JPP
- b. Budget cannot exceed \$2,000.
  - i. JPP
- c. Talent cast will include select FIU students, faculty, staff & administrators.
  - i. JPP
- d. Locations are shot on FIU campus.
  - i. JPP
- e. Project must be completed one week prior to Freshmen Orientation.
  - i. JPP
- f. Script Copy/Content Points will be developed and delivered to Instructional Technologist next week.
  - i. Director & Assistant Director of Undergraduate Education Academic Advising Center.



### **3. Progress Check Point**

- a. POS completed and approved.
  - i. Instructional Technologist.
- b. WBS Completed.
  - i. Instructional Technologist.
- c. Script Copy/Content Points completed.
  - i. Director & Assistant Director of Undergraduate Education  
Academic Advising Center.
- d. Talent cast identified.
  - i. Administrators, Faculty & Staff – Instructional Technologist.
  - ii. Students – Assistant Director of the Undergraduate Education  
Academic Advising Center.

### **4. Things to Consider For the Next Week**

- a. Select outside Production Company to shoot and edit video.
- b. Develop shooting script draft.
- c. Location scouting with photos.
- d. Screen tests

### **5. Other Notes**

- a. Planning on using existing Digital Juice backgrounds for graphics and existing music library for music beds.

### **6. Thoughts and Reflections**

- a. A little more complex than most of the prior videos produced in terms of coordination of talent, but standard procedure in all other respects.

### **7. This Log is prepared by Pauline Courchene, James Van Voris & Jay Sandhouse**



## First-Year Interest Group (FIG) Video – Project Management Log Week 2 (June 20 – June 26, 2011)

### 1. Project Tasks of the Week

- a. Select outside Production Company to shoot and edit video.
  - i. Task to be performed by the Instructional Technologist.
- b. Develop shooting script draft.
  - i. Task to be performed by the Instructional Technologist.
- c. Location scouting with photos.
  - i. Task to be performed by the Instructional Technologist and the Instructional & Media Technology Assistant.
- d. Develop production schedule.
  - i. Task to be performed by the Instructional Technologist and the outside Production Company selected.
- e. Conduct screen tests for talent cast identified.
  - i. Task to be performed by the Instructional Technologist and the Instructional & Media Technology Assistant.
- f. Submit Pre-Production Plan.
  - i. Task to be performed by the Instructional Technologist.

### 2. Decisions Made

- a. Blue Cat Media Group was selected as the outside Production Company.
  - i. Instructional Technologist.
- b. Video will contain interviews with the talent selected and joined together through a technique known as “Stream of Consciousness.”
  - i. Instructional Technologist.
- c. Talent will be shot outside the Green Library and on the Chroma Key wall in the TV studio.
  - i. Instructional Technologist.
- d. Shooting will take place over a three day period, within the same week.
  - i. Instructional Technologist & Blue Cat Media Group.



### **3. Progress Check Point**

- a.** Blue Cat Media Group was approved as outside vendor to work on production.
  - i.** Instructional Technologist.
- b.** Shooting Script Draft delivered & approved.
  - i.** Instructional Technologist, Instructional & Media Technology Assistant, Director & Assistant Director of Undergraduate Education Academic Advising Center.
- c.** Location Scouting Photos delivered and approved.
  - i.** Instructional Technologist, Director & Assistant Director of Undergraduate Education Academic Advising Center.
- d.** Production Schedule Draft delivered and approved.
  - i.** Instructional Technologist, Director & Assistant Director of Undergraduate Education Academic Advising Center,
- e.** Casting List with screen tests delivered and approved.
  - i.** Instructional Technologist, Instructional & Media Technology Assistant, Director & Assistant Director of Undergraduate Education Academic Advising Center.
- f.** Pre-Production plan delivered and approved.
  - i.** Instructional Technologist, Instructional, Director & Assistant Director of Undergraduate Education Academic Advising Center.

### **4. Things to Consider For the Next Week**

- a.** Shooting of the video.
- b.** Delivering raw footage.
- c.** Catalog and Ingest Raw Footage for editing.

### **5. Other Notes**

- a.** Major risk for the shoot is inclement weather. Blue Cat Media Group is willing to shoot for three full days for the same rate they would charge to shoot for one full day. This will give us the flexibility to shoot indoors if necessary.



