

## Unit Missions

### DMI Mission Statement

#### **Mission statement**

The mission of the DMI is to provide our students with a broad and thorough education in the technological, business, and creative areas of the music and entertainment industry. In keeping with the overall mission of the University, the DMI program encourages significant student-faculty interactions through multiple opportunities for project-based learning, directs students to develop respect for different ethnic and socioeconomic groups through a common interest in music industry studies, and guides students in developing, assessing, and expressing their own thoughts effectively.

#### **Related Items**

There are no related items.

## Learning Outcomes

### BSMIS 01: Overview of music industry

**Start:** 7/1/2012

**End:** 6/30/2013

#### Learning Outcome

1. The student will be able to describe the current music industry environment.

**GE 2, 3, 4, 7, 9, 10**

#### Data Collection (Evidence)

DMI 101: Music Industry Survey

Pre and post-tests

Live Event Scenario

80% of students will achieve at 75% level or above on post-test

80% of students will achieve success at a 75% level or above on the "Live Event Scenario" assignment

DMI 441: Senior Project

Goal setting exercise

Timeline exercise

Comprehensive project

Portfolio Review

80% of students will achieve at 75% level or above on setting and meeting goals and timeline

85% of students will achieve success at a 75% level or above on the final project and portfolio review

#### Results of Evaluation

DMI 101:

12 of 17 students achieved 75% or greater on the Post-test (8 did not submit assessment)

19 of 25 students achieved 75% or greater on the Live Event Scenario assignment (2 students did not submit the assignment).

DMI 441:

There was one student attempting DMI 441: Senior Project in the Fall of 2012. The student did not complete any of the course requirements and received an "F" for the course.

There were no students attempting DMI 441: Senior Project in the Spring of 2013.

#### Use of Evaluation Results

The DMI 101 class represents one of the classes in the department with the greatest number of students. The content is primarily delivered by lecture and is intended to be broad in scope with more 'drill down' in upper level courses to follow. Because 70% of the students were performing at 75% or above for the post-test overview of the industry, the assessment tool will be reviewed and reworked. 76% of the students performed at a 75% level or above on the Live Event Scenario, representing an increase in performance of 13% from the previous year. These results indicate that group work on this assignment yielded more productive results. Students were assessed both individually and as a group via a rubric.

DMI 441: Senior Project course is common in requirements for goal and timeline setting, but individualized in content and self-directed by each student. In addition to required written project journals, a video blog is added as part of their final project portfolio, requiring multimedia skills in their final work.

#### Related Items

There are no related items.

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 **BSMIS 02: History of Recorded Music**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

1. The student will be able to explain the history of popular recorded music.

**GE 2, 3, 6, 7, 8, 10**

**Data Collection (Evidence)**

In DMI 302, weekly assignments were required that supported and complimented the reading. A mid-term timeline project was assigned that covered the technology developed by Thomas Edison up to the use of analog tape. For the final project, students chose from a list of topics showing the use of recording technology through its beginning history to the present. There was both a written and oral component in the assessment of the final project.

**Results of Evaluation**

Six of ten students performed at a level of 80% or higher in the course. One student withdrew from the course before completion.

**Use of Evaluation Results**

The course will be redesigned to reflect more of a balance on content between the development of recording technology and the history of classic recordings made as the technology developed.

**Related Items**

There are no related items.

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 **BSMIS 03: Multimedia Skills**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

1. The student will be able to describe demonstrate fundamental multimedia skills.

**GE 1, 2, 3, 4, 7, 9, 10**

**Data Collection (Evidence)**

DMI 100: Intro to Multimedia - iLife

Pre and post-tests

Individual Projects

Group Projects

DMI 100 is a required course for all students seeking the BSMIS degree. It is an introductory course to computers, digital audio workstations (DAWs) and the music industry. It is the first class that most students take in their college career and is populated mostly by freshmen.

80% of students will achieve at a 75% level on post-test.

80% will achieve success at an 80% level or above on 1 group and 4 individual projects, following supplied rubrics.

DMI 441: Senior Project

Goal setting exercise

Timeline exercise

Comprehensive project

Portfolio Review

80% of students will achieve at 75% level or above on setting and meeting goals and timeline

85% of students will achieve success at a 75% level or above on the final project and portfolio review

### Results of Evaluation

DMI 100:

Of the 32 students enrolled in this course, one never attended class and received a grade of NS (no-show). Three students did not attend after the first month but did not withdraw, therefore receiving failing grades. The following statistics apply to the 28 students who completed the course:

92% (26 of 28) achieved 75% or better on post-test.

100% (28 of 28) achieved 80% or above on the group project (making a movie).

