



JAMES MADISON
U N I V E R S I T Y .

Madison Advising Peers Audio/Video Final Proposal
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SMAD 342 (Section 0001)
October 28, 2022

CREATIVE BRIEF

1 / CLIENT

The client is Madison Advising Peers, a service offered by JMU that provides undergraduate students with academic assistance, specifically in class enrollment. Additionally, they offer specialized advice based on the student's major. MAPs can check students' academic requirements and can assist in changing one's major and choosing classes that fulfill requirements (JMU).

2 / OBJECTIVES

To direct students to a resource designed to help them get insight on what their classes will look like and to help them choose their own adventure through college.

3 / TARGET AUDIENCE

The target audience is current undergraduate students at JMU who are registering for classes the spring semester of 2023 this fall. The majority of the students are around 18-22 years old. College students have an average attention span of 8 seconds so it is important to get their attention right away (Countercurrents, 2021). Undergraduate students also consume large amounts of social media with college students being 41% of all TikTok users as well as 85% of college students using Instagram (Campus Solutions).

4 / CURRENT MINDSET

When interviewing a student about the service they said, "It is a great service and very beneficial for students who are looking for academic advice." However, some students do not know this service is offered and wish it was advertised more.

5 / DESIRED MINDSET

We want students to feel comfortable going to Madison Advising Peers for academic help.

6 / BIG IDEA/CONCEPT

The big idea is that undergraduate students can get first-hand advice and support from other JMU students. They will have an easier time choosing classes and making the right decisions during their academic career.

7 / SUPPORTING EVIDENCE

Students should go to MAPs for academic advice because they have experience navigating through college. They know their experiences, their peers' experiences and the experiences of the students they help. MAPs are better equipped than anyone else at JMU to make recommendations to students and help them thrive academically by giving students a clear picture of what their classes will look like.

8 / KEY EMOTION OR TONE

Nurturing, friendly, and helpful

9 / COMPETITION

Major/Minor Advisors

These professors and JMU employees are assigned to a specific undergraduate student. They help guide the student throughout their academic career. They primarily help during the class registration period. Typically, advisors will send out a message with their availability.

Career Center

The Career Center helps students with planning classes and future plans after graduation. They can recommend schedules for students that span their entire career at JMU. There are appointments available online and in-person that are typically available from even a day before.

Other JMU students

Students tend to seek help from friends they feel most comfortable talking to. They might ask them for advice about what classes to take as well as what classes to avoid.

10 / CREATIVE GUIDELINES

The only requirement by the client is to use the JMU logo in our ads.

ANNOTATED RESEARCH

Research About Target Audience

Suvedi, M., Ghimire, R. P., Millenbah, K. F., & Shrestha, K. (2015). Undergraduate students' perceptions of academic advising. *NACTA Journal*, 59(3), 227-233.

- This research article looked into student problems and issues with academic advising. What the researchers found was that different students felt different levels of satisfaction depending on different variables such as gender and academic year. Other findings included that students wanted advisors to contact them more and for there to be more information provided to students about study abroad programs and job offers.

Filson, C., & Whittington, M. S. (2013). Engaging undergraduate students through academic advising. *NACTA Journal*, 57(4), 10-17.

- This article discusses how engaged students are with their academic advisors. The findings from the research showed that students and advisors did not often talk outside of classes and that this could be improved to help with student engagement. Students also reported that they did not have a lot of support when it came to personal development from their academic advisors. The findings also showed that students who did connect with their academic advisor more often than those who didn't have a higher satisfaction level.

Lowe, A., & Toney, M. (2016). Academic Advising: Views of the Givers and Takers. *Journal of College Student Retention: Research, Theory & Practice*. <https://doi.org/10.2190/D5FD-D0P8-N7Q2-7DQ1>

- This study surveyed 200 undergraduate and graduate students to see what factors impacted student satisfaction with academic advising. What was found from the data was that many students wanted advisors to be better trained, and there to be more material provided for the students. The students also wanted there to be a higher priority for advising from the advisors as well as a more effective advising system.

Chan, Z. C., Chan, H. Y., Chow, H. C. J., Choy, S. N., Ng, K. Y., Wong, K. Y., & Yu, P. K. (2019). Academic advising in undergraduate education: A systematic review. *Nurse education today*, 75, 58-74.