## **6. Thoughts and Reflections**

- a.** Happy to be working once again with Blue Cat Media Group. We have collaborated on projects for the past 27 years, and they are the best at what they do.
- b.** Good selection of talent: The Dean of Undergraduate Education, the Director of the Undergraduate Education Academic Advising Center, the two FIG Coordinators, two Sr. Academic Advisors, and five students.

## **7. This Log is prepared by Pauline Courchene, James Van Voris & Jay Sandhouse**



## First-Year Interest Group (FIG) Video – Project Management Log Week 3 (June 27 – July 3, 2011)

### 1. Project Tasks of the Week

- a. Shooting of the video
  - i. Task to be performed by the Instructional Technologist, Instructional Media & Technology Assistant, Assistant Director of the Undergraduate Education Academic Advising Center and Blue Cat Media Group.
- b. Deliver the Raw Footage for approval.
  - i. Task to be performed by the Instructional Technologist.
- c. Catalog and Ingest Raw Footage for editing.
  - i. Task to be performed by Blue Cat Media Group.

### 2. Decisions Made

- a. All talent used will be incorporated into the video at least once.
  - i. Instructional Technologist and Blue Cat Media Group.
- b. Raw footage will be output and delivered to the Director of the Undergraduate Education Academic Advising Center on DVD, rather than network server.
  - i. Instructional Technologist.

### 3. Progress Check Point

- a. Shooting complete.
  - i. Instructional Technologist, Instructional Media & Technology Assistant, Director of the Undergraduate Education Academic Advising Center, Assistant Director of the Undergraduate Education Academic Advising Center and Blue Cat Media Group.
- b. Raw footage delivered and approved.
  - i. Instructional Technologist, Director & Assistant Director of Undergraduate Education Academic Advising Center,
- c. Raw footage cataloged and ingested for editing.



i. Instructional Technologist & Blue Cat Media Group.

**4. Things to Consider For the Next Week**

- a. Develop Rough Cut Edit.
- b. Develop Graphics Prototypes.
- c. Develop Music List with samples.

**5. Other Notes**

- a. The female student shot in the gazebo was pretty dark. Color correction may be necessary.

**6. Thoughts and Reflections**

- a. One of the Sr. Academic Advisors was really bad on camera; we should be able to get him into the video at least once.
- b. One of the students was not very talkative; we should be able to get her into the video at least once.
- c. Great weather; everything went right on schedule.

**7. This Log is prepared by Pauline Courchene, James Van Voris & Jay Sandhouse**



## First-Year Interest Group (FIG) Video – Project Management Log Week 4 (July 4 – July 10, 2011)

### 1. Project Tasks of the Week

- a. Develop Rough Cut Edit.
  - i. Task to be performed by the Instructional Technologist and Blue Cat Media Group.
- b. Develop Graphics Prototypes.
  - i. Task to be performed by the Instructional Technologist & Blue Cat Media Group.
- c. Develop Music List with Samples.
  - i. Task to be performed by the Instructional Technologist.

### 2. Decisions Made

- a. Rough Cut edit will be output and delivered to the Director of the Undergraduate Education Academic Advising Center on DVD, rather than network server.
  - i. Instructional Technologist.
- b. Graphic Prototypes will be developed using existing Jump Backs HD Library and delivered to the Director of the Undergraduate Education Academic Advising Center on DVD, rather than network server.
  - i. Instructional Technologist.
- c. Music List with samples will be developed using existing Digital Juice Library and delivered to the Director of Undergraduate Education Academic Advising Center through the network server.
  - i. Instructional Technologist.

### 3. Progress Check Point

- a. Rough Cut Edit completed, delivered and approved.
  - i. Instructional Technologist, Director of the Undergraduate Education Academic Advising Center, Assistant Director of the



Undergraduate Education Academic Advising Center and Blue Cat Media Group.

- b. Graphics Prototypes completed, delivered and approved.
  - i. Instructional Technologist, Director of the Undergraduate Education Academic Advising Center, Assistant Director of the Undergraduate Education Academic Advising Center and Blue Cat Media Group.
- c. Music List with samples completed, delivered and approved.
  - i. Instructional Technologist, Director of the Undergraduate Education Academic Advising Center, Assistant Director of the Undergraduate Education Academic Advising Center and Blue Cat Media Group.