Results were varied on individual projects, but out of the 112 possible projects (4 projects times 28 students), 99 achieved better than 80% success. That was an 88% success rate. Of the 13 projects that didn't meet the 80% level, 9 were not turned in on time. The other 4 did not meet the requirements specified in the rubric.

DMI 441:

There was one student attempting DMI 441: Senior Project in the Fall of 2012. The student did not complete any of the course requirements and received an "F" for the course.

There were no students attempting DMI 441: Senior Project in the Spring of 2013.

### Use of Evaluation Results

DMI 100:

Students scored a much higher success rate on group projects than individual projects. The course will be revamped to include more group learning opportunities. In addition, the rubrics used in determining the outcomes of group projects will be redesigned to require more specific and stringent results.

DMI 441:

Senior Project course is common in requirements for goal and timeline setting, but individualized in content and self-directed by each student. In addition to required written project journals, a video blog was added as part of their final project portfolio, requiring multimedia skills in their final work.

### Related Items

There are no related items.

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#### BSMIS 04: Comprehensive Music Industry Project

**Start:** 7/1/2012

**End:** 6/30/2013

#### Learning Outcome

1. The student will be able to describe, plan, and execute an comprehensive music industry project.

**GE 1, 2, 3, 4, 7, 9, 10**

**Data Collection (Evidence)**

DMI 441: Senior Project

Goal setting exercise

Timeline exercise

Comprehensive project

Portfolio Review

80% of students will achieve at 75% level or above on setting and meeting goals and timeline

85% of students will achieve success at a 75% level or above on the final project and portfolio review

**Results of Evaluation**

There was one student attempting DMI 441: Senior Project in the Fall of 2012. The student did not complete any of the course requirements and received an "F" for the course.


There were no students attempting DMI 441: Senior Project in the Spring of 2013.

**Use of Evaluation Results**

DMI 441: Senior Project course is common in requirements for goal and timeline setting, but individualized in content and self-directed by each student. In addition to required written project journals, a video blog is added as part of their final project portfolio, requiring multimedia skills in their final work.

**Related Items**

There are no related items.

 **BSMIS 05: Internship**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

1. The student will be able to complete an internship incorporating music industry knowledge and application of related skills.

**Data Collection (Evidence)**

Students in DMI 442: Internship

Weekly log sheets

Weekly meetings (face to face/virtual)

Interview with internship provider

Post internship review by provider

**Results of Evaluation**

There was one student attempting DMI 442: Internship course in the Fall of 2012 and one student attempting DMI 442: Internship course in the Spring of 2013.

Each intern completed and submitted 120 hours of documented work required for the 3 hours of credit. Each intern met over 90% of the required weekly meetings. Fall 2012 intern received an "A" and a "B+" on the post internship review from two different internship providers; Spring 2013 intern received three "As" and one "B+" on the post internship review from four different internship providers.

**Use of Evaluation Results**

The need for student interns to work with more than one provider is likely to continue due to the irregular scheduling of audio work in the field and in the studio.

Internship documents will be condensed and refined for improved efficiencies in record keeping. Three contact sessions with DMI and internship providers will be completed and verified throughout the course of the internship work.

**Related Items**

There are no related items.

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**BSMIS-AET 01: Theory and Application of Recording Equipment and Methods**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

1. The student will be able to demonstrate theoretical and applied knowledge of studio recording equipment and recording methods.

**GE 1, 2, 3, 4, 7, 9, 10**

**Data Collection (Evidence)**

DMI 311: Recording Studio Theory & Practice II

Demonstration of ICON console use

70% of students will achieve at 80% level or above on demonstrating proper use of ICON console

85% of students will achieve success at a 75% level or above on the final project and portfolio review

DMI 322: Critical Listening

Successfully create a recording displaying critical thinking and critical listening skills based on cumulative knowledge developed throughout the course.

80% of students will display skill mastery of multiple units of outboard gear, including compressors, delay, reverb, spectrum analysis.

80% of students will achieve success at a 75% level or above on the final recording project.

DMI 331: Audio Mixing and Monitoring I

Successfully complete a final mix project displaying critical thinking and critical listening skills based on cumulative knowledge developed throughout the course.

80% of students will display skill mastery of fundamental elements of an audio mix, including balance, EQ, panning, effects.

80% of students will achieve success at a 75% level or above on the final mix project.

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**Results of Evaluation**

There were sixteen students in DMI 311. All sixteen students completed the ICON test with twelve of the sixteen students receiving a score of 75% or higher.

DMI 322: Critical Listening

Eight of nine students achieved success at a C level or above on the final recording project. One student withdrew from the course.