- The research article analyzed academic advising for college students. The research found that there was an issue with time management for the students as well as academic advisors. What was also found was that there needs to be better training on advising for the academic advisors and that there needs to be better forms of communication between the student and the advisor. This shows that there are clear barriers between a student and their advisor which need to be fixed to help the students be more successful in their academic careers.

Impact of social media on our attention span and its drastic aftermath. Countercurrents. (2021, April 12). Retrieved October 5, 2022, from <https://countercurrents.org/2021/04/impact-of-social-media-on-our-attention-span-and-its-drastic-aftermath/>

- This article talks about attention spans and how in recent years with the advancement of social media the average attention span is around 8 seconds. The article continues to explain that people now tend to skim social media and that people extend to skip a lot of content.

Social media marketing to college students – A complete guide. Campus Solutions, Inc. (n.d.). Retrieved October 5, 2022, from <https://campussolutionsinc.com/social-media-marketing-to-college-students/>

- This article is about how to market to college students and what social media platforms they use. The article explains how college students use social media and the best ways to understand and reach more college aged individuals.

ANNOTATED RESEARCH

Research About Pre-roll Ads

5 tips for improving your pre-roll advertising. Adjust. (n.d.). Retrieved October 5, 2022, from <https://www.adjust.com/blog/pre-roll-video-advertising-explained/>

- There are skippable ads, non skippable ads and bumper ads (non-skippable videos which are usually six seconds in length.) the most important things to do are to be upfront, make it targeted, creative, emotional and experiment with different lengths of video.

Hegner, S. M., Kusse, D. C., & Pruyn, A. T. H. (1970, January 1). Watch it! the influence of forced pre-roll video ads on consumer perceptions. SpringerLink. Retrieved October 5, 2022, from https://link.springer.com/chapter/10.1007/978-3-658-10558-7_6

- This study suggests that pre-roll advertising is the fastest way to advertise now that the internet is so widely used. They have a higher impact on likeability and remembrance when the pre-roll format is used because they are so short and there are less details to remember.

Li, Y., Kim, H.-jin, Do, B., & Choi, J. (2022, July 9). *The effect of emotion in thumbnails and titles of video clips on pre-roll advertising effectiveness.* Journal of Business Research. Retrieved October 5, 2022, from <https://www.sciencedirect.com/science/article/pii/S0148296322005938>

- This article discusses why negative views of pre-roll ads could be based on the thumbnail photograph. The negative perception of title texts and the use of emoticons also caused people to dislike the advertisement.

Understanding why consumers don't skip pre-roll video ads. Taylor & Francis. (n.d.). Retrieved October 5, 2022, from <https://www.tandfonline.com/doi/full/10.1080/00913367.2017.1334249>

- This article suggests that pre-roll ads are different from other types of ads because it plays in the exact same space as the viewer is executing for their content to play. It said that attention-getting ad techniques actually make viewers skip the ad more frequently.

Research About Radio Ads

Radio Advertising for Your Business: What to Consider. (2022, August 5). *Newstex LLC*. Retrieved from <https://advance.lexis.com/api/document?collection=news&id=urn:contentItem:6638-T311-JCMN-Y340-00000-00&context=1516831>.

- This article goes into detail about what makes a successful radio ad. The author discusses the length of the ad, along with target audience, the clarity of the message, budget, sound effects, and the call to action. There is a lot of comparison between two options for each topic. For example, the author mentions that a longer ad will be more expensive.

New Study Underscores Local Radio's Impact For Political Candidates. (2022, September 6). *MENAFN.com*. Retrieved from <https://advance.lexis.com/api/document?collection=news&id=urn:contentItem:66B3-XP11-JBR8-B4R9-00000-00&context=1516831>.

- Radio ads have been declining in popularity for decades. However, this article dives into the importance of radio ads to political candidates. Typically, a candidate's target audience does listen to the radio, whether they're driving to work or listening at home. Local radio gives a personal touch to the ads.

What we know about radio and audio audiences. (2022, June). *WARC.com*. Retrieved from <https://www.warc.com/content/article/bestprac/what-we-know-about-radio-and-audio-audiences/109563>

- Here, multiple different types of radio are discussed, as well as the changes in radio audiences over the years. One of the key highlights is that radio and audio spending does not match audience consumption. They also discuss the rapid growth of podcasts and how they are growing among younger, male, affluent, and ethnic minority demographics. They mention COVID-19 and how there was a short growth in listeners, as well as how Audio and OOH are combining to engage active audiences, and many other points about how receptive audiences are to advertising.