#### **4. Things to Consider For the Next Week**

- a. Develop Final Cut Edit.
- b. Submit Final Cut Edit.
- c. Develop Final Cut Edit Output in presentation formats.
- d. Submit Final Cut Edit Output in Presentation Formats.

#### **5. Other Notes**

- a. May want to consider embedding FIU logo into animated backgrounds instead of embossing it as a bug.
- b. Try to give the perception that the FIG is required, without actually saying it in the video.

#### **6. Thoughts and Reflections**

- a. The video looks great! Can't wait to cut together the final product.

#### **7. This Log is prepared by Pauline Courchene, James Van Voris & Jay Sandhouse**



## First-Year Interest Group (FIG) Video – Project Management Log Week 5 (July 11 – July 17, 2011)

### 1. Project Tasks of the Week

- a. Develop Final Cut Edit.
  - i. Task to be performed by the Instructional Technologist, and Blue Cat Media Group.
- b. Submit Final Cut Edit for approval.
  - i. Task to be performed by the Instructional Technologist.
- c. Develop Final Cut Edit Output in presentation formats.
  - i. Task to be performed by the Instructional Technologist.
- d. Submit Final Cut Edit Output in Presentation Formats.
  - i. Task to be performed by the Instructional Technologist.

### 2. Decisions Made

- a. FIU logo will be embedded into animated background.
  - i. Instructional Technologist & Blue Cat Media Group.
- b. Final Cut Edit Output will be delivered as a .mp4 file and placed on the network server.
  - i. Instructional Technologist.



### **3. Progress Check Point**

- a. Final Cut Edit complete.
  - i. Instructional Technologist and Blue Cat Media Group.
- b. Final Cut Edit delivered and approved.
  - i. Instructional Technologist, Director & Assistant Director of Undergraduate Education Academic Advising Center,
- c. Final Cut Edit Output developed into presentation formats.
  - i. Instructional Technologist.
- d. Final Cut Edit Output submitted.
  - i. Instructional Technologist.
- e. Post-Production approved.
  - i. Director & Assistant Director of Undergraduate Education Academic Advising Center,

### **4. Things to Consider For the Next Week**

- a. Document Lessons Learned.
- b. Update Files/Records.
- c. Archive Media Files/Documents.

### **5. Other Notes**

- a. May want to create a lower resolution copy to potentially use on a standard play DVD.

### **6. Thoughts and Reflections**

- a. The video looks great! Everyone involved did a fantastic job.

### **7. This Log is prepared by Pauline Courchene, James Van Voris & Jay Sandhouse**



## First-Year Interest Group (FIG) Video – Project Management Log Week 6 (July 18 – July 24, 2011)

### 1. Project Tasks of the Week

- a. Document Lessons Learned.
  - i. Task to be performed by the Instructional Technologist.
- b. Update Files/Records.
  - i. Task to be performed by the Instructional Technologist.
- c. Archive Media Files/Documents.
  - i. Task to be performed by the Instructional Technologist.

### 2. Decisions Made

- a. Media Files will be kept on the Production Drive.
  - i. Instructional Technologist.
- b. Video will be uploaded to You Tube and the Undergraduate Education website after freshmen orientation is over.
  - i. Instructional Technologist & the Director of the Undergraduate Education Academic Advising Center.

### 3. Progress Check Point

- a. Lessons Learned documented..
  - i. Instructional Technologist, Instructional & Media Technology Assistant and Blue Cat Media Group.
- b. Files/Records updated.
  - i. Instructional Technologist, Instructional & Media Technology Assistant.
- c. Media Files/Documents archived.
  - i. Instructional Technologist, Instructional & Media Technology Assistant.

### 4. Things to Consider For the Next Week



- a. Celebration party.

**5. Other Notes**

- a. May want to consider playing the video on the plaza screens around campus.

**6. Thoughts and Reflections**

- a. Very pleased with the final product, and the feedback it generated.

**7. This Log is prepared by Pauline Courchene, James Van Voris & Jay Sandhouse**



## First-Year Interest Group (FIG) Video – The Management Team

### Pauline Courchene



Born in England; Pauline moved to the United States in 1997, and became a citizen in 2005. Her Bachelor's degree is in Business Studies and she spent seven years teaching Business and Information studies to students enrolled in technical college and to adults enrolled in night school. The courses were both academic and vocational, some classes were in a traditional "chalk 'n' talk" environment and some were based in the computer lab where the emphasis was on student centered learning.