DMI 331: Audio Mixing and Monitoring I

Seven of eight students achieved success at an 80% level or above on the final mix project.

**Use of Evaluation Results**

At the mid-point of the fall semester, a series of short focused audio workshops were developed to address deficiencies in student learning as applied to audio technology proficiencies. These workshops were offered throughout the second half of the fall semester and throughout the spring semester. Attendance was steady and anecdotal evidence indicates they were successful.

Instructor that taught the three courses above was terminated at the end of the spring semester. The audio courses will be updated to include required lab time and additional faculty observation during recording/mix projects.

## Related Items

There are no related items.

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## BSMIS-AET 02: Theory and Application of Live Sound Reinforcement and Production

**Start:** 7/1/2012

**End:** 6/30/2013

### Learning Outcome

1. The student will be able to demonstrate theoretical and applied knowledge of live sound reinforcement methods and production.

### Data Collection (Evidence)

DMI 311: Recording Studio Theory & Practice II

Each DMI 311 student was required to complete a minimum of four hours of audio editing in the DMI transfer room and complete one music department recital recording in either the recital hall or the D&PL theatre. Audio students were also paired with songwriting students in DMI 310 to engineer a song demo. DMI student intern documented audio editing hours; audio instructor and songwriting instructor assessed song demo rubric.

DMI 214: Live Sound Reinforcement I

Students in DMI 214 were required to actively participate in 1-2 live sound events at which DMI provided live sound tech support. These events included Alumni events, Thacker Mountain Radio Show, Juke Joint festival, Crosstie Jazz & Arts Festival, multiple Green Room events, and the Italian Festival of Mississippi. This course had the following grading scale:

Live event participation - 50%

Final exam – 30%

Coursework quizzes – 10%

Mixerman quizzes - 10%

DMI 314: Live Sound Reinforcement II

Students in DMI 314 were required to actively participate in 1-2 live sound events at which DMI provided live sound tech support. These events included DSU Pig Pickin', DSU Homecoming, and a Mississippi Delta Holiday (Christmas show at BPAC). This course had the following grading scale:

Live event participation - 50%

Final exam – 30%

Coursework quizzes – 10%

Mixerman quizzes - 10%

### Results of Evaluation

DMI 311: Recording Studio Theory & Practice II

15 of 16 students completed the audio transfer training with a passing grade; 15 of 16 students completed the recital recording requirement; audio instructor did not submit audio engineer evaluations for the song demo requirement, but songwriting instructor evaluations show that 15 students in DMI 311 were evaluated at above average by the corresponding songwriting students.

DMI 214: Live Sound Reinforcement I

Twelve (12) students were enrolled in DMI 214 in spring of 2013. Ten (10) earned a grade of 80% or above, and two of the students in the course did not pass (F).

DMI 314: Live Sound Reinforcement II

DMI Director prepared and administered a hands-on assessment to students in DMI 314 early in the fall semester. One of nine students successfully completed the assignment.

### Use of Evaluation Results

Over the course of the 2012-13 AY, seven different training pieces were created, developed, and administered by a DMI intern. Oversight was provided by the DMI Director and the instructor of DMI audio courses. The training materials were implemented in the latter half of the fall and spring semesters, resulting in measurable improvement.

At the mid-point of the fall semester, a series of short focused audio workshops were developed and administered to address deficiencies in student learning as applied to audio technology proficiencies. These workshops were offered throughout the second half of the fall semester and throughout the spring semester. Attendance was steady and anecdotal evidence indicates they were successful.

Instructor that taught the three courses above was terminated at the end of the spring semester. The audio courses will be updated to include required lab time and additional faculty observation during recording/mix projects.

#### **Related Items**

There are no related items.

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### **BSMIS-MIE 01: Creation and Production of Original Content**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Learning Outcome**

1. The student will practice and complete creative music industry projects associated with the creation and production of original content.

**GE 1, 2, 3, 4, 9, 10**

#### **Data Collection (Evidence)**

DMI 210: The Craft of Songwriting

Popular song analysis

Song creation (four songs in different forms)

80% of students will achieve at 75% level or above on song analysis

80% of students will achieve success at a 75% level or each of their original songs

DMI 310: The Business of Songwriting

Song creation with a co-writing partner

Completed song demo in partnership with student engineers

80% of students will achieve success at a 75% level or each of their original co-written songs

80% of students will achieve success at 75% level or above on studio demo of original song

DMI 320: Music Production I

Pre and post-tests

Individual Projects

Post evaluation

80% of students will achieve success at a 75% level on post-test.