Whiteside, Stephen. How creative radio ads build brands. (2019, April). *WARC.com*. Retrieved from <https://www.warc.com/content/article/event-reports/how-creative-radio-ads-build-brands/126577>

- In this article, Stephen Whiteside discusses creating successful radio ads. He talks about purchase intent, disclaimers, and sonic identity. He also provides interesting statistics that show serious ads have a 75% higher purchasing intent and female-voiced ads typically perform better than male-voiced ads.

ANNOTATED RESEARCH

Research About Brand/ Company

Madison Advising Peers. James Madison University. (n.d.) Retrieved October 5, 2022.

<https://www.jmu.edu/advising/acadplan/peers.shtml>

- The Madison Advising Peers are JMU students who work with other students to achieve their academic ambitions. All students are eligible to get advice from MAPs. These student advisors can help students check academic requirements, change majors and use MyMadison.

JMU university advising (@jmuadvising) *instagram photos and videos*. Instagram. (n.d.)

Retrieved October 5, 2022 from <https://www.instagram.com/jmuadvising/?hl=en>

- JMU's advising page appears to be run by students. All of the advising programs are promoted on the page. Madison Advising Peers used to have its own Instagram, however, they moved to the advising page in January.

Academic Advising Glossary. James Madison University. (n.d.) Retrieved October 5, 2022

<https://www.jmu.edu/advising/acadplan/glossary/index.shtml>

- According to the academic advising glossary, academic advising is an exchange of information between a student and an advisor. The purpose of advisors is to guide students throughout their academic career.

Advising Resources. James Madison University. (n.d.) Retrieved October 5, 2022

<https://www.jmu.edu/advising/acadplan/advisingresources.shtml>

- This website contains GPA calculators as well links to registration dates and deadlines.

CONCEPT DESCRIPTION

For our radio and TV ad, our concept is choosing your own path for life with the guidance and help of the Madison Advising Peers. The TV ad included buttons to allow the student to get to the MAPs so that the student could receive guidance on which path they want to go. The MAP buttons allowed the student to pick different paths and try different majors so that they could find a major/path that worked for them. For our radio ad, the concept is very similar to the idea benign that the MAPs guide you to help figure out the path you want to take. The radio ad included an already-graduated JMU student explaining how when they were at JMU the MAP helped them figure out the major/path they wanted to go on. We chose this approach for the radio ad because it shows the finished result of a JMU student receiving MAPs guidance and them working in the career they student at JMU.

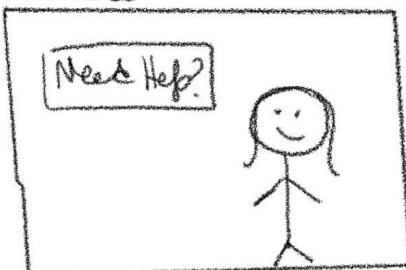
STORYBOARD (for video ad)

Client: Madison Advising Peers
Title: Choose your path with MAPs

Duration: 30 secs
Key frame: Scene 5

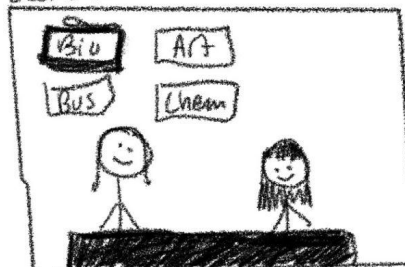
Date: 10/28/22

Scene 1



Student: "Ugggh, I don't know what I'm doing with my life!"

Scene 2



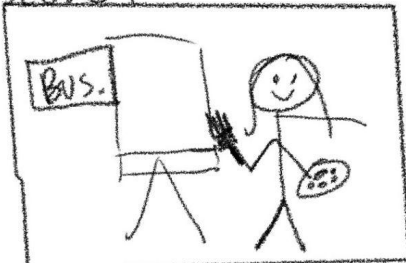
"Welcome to Madison Advising Peers. I'm here to help you on your college journey. Let's check out some different major options."

Scene 3



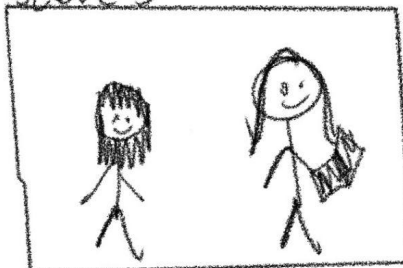
"Hmmm, I think I want to try another one!"