Pauline's business background has served her well; she has owned two businesses in the United States and also provided consultation services on a couple of startup businesses. Pauline is a great administrator; with knowledge and experience of all aspects of business; including marketing, accounting and management. The benefit of working in small businesses is that many skills are acquired over a short period of time and versatility is an asset.

Pauline is currently employed in an admissions capacity in a private college; where she interviews and advises students of all types on courses and careers. She has worked with students who want to be marine mechanics to those who want to work in Alternative Medicine.

Pauline is working on her Master's degree in Curriculum and Instruction; Educational Technology at Florida Gulf Coast University. She will complete the program in December 2012. Her ambition is to move in to a management position in the private education sector and also to complete her Doctorate in Educational Leadership.



## Jay Sandhouse



Jay's professional background revolves around both Video Production and Academics. As the Instructional Technologist for Florida International University, he is responsible for the planning effective implementation of technology tools to enhance the learning experience of undergraduate students as it directly relates to academic advising, student progress and development.

Prior to that, Jay worked at Miami Dade College for over ten years as an instructor of television production. Some of the classes he taught included "Radio & Television Announcing," "Broadcast News," "Writing for Electronic Media," "Television Studio Production," and "Electronic Field Production." Jay also served as the Production Supervisor for MDC-TV (the college's television network).

Jay was involved with the network launch of PAX-TV in 1998. As a Network Writer/Producer, he wrote and produced commercials for "Touched by An Angel," "Diagnosis Murder," and "Dr. Quinn Medicine Woman."

This amazing career began with Continental Cablevision. As a Regional Production Manager, Jay was responsible for creating videos that promoted and branded the cable company. During his eleven years in the cable industry, Jay was fortunate to work on outside projects with Disney Channel, Showtime, Fox Sports Florida, Sun Sports and the Florida Panthers.



Jay resides in Coral Springs, Florida. He has been married for 30 years, and has two daughters (ages 20 & 11).. Jay holds a B.S. in Business Administration from the University of Florida, and a B.A. in Communication from Florida Atlantic University. For more information about Jay, please visit <http://gatorjbone.com/>.

## **James Van Voris**



James VanVoris graduated from the University of Florida in 1985 with a B.S. in Business and a B.S in Television Production. He began his career in feature films working on Jonathan Demme's production of "Something Wild", starring Melanie Griffith and Jeff Daniels, where he received his first training as an assistant director under Ron Bozeman, who later went on to collect a Best Picture Academy Award for producing "Silence of the Lambs", again with Demme. James went on to a career as an assistant director and worked on productions including feature films, national television commercials, and music videos. He then moved on to become production manager for Miami office of Tele-Communications, Inc., which at the time, was the largest cable company in the U.S. There he supervised the production staff and was responsible for installation of one of the first Avid non-linear editing systems adopted for use in cable advertising. James has since moved on to join the staff of Miami-Dade Community College where he runs the computer graphics lab and teaches the use of computers in TV and film production including non-linear editing, graphics, Movie Magic software and more as an adjunct faculty member. James brings technological expertise in web design where he has been the Webmaster for the National AIDS Awareness Foundation, AV Data Incorporated, and the Miami-Dade Community College School of Entertainment Technologies.



## First-Year Interest Group (FIG) Video – Project Reflection

### Pauline Courchene

I have been extremely fortunate to work with Jay and James on this project. They are both wonderful professionals with many years of experience working on videos and in production. Apart from making videos of my daughter's musical concerts, which were very boring; I had no experience in this area.

I have learned a lot of new words, terms and ideas to do with video creation and editing. Project management was part of my undergraduate program but that was more than 30 years ago and many things have changed since that time. I think we focused on network analysis; the Gantt charts, the PERT charts and all the project management programs that are available are completely new to me.

I am familiar with the importance in management of good communications, making sure that the project is satisfying the needs of the client and of course is delivered on time. As Jay has worked at Florida International University for so long and is such a trusted member of staff, he was allowed to produce the video with little interference from the client. I realize that in many circumstances this would not be the case.