80% will achieve success at an 90% level or above on 3 small individual projects and 1 large final project, following the supplied rubrics.

DMI 320 is required for students seeking the BSMIS degree with a music industry entrepreneurship concentration. As a result of the 2011 class evaluations, the course was completely redesigned to include less lecture and more hands-on studio time for the increase in project-based assignments.



#### DMI 435: Sound Design for Film & Digital Media

Five small projects

One major project

90% of all students will achieve success at a 90% level or above on all projects.

DMI 435 is required for students seeking the BSMIS degree with a music industry entrepreneurship concentration. This is an upper level course, and as the majority of students lacked foundational knowledge of the subject matter, a pre-test was not administered. DMI 435 is strictly a project-based class – there is no final examination. The students are assigned five small projects throughout the semester and one large final project.

#### **Results of Evaluation**

DMI 210:

In Fall 2012, song analysis was not assessed via formal testing, but instead via multiple class discussions;

14 of 20 students achieved success at a 70% level or above on song #1;

14 of 20 students achieved success at a 70% or above level on song #2;

16 of 20 of students achieved success at a 80% or above level on song #3;

14 of 20 of students achieved success at a 70% or above level on song #4

Two (2) students withdrew from the class and one student was given in IP (in progress) grade due to health reasons.

DMI 310:

10 of 18 students achieved success at a 80% level or above on co-write #1; 12 of 18 students achieved success at a 80% level or above on co-write #2; 15 of 18 students achieved success at a 80% level or above on studio demo session.

DMI 320:

Thirteen students registered for DMI 320 in 2012. Of those, one was forced to drop due to financial issues with the university, and one was hospitalized with a serious illness near the end of the semester. The student was given an IP (in progress) and completed his work in the spring semester of 2013. Students productively collaborated with each other to complete required projects. 100% of students increased in their comprehension of the subject matter and achieved above average success on both the final exam and the projects.

Nine (9) students earned an "A" in the course and three (3) students earned a "B."

100% scored achieved success at a 75% level or above on the final exam.

75% scored achieved success at a 90% level or above on the assigned projects.

DMI 435:

Of the 11 students in this class, 100% achieved success at a 90% level or above on the final project. Fifty of fifty-five projects achieved success at a 90% level or above on the smaller projects.

The five students that received less than 90% on the smaller assignments did so because they did not meet the deadline for completion of the projects.

#### **Use of Evaluation Results**

DMI 210:

The subjective nature of songwriting does not lend itself easily to traditional assessment methods. Instructor continues to make adjustments in measurable data, including elements of form and structure. Deadlines for assignments are clarified and multiple delivery methods for assignments are incorporated into the syllabus for the fall 2013 semester.

Instructions and parameters for the co-writing agreement will be clarified to avoid disputes between students regarding copyright issues.

DMI 310: Instructor will schedule group demo assignments/sessions for instructor to be present for observation and process review.

DMI 320: No major changes are planned for this course for the upcoming academic year.

DMI 435: Spring 2013 was the initial offering of this course. The course is being reviewed, and minimal changes are expected to be made, although they are not specifically as a result of this evaluation.

#### **Related Items**

There are no related items.

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### **BSMIS-MIE-02: Music and Entertainment Industry Entrepreneurial Practices**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Learning Outcome**

1. The student will employ entrepreneurial practices associated with artists and content developed for the music and entertainment industry.

**GE 1, 2, 3, 4, 9, 10**

#### **Data Collection (Evidence)**

DMI 300: Indie Music Entrepreneurship

The 2011-12 academic year was the first year the music industry studies major was offered. No students attempted DMI 300: Indie Music Entrepreneurship.

DMI 310: The Business of Songwriting

Song creation with a co-writing partner

Completed song demo in partnership with student engineers

Presentation of a copyright infringement case

80% of students will achieve success at a 75% level or each of their original co-written songs

80% of students will achieve success at 75% level or above on studio demo of original song

80% of students will achieve success at 75% level or above on presentation of copyright infringement case

DMI 315: Online Music Marketing

Assignment for Identifying and Targeting A Niche Market

Assignment to develop an individual Wordpress page

80% of students will achieve success at 75% level or above on assignment for Identifying and Targeting A Niche Market

80% of students will achieve success at 75% level or above on assignment for developing an individual Wordpress page

DMI 320: Music Production I

Pre and post-tests

Individual Projects

Post evaluation

80% of students will achieve success at a 75% level on post-test.

80% will achieve success at an 90% level or above on 3 small individual projects and 1 large final project, following the supplied rubrics.