Scene 4



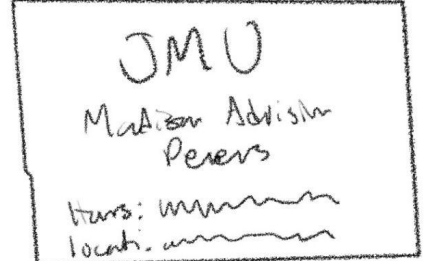
"This is cool, but I want to try another one!"

Scene 5



Student: "I think I like this!"
MAP: "Did you find something you liked?"
Student: "Yes! Thanks for your help!"

Scene 6



Superimpose information about MAPs on screen.

VIDEO AD SCRIPT

TV & YouTube Pre-roll Scripts

Emily Myers, Rachel Nohe, Sarah Eccleston, Meredith Orne

Client (brand/product/service): Madison Peer Advisors

Title: Choosing your Academic Adventure with MAPs

Duration: 30 seconds

Pre-roll

Key frame: (scene 8)

Date: 10/28/2022

Video	Audio
SCENE 1 (5 SECONDS): (MS). CAMERA FACING STUDENT SCROLLING INSTAGRAM. BUTTONS APPEAR. STUDENT LOOKS CONFUSED, THEN PRESSES BUTTON.	MUSIC: PLAYFUL MUSIC(30 SECONDS) STUDENT (TIRED, SAD, FRUSTRATED 20 YEAR OLD): What am I doing with my life? SFX: DING NOISE SFX: CLICK SOUNDS
SCENE 2 (6 SECONDS): (MS). STUDENT APPEARS AT THE MAPS CENTER SITTING TO THE LEFT OF THE MAP, CAMERA FACES THE STUDENT AND MAP. STUDENT PUTS ARM DOWN AND LOOKS CONFUSED WHILE LOOKING AROUND THE ROOM. MAJOR BUTTONS APPEAR. STUDENT CLICKS ON ART MAJOR. SCENE DISSOLVES.	MAPS (EXCITED AND HELPFUL) : Welcome to Madison Advising Peers! Let's check out some different major options! SFX: DING NOISE STUDENT (EXCITED): Sure, let's try it out! STUDENT (CURIOUS): Let's try this one! SFX: CLICK SOUNDS

-more-

VIDEO AD SCRIPT

Client: Madison Advising Peers

Title: Choosing your Academic Adventure with MAPs

Page: 2

Video	Audio
SCENE 3 (6 SECONDS): (MS). BIOLOGY LAB. STUDENT IS HOLDING LAB INSTRUMENTS WHILE WEARING A LAB COAT. MAJOR BUTTONS APPEAR. STUDENT CLICKS ON ART MAJOR.	STUDENT(HESITANT): Hmm, I think I want to try one more. SFX: DING NOISE SXF: CLICK SOUNDS
SCENE 4 (5 SECONDS): (MS). ART CLASSROOM. STUDENT IS HOLDING A PALETTE WHILE STANDING IN FRONT OF AN EASEL. MAJOR BUTTONS APPEAR. STUDENT CLICKS ON BUSINESS MAJOR.	STUDENT (UNDECIDED): This is cool, but I think I want to try another one! SFX: DING NOISE SXF: CLICK SOUNDS
SCENE 7 (5 SECONDS): (MS). COB CLASSROOM. STUDENT IS WORKING ON A COMPUTER.	STUDENT: I think I like this! SFX: DING NOISE MAP: Did you find a path that worked for you? STUDENT: Yes! Thank you so much!
SCENE 8 (4 SECONDS): (SUPER). JMU LOGO AND MADISON ADVISING PEERS INFO.	

RADIO AD SCRIPT

Client: Madison Peer Advisors
Writer: Emily Myers, Sarah Eccleston, Meredith Orne
Rachel Nohe
Audience:
TRT: :30
Air Dates: October 28, 2022

MUSIC FADES IN: INDIE POP-ROCK PLAYS THROUGH WHOLE MONOLOGUE

JMU ALUMNA: Who has two thumbs, lives New York City, and is an actress on
broadway?

JMU ALUMNA: Me!

JMU ALUMNA: But it wasn't an easy journey to get here.

JMU ALUMNA: When I went to JMU, I was an accounting major but it just wasn't for me.