I have learned much about project management and now have a good framework to use should I be asked to manage any projects in the future.



## Jay Sandhouse

Over the course of my 27 years of producing videos, some have been very high profile, while others have been quite inconsequential. During my time with PAX-TV, all my commercials were seen nationally in 85 different markets. With Continental Cablevision, some of my videos were viewed in an all-employee meeting of 150 people. Regardless of the importance of the project, the passion has never gone away, which is why I love my job as much as I do. I am fortunate that every project I do for Florida International University is very high profile. Everything from producing a video to creating a bookmark for our Common Reading Program, the entire university gets to see my work.

When I was first approached to produce this project, the Director and Assistant Director of the Academic Advising Center had some very specific ideas for the video. This was unusual, since most of the videos I produce are totally left up to my discretion. Although this may sound good on the surface, it would be nice to have the client more involved in some of the projects. Their opinions stemmed from a video that had been produced a few years ago, which was before I came onboard with the university.

Most videos go through the same process in terms of getting it done: initiation, pre-production, production, post-production and the close-out. Keeping the client formally involved in all phases of the production was the challenge for this video. What I learned in this class, specifically the JPP, the POS, the WBS and the Gantt charts, enabled me to get all of the team members involved every step of the way. Most of these procedures are followed during a video production in some form, but not with the detail that I am used to. Giving the client a deliverable each step of the way made them feel like they had a major role in the production. More times than not, they went with my suggestions anyway, but there were times when the Assistant Director of the Academic Advising Center had some very specific suggestions (i.e. give the impression that the students *have* to sign up for a FIG, rather than letting them know it is optional).

A big part of this class for me was giving more attention to risk assessment. It is difficult to shoot video indoors at a university, and we are fortunate to have a beautiful campus. The down side is that when you videotape outdoors, there can be unforeseen circumstances that can greatly impact the video. By having a better backup plan going in, less time can be wasted waiting for the gardener to finish cutting the grass, or waiting for the fire alarm to stop ringing.

I'm looking forward to implementing all that I have learned into my next project.



## James Van Voris

I have been doing projects similar to this one for close to 25 years now. The professional workflow of such a project has been established over many years of production by many producers and production companies. Prior to this class and learning about formal project management practices, I had been following many of the same procedures albeit less formally and without using the same nomenclature for the procedures.

The actual production process is exactly as broken down in our project plan: Initiation, pre-production, production, post production, and wrap (close out). The useful details I learned in the class, other than the formalized structure, which helps to keep things from falling between the cracks, was the detailed discipline of the steps such as creating a COS, a scope statement, a POS, a WBS, and the charts (Gantt, Pert etc.) that represent the planned schedule. Many of these steps are followed during normal production procedures, but the structure of formalizing the steps is helpful to both the clients and the producer (project manager). This creates an environment of clearly defined roles and shared expectations that is very important in the creative production process.

The one thing that seems commonly beneficial to a film and video project and any project management situation is the careful work undertaken to keep the clients involved, informed, and committed to the project. You will notice that each and every set of tasks leading to an objective (deliverable) in a video production project plan is subject to client approval upon delivery and the client was as directly involved whenever practical and possible in almost every task leading to the objective. This results in client buy-in and satisfaction, thus minimizing the chances of misunderstandings on both sides that can lead to major scope changes and schedule or budget disruptions. If changes are made, they are made with the direct involvement of the project team and the clients, resulting in more efficient project problem solving and reducing opportunities for disagreements on delivery dates, costs, or final product content and quality.

The other thing from formal project management training that I've found can greatly benefit the average producer is the formal process of project risk assessment and the creation of a risk mitigation plan. Producers pride themselves on having a "Plan B" to go to in the event of problems while shooting, but production problems while shooting are relatively simple issues. Many things can go wrong throughout the many phases of any video project and taking the time to consider a plan to avoid them entirely or deal with them if they arise can mean the difference between a successful production and one that goes off the rails and into major problems.



## First-Year Interest Group (FIG) Video Interview Questions with Recommended Responses

### For Staff and Administrators

1. What is a First-Year Interest Group?

FIGs are groups of three classes that students take their first semester. The majority of incoming students will be taking FIGs with very few exceptions. FIGs serve to provide a foundation for students based on their common interests, majors, or even residential assignments.