DMI 320 is required for students seeking the BSMIS degree with a music industry entrepreneurship concentration. As a result of the 2011 class evaluations, the course was completely redesigned to include less lecture and more hands-on studio time for the increase in project-based assignments.

DMI 435: Sound Design for Film & Digital Media

Five small projects

One major project

90% of all students will achieve success at a 90% level or above on all projects.

DMI 435 is required for students seeking the BSMIS degree with a music industry entrepreneurship concentration. This is an upper level course, and as the majority of students lacked foundational knowledge of the subject matter, a pre-test was not administered. DMI 435 is strictly a project-based class – there is no final examination. The students are assigned five small projects throughout the semester and one large final project.

#### **Results of Evaluation**

DMI 310:

10 of 18 students achieved success at a 80% level or above on co-write #1; 12 of 18 students achieved success at a 80% level or above on co-write #2; 15 of 18 students achieved success at a 80% level or above on studio demo session.

9 of 18 of students achieved success at a 80% level or above on copyright infringement case

DMI 315:

No students attempted DMI 315: Online Music Marketing in Spring 2013.

DMI 320:

Thirteen students registered for DMI 320 in 2012. Of those, one was forced to drop due to financial issues with the university, and one was hospitalized with a serious illness near the end of the semester. The student was given an IP (in progress) and completed his work in the spring semester of 2013. Students productively collaborated with each other to complete required projects. 100% of students increased in their comprehension of the subject matter and achieved above average success on both the final exam and the projects.

Nine (9) students earned an "A" in the course and three (3) students earned a "B."

100% scored achieved success at a 75% level or above on the final exam.

75% scored achieved success at a 90% level or above on the assigned projects.

DMI 435:

Of the 11 students in this class, 100% achieved success at a 90% level or above on the final project. Fifty of fifty-five projects achieved success at a 90% level or above on the smaller projects. The five students that received less than 90% on the smaller assignments did so because they did not meet the deadline for completion of the projects.

**Use of Evaluation Results**

DMI 310: Instructor will schedule group demo assignments/sessions for instructor to be present for observation and process review.

DMI 315:

No students attempted DMI 315: Online Music Marketing in Spring 2013.

DMI 320: No major changes are planned for this course for the upcoming academic year.

DMI 435: Spring 2013 was the initial offering of this course. The course is being reviewed, and minimal changes are expected to be made, although they are not specifically as a result of this evaluation.

**Related Items**

There are no related items.

## Unit Goals

### DMI 2013\_01: Studio and Equipment Updates

**Start:** 7/1/2012

**End:** 6/30/2013

#### Unit Goal

Implement hardware and software purchases in order to update departmental technology, including recording studios, classrooms, and offices.

#### Evaluation Procedures

Departmental and program technology needs will be assessed through research and interviews with industry professionals. Resources will be evaluated and needs prioritized in order to make fiscally responsible purchases that reflect student learning and faculty teaching needs at the top of the list.

#### Actual Results of Evaluation

Assessment of departmental technology showed a need to upgrade the hardware system in recording Studio B along with upgrades to the corresponding software and the addition of needed third-party plug-ins. Computers at the instructor stations in two of the classrooms also required upgrading to computers with newer processors to accommodate associated software upgrades. Older departmental computers still have limited use for instruction, but are becoming less valuable due to tech developments and the costs associated with repairing older equipment. This is a growing need for video equipment to be housed within the DMI as students develop multi-media skills.

#### Use of Evaluation Results

A ProTools Native HD system was purchased and installed in Studio B, enabling the studios to run the newest ProTools 10 software. Two new iMacs were purchased for classroom use, and a new MacBook Pro laptop was purchased for use in both the office and the classroom by the DMI Director. Total cost for these two major purchases was \$15,454.20. The ProTools system in Studio B was moved to Studio A and interfaced with the Neve console for recording. Eight older MacBooks and PowerBook laptops will continue to be available for student registration, remote recordings, and as units that may be temporarily loaned to students in the process of purchasing their required laptops. Additional equipment, including microphones, outboard gear, and musical accessories for studios/classrooms/bands/offices was purchased from multiple retailers for student use. Bryce Griffis and Dulce Funds were awarded to support the purchase of a video camera and video accessories.

#### Related Items

 [SP3.Ind04: Technology training](#)

 [SP4.Ind06: Technology infrastructure](#)

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### DMI 2013\_02: Studio and Live Sound Training

**Start:** 7/1/2012

**End:** 6/30/2013

#### Unit Goal

Student training sessions will be developed and implemented to assess competency.

#### Evaluation Procedures

Written and applied assessments were administered to audio engineering technology concentration (AET) students in the BS-MIS program, including course quizzes, written exams and equipment proficiency testing.