JMU ALUMNA: Don't get me wrong, accounting is great, but it wasn't the path I wanted to
take

JMU ALUMNA: So I went to Madison Advising peers, and they helped me figure out that I
wanted to major in theater. And now the rest is history.

JMU ALUMNA: So don't settle for a path that you don't enjoy and get help to figure out where
you want to go in life with MAPs.

ANNOUNCER: For more information, search Madison Advising Peers on the JMU website!

MUSIC FADES OUT: MUSIC FADES OUT

FINAL COMMERCIALS

PRE-ROLL AD LINK: [Click here](#)

RADIO AD LINK: [Click here](#)

MEDIA RATIONALE

For our radio ad we really reflected visual imagery well by using sound effects that make you feel like you are in the scene. For example, the background noise. Instead of just portraying the message as we did in the first radio ad, we brought in a character which was the former JMU student who became a Broadway star. Hearing from her perspective was much better than hearing from an announcer because it makes you feel like you can trust her. We really didn't want the speaker to sound like a salesperson in both ads. To remedy this, we practiced saying the gist of the script without ever looking at the script because we wanted it to sound as natural as possible. We didn't want the "consumers [to] become salesperson" in our ads.

For the radio ad we used a "testimonial" from a former student. For the pre-roll ad we used "story line" to have the scene play out in a unique way. We focused a lot on the editing and scene changes to make it appear as if Sarah was magical being teleported into each scene.

For our video ad we thought so visually that it was difficult to translate it into a radio ad. However, we were able to come up with a related concept which worked and the visual elements made the video ad very engaging. To emphasize what we were doing with the buttons we added a clicking noise when Sarah clicked the buttons which emphasized that it was in fact, a button.

We "made every second count" for the video ad by filling up every second with action. Originally our script was too long so we were able to make every second count by using the cutting out the unimportant parts.

CREATIVE RATIONALE

For this project, we decided to choose a create-your-own-path concept. With this idea, we decided to have the MAP guide the student along but still allow the student to have control of their decisions. For both the radio and pre-roll the student finds their own path in life with the help of the MAP. The talent we chose for both of these ads was ourselves because it was the most convenient and we knew that with the amount of time we had, we would have to direct, act, and edit the ads as a team. The tone for the ads was playful, helpful, and friendly. We chose this tone because we wanted the helpfulness of the MAPs to be reflected in the ad so that students feel welcome to go visit the MAPs for any academic advising help. The sound effects for our ads were button clicks, ding noises, and city noises. The reasons we chose these sound effects were because we wanted to bring to life the button aspect of the pre-roll ad and the city noises in the radio give the audience imagery of where the radio ad is taking place. Our hook for this project was how students don't know sometimes what to do with their lives. So for our pre-roll ad, we started out with a student stressed about wanting to do with their life. Then for our radio ad, we used a question hook to bring the audience in. Then we connect the two ads with our theme of choosing your own path so that both ads had the same overall theme. Our creative process for this whole project was long and it had many different forms before we came to our final ads. Throughout our whole process, we had the theme of choosing your own path and the MAPs helping you in this process. Finally, at the end of this whole process, our ideas came to life and we were able to execute our ideas effectively.

MEDIA CITATIONS

Elegant Successful Game Alert 6 [MP3]. Storyblocks.

<https://www-storyblocks-com.eul.proxy.openathens.net/audio/stock/elegant-successful-game-alert-6-hwthbdfv8k8p0yoe8.html>

Game Positive Alert or Achievement 4 (Win, Award, Arcade) [MP3]. Storyblocks.

<https://www-storyblocks-com.eul.proxy.openathens.net/audio/stock/game-positive-alert-or-achievement-4-win-award-arcade-skfzo-g80p8k8umgkwn.html>

Computer Mouse Single Click [MP3]. Storyblocks.

<https://www-storyblocks-com.eul.proxy.openathens.net/audio/stock/computer-mouse-single-click-bxzh4mp2ldsk0wxwyam.html>

Kiselev, N. Corporate Uplifting [MP3]. Storyblocks.

<https://www-storyblocks-com.eul.proxy.openathens.net/audio/stock/corporate-uplifting-346740978.html>

Media-Music Group. Indie Rock Commercial [MP3]. Storyblocks.

<https://www-storyblocks-com.eul.proxy.openathens.net/audio/stock/indie-rock-commercial-highlnpvovki6q6ko6.html>