2. How do FIGs work?

Starting college is overwhelming enough, so we have made the whole process very easy. Students will be enrolled in a group of three classes together with the same twenty-five students. Because the summer semester is so short, these are the only classes students will take. Students who start in the Fall semester will have a foundation of classes based on FIGs and then add more classes that are even more specific to student's interests and majors.

3. How do students get involved in the First-Year Interest Groups?

Students will sign-up for FIGs during their Advising session at Orientation. They will then be registered into those classes by the FIG Coordinator.



4. What are the benefits of being in a First-Year Interest Group?

There are many benefits for students taking a FIG their first semester. FIGs facilitate the transition process that students experience during their first semester at the university. For example, convenient schedules result in better planning and time-management. Students develop closer relationships with classmates and professors, while at the same time being able to build their own schedule and have flexibility. This leads to study groups and other opportunities for interactions that will serve the students well in future semesters.

5. What are students taking away from FIGs, both short-term and long-term?

On a short-term basis, students get to know their fellow classmates right away, feel more comfortable participating in classroom activities, and become more involved with campus activities. On a long-term basis, there is a bond created when students share their experiences with other students that leads to retention and successful completion of their degree.

## **For Students**

6. Did you enjoy participating in a First-Year Interest Group?

YES!! There was a support group that one could rely on all the time. Everyone was very friendly, etc....

7. How did being in a First-Year Interest Group prepare you for your future semesters?

Students who have formed study groups in their FIGs often take future courses together and continue to help each other in many ways.



**First-Year Interest Group (FIG) Video Sample Scouting Location Photos**



Location Shot 1.jpg



Location Shot 2.jpg



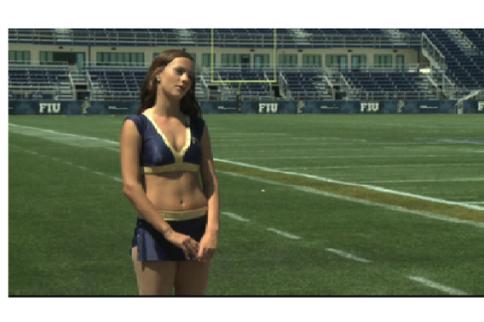
Location Shot 3.jpg



Location Shot 4.jpg



Location Shot 5.jpg



Location Shot 6.jpg



# First-Year Interest Group (FIG) Video Sample Casting Photos





# First-Year Interest Group (FIG) Video Sample Graphics





# First-Year Interest Group (FIG) Video Blue Cat Media Group Production Proposal

<b>BlueCat Media Group</b> Marketing   Advertising   TV Production	<b>FLORIDA INTERNATIONAL UNIVERSITY</b>  <i>PRODUCTION CONTRACT / PROPOSAL</i> "Office of Undergraduate Education" <a href="http://www.bluecatmediagroup.com">http://www.bluecatmediagroup.com</a> Date: 6/21/11
-----------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

ITEM #	DESCRIPTION	UNIT COST	# OF UNITS	TOTAL COST
1	<b>FIU Production Package:</b> Package pricing to create "F.I.G." HD Video. Includes: HD Location shooting (3 days), post-production editing, 2D open/close graphics animation, background effects, music and file conversions.	\$2,000.00	1	\$2,000.00

Total Production Cost \$2,000.00

**Payment:**  
Client will be invoiced upon completion of the project.

**Acceptance of agreement:**  
The above mentioned contract proposal are satisfactory by me and are hereby accepted. I authorize Blue Cat Media Group to perform the work specified above. Payment will be made as outlined above.

Authorized Representative (Please PRINT): \_\_\_\_\_

Authorized Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**(Jacksonville Office)**  
 Blue Cat Media Group Inc. • 13245 Atlantic Blvd. (#4-152) • Jacksonville, FL 33351 • Tel (954) 592-7270



**First-Year Interest Group (FIG) Video Companion Flyer Panther Preview 2011 Orientation Resource Guide**



*...Classes Together*

**FIRST-YEAR INTEREST GROUPS  
FIGs @ FIU**



FIGs foster closer relationships with your fellow students and your professors, which translates into more involvement and a positive transition to college life. Speak with your Academic Advisor at Orientation to register.



For more information, go to <http://undergrad.fiu.edu/figs/>