#### Actual Results of Evaluation

Evaluation confirmed that auxiliary instruction is needed to remediate and augment recording and live sound reinforcement skills.

#### Use of Evaluation Results

Over the course of the 2012-13 semesters, seven different training pieces for audio engineering technology (AET) students were created, developed, and administered by a DMI intern under the supervision of the DMI Director. DMI Director and the instructor of DMI audio courses provided oversight for the scheduling of training sessions. The training materials were administered in the latter half of each semester, resulting in satisfactory improvement.

#### Related Items

 [SP1.Ind08: Curriculum Development and Revision](#)

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### DMI 2013\_03: Develop Artist in Residence

**Start:** 7/1/2012

**End:** 6/30/2013

#### Unit Goal

Further develop the DMI artist in residence opportunity with Steve Azar.

#### Evaluation Procedures

Determine, through formal and informal means, how interaction with Steve Azar and his music industry professional associates

enhances student learning and compliments learning environment.

#### Actual Results of Evaluation

Mr. Azar contributed to student learning by serving as a guest instructor in DMI 210, DMI 310, DMI 100, DMI 320, and DMI 325. He assisted both DMI ensembles (DMI 361 and DMI 362) through engagement in rehearsals. He was a featured performer for the BPAC series in 2012-13 and he invited the DMI All Stars (student band) to serve as his opening act, resulting in a unique 'real world' opportunity for DMI students.


A unique partnership was developed through Mr. Azar's St. Cecilia Foundation between music industry students from the DMI and business students from the department of Entrepreneurship in Business Technology. Three student teams of two partners each competed in the development of formal business plans for small businesses in the creative economy. Using funds donated from Mr. Azar's Delta Soul Celebrity Golf Tournament, the winning team was awarded funds with which to launch their small business.


#### Use of Evaluation Results

Mr. Azar will continue to contribute his time and talents to the DMI in supporting ongoing music industry classes, providing access into his professional world, and continuing the development of the St. Cecilia initiative between music industry studies students and entrepreneurship students. A social/business golf experience is also being planned for selected students and Mr. Azar.

#### Related Items

  SP3.Ind01: Faculty and staff hiring

  SP5.Ind04: Cultural offerings

  SP5: Improve the quality of life for all constituents

  SP5.Ind06: Community Outreach

  SP5: Improve the quality of life for all constituents

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#### DMI 2013\_04: Develop Second Summer Camp Program

Start: 7/1/2012

End: 6/30/2013

#### Unit Goal

Develop and implement a second summer camp opportunity for 11-14 year old students.

#### Evaluation Procedures

Determine, through formal and informal means, if a non-residential summer camp opportunity for 11-14 year old students will encourage student learning and serve as an early recruitment tool for Delta State and the DMI.



#### Actual Results of Evaluation


The first DMI MML Camp was held June 10-14 at the Delta Music Institute on the DSU campus. Five campers, ages 12-14, successfully participated in the five-day camp. Activities included songwriting, basic audio production, stage presence, a professional photo shoot, and studio recording. Campers presented a final live showcase of their talents and an audio CD was produced of their original works.



#### Use of Evaluation Results


A second DMI MML camp will be planned for summer of 2014.

#### Related Items


  SP5.Ind03: Campus facilities and space for use by external constituents

  SP5: Improve the quality of life for all constituents


  SP5.Ind04: Cultural offerings

 SP5: Improve the quality of life for all constituents

 SP5.Ind05: Diversity initiatives

 SP5: Improve the quality of life for all constituents

 SP5.Ind06: Community Outreach

 SP5: Improve the quality of life for all constituents

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#### DMI 2013\_05: Establish Student-Run Talent Agency

**Start:** 7/1/2012

**End:** 6/30/2013

##### **Unit Goal**

Establish a student-run talent/entertainment agency.

##### **Evaluation Procedures**

Determine if student-run talent/entertainment agency is operational and self-sustaining while maintaining academic integrity and preparing students for the business side of the music and entertainment industry.

##### **Actual Results of Evaluation**

Content associated with booking agencies and talent buying is presented in DMI DMI 100 and DMI 325 coursework. Currently, there is not enough student critical mass to warrant a separate student talent agency.

##### **Use of Evaluation Results**


The Live Event Practicum course (DMI 425/426) will be the best place within the degree program to develop opportunities for students to perform activities associated with booking and representing talent until student numbers warrant forming a separate student-run talent/entertainment agency.

##### **Related Items**

 SP1.Ind05: Diversity -- access to diverse ideas/programs

 SP1.Ind09: Extracurricular, Leadership, Organization activities

 SP2.Ind02: Retention

 SP5.Ind04: Cultural offerings

 SP5: Improve the quality of life for all constituents

 SP5.Ind06: Community Outreach

 SP5: Improve the quality of life for all constituents

 SP5.Ind07: Economic Development

 SP5: Improve the quality of life for all constituents

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#### DMI 2013\_06: Establish Student Exchange Program with GRAMMY Museum at L.A. Live

**Start:** 7/1/2012

**End:** 6/30/2013

##### **Unit Goal**

Establish a student exchange program between the Delta Music Institute and the GRAMMY Museum at L.A. Live.

##### **Evaluation Procedures**

Through an initial dialogue and series of meetings with the appropriate staff members at GRAMMY Museum at L. A. Live, determine how an exchange program between L. A. students and Delta State students associated with the DMI and GRAMMY Museum Mississippi might be developed and implemented.


#### **Actual Results of Evaluation**

Dialogue related to this goal is still in the beginning stages. Groundbreaking for the GRAMMY Museum Mississippi occurred on the campus of Delta State University in June of 2013, and a Teacher Advisory Board is currently being formed.

#### **Use of Evaluation Results**



Conversations and meetings with personnel at the GRAMMY Museum at L.A. Live will continue throughout this planning year regarding a student intern exchange program.

#### **Related Items**


  **SP1.Ind05: Diversity -- access to diverse ideas/programs**

  **SP1.Ind09: Extracurricular, Leadership, Organization activities**

  **SP5.Ind01: Distance Education Offerings**

  **SP5: Improve the quality of life for all constituents**

  **SP5.Ind06: Community Outreach**

  **SP5: Improve the quality of life for all constituents**

  **SP5.Ind07: Economic Development**

  **SP5: Improve the quality of life for all constituents**

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#### **DMI 2013\_07: Student Leadership Development**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Unit Goal**

Develop a music industry student leadership program.

#### **Evaluation Procedures**

Determine, through formal and informal means, if development of a music industry student leadership initiative enhances student learning, compliments the learning environment, and encourages increased student participation.

#### **Actual Results of Evaluation**

Evaluation results indicate that a group of student leaders within the music industry studies program would be beneficial in promoting student retention, offering peer-to-peer engagement, and providing personal and professional development for selected students.

Initial conversations were held with Mrs. Allen Pepper, widow of Judge Allen Pepper, to consider naming this leadership initiative after Judge Pepper to honor his memory and support the love he had for music. Mrs. Pepper is supportive of this idea and friends of Judge Pepper have indicated a willingness to provide funds to launch this effort.

#### **Use of Evaluation Results**


Plans for a leadership initiative will be finalized, launched, and promoted during the 2013-14 AY.

#### **Related Items**


  **SP1.Ind04: Job placement**

  **SP1.Ind05: Diversity -- access to diverse ideas/programs**



  SP1.Ind09: Extracurricular, Leadership, Organization activities

  SP5.Ind06: Community Outreach

  SP5: Improve the quality of life for all constituents

## Section IV.a

### Brief Description

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

The Delta Music Institute is an independent unit of the College of Arts and Sciences. Music Industry Studies at the DMI encourages exploration and embraces the entrepreneurial spirit. DMI students study a variety of professional areas in the recording and entertainment industry, including recording arts, music technology, songwriting, arts management, promotions, copyrights and contracts, and music marketing. The College of Business contributes courses in standard business practices and entrepreneurship.

The DMI is located in the heart of the Mississippi Delta, birthplace of the Blues, land of juke joints, cotton, and the Father of Waters, the Mississippi River. It is the land that produced blues masters Robert Johnson, Muddy Waters, Charlie Patton, Howlin' Wolf, and B.B. King. Much of the American repertoire was inspired by the style of early Delta musicians. The music of the Delta has helped shape the language of modern music defined in the styles of the legendary Sam Cooke as well as the groundbreaking rock-and-roll style of Elvis Presley. Delta culture also influenced the minds of literary giants William Faulkner, Tennessee Williams, Eudora Welty, and Richard Wright. Students of the DMI will have the opportunity to be immersed in this cultural heritage.

The Delta Music Institute features a revolutionary approach to learning. Using state-of-the-art digital audio interfaces, multiple audio software platforms, and Apple computer technology, students will learn the art and science of audio engineering by recording, editing, and mixing music under the instruction of experienced music industry professionals. The DMI will also provide live recording opportunities in the Bologna Performing Arts Center, a complex supporting world-renowned performances and public programs throughout the year. Other hands-on experiences will include recording in campus venues as well as local venues throughout the Mississippi Delta, the home of inspiring gospel, blues, and jazz performances.

The Delta Music Institute offers the Bachelor of Science in Music Industry Studies degree.

The Bachelor of Science in Music Industry Studies (BS-MIS) degree offers concentrations in audio engineering technology and music industry entrepreneurship. This program of study is intended to develop a broad range of skills in audio engineering, live sound reinforcement, promotion, publishing, producing, and music entrepreneurship that will prepare students for entry in to today's music industry. A background in music is not required for admission to the Music Industry Studies program.

DMI audio engineering students, under the supervision of instructor Mike Iacopelli, served as production assistants for multiple events, including the 6<sup>th</sup> Annual Mississippi Italian Festival, the 45<sup>rd</sup> Crosstie Jazz and Arts Festival, Juke Joint Festival, Delta Night at Hal & Mal's, and Teach for America events. Students gained valuable hands-on experience in audio mixing, event management, and live sound reinforcement.

The DSU student chapter of GRAMMY U, affiliated with the Memphis chapter of the Recording Academy, maintained its membership at 50+ members. GRAMMY U students participated in music industry events and conferences in Memphis, as well as serving as production assistants for the King Biscuit Blues Festival in Helena, Arkansas.

DMI performing groups, Ol' Skool Revue and DeltaRoX, performed for 25+ events in the community and region. The DMI All-Stars, a select group of music industry studies students, performed for Mississippi Night during GRAMMY week at the GRAMMY Museum at L.A. Live.

Students, instructors, and internal clients used the DMI studios, labs, and rehearsal spaces 1,200+ hours.

Forty-one (41) professional and/or community clients booked 200+ hours of studio and post time in DMI facilities.

DMI faculty/staff interacted in a recruiting capacity with 12+ schools via 3 college fairs and/or multi-school gatherings and the Mississippi Band Directors Conference. The third "Delta Night at Hal & Mal's," a comprehensive recruiting/entertainment event, featured "The Voice" finalist Liz Davis, DMI bands, student singer/songwriters, and live production students.

## Section IV.b

### Comparative data

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

[Trend data for Delta Music Institute for 2009-2013](#)

### Sources

-  [DMI Trend Data 2009-2013](#)

## Section IV.c

### Diversity Compliance Initiatives and Progress

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

The Delta Music Institute hosted the sixth annual Delta Hip Hop Conference: "Make Some Noise!: Hip Hop and Politics" on October 10-11, 2012 on the DSU campus. Activities during the conference included a screening of the film "Dreamworlds 3," followed by a discussion about the exploitation of women in the mass media. An Amateur Beat Contest was held with headphones awarded to the winner of the competition. Dr. Temika Simmons facilitated an open dialogue entitled "The Voice of Hip Hop in the 2012 Elections." The conference concluded with a music biz roundtable discussion hosted by Memphis rapper Al Kapone. Kapone was the originator of the underground rap explosion, pioneer of Dirty South Crunk/Buck Style Hip Hop and writer/producer of the music for Paramount/MTV film *Hustle&Flow*.

Victoria Jackson, DMI Mobile Music Lab Project Coordinator, interviewed and hired 10 DMI students to work as staff members of the MML bus. Six of the students are African-American and four are Caucasian, representing a 60/40% diverse makeup of student workers.

Near the end of the 2012-13 AY, DMI was awarded a Kellogg Foundation Young Men of Color grant for the promotion of racial healing through music technology. The program is titled "From Hip Hop To Rock: Healing With A Groove." Travis Calvin was hired as Project Coordinator for this grant. A report on the implementation of this grant will appear in next year's report.

## Section IV.d

### Economic Development Initiatives and Progress

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

For the fifth year, critically acclaimed Oxford-based radio show, *Thacker Mountain Radio*, was broadcast live from Studio A during the DMI spring fundraising event. Over 300 members of the live audience were entertained by author Sheilah Hamilton Pantin and Mississippi Arts & Letters winner singer/songwriter Kate Campbell. The program was later broadcast statewide on Mississippi Public Broadcasting. Groundbreaking for GRAMMY Museum Mississippi, the first sanctioned Grammy Museum outside of Los Angeles, took place in June of 2013. Support has been secured from the City of Cleveland, Bolivar County, and State of Mississippi. The remainder of the initial fundraising efforts are focused on contributions from the private sector. The development of GRAMMY Museum Mississippi projected has already been a factor in several student prospects choosing to attend Delta State University for the music industry studies program at DMI.

41 community/professional clients were involved in 200+ hours of recording projects and post audio work in the three DMI recording studios. This number is continuing to grow as information about the value of the studios is promoted throughout the state. DMI bands performed for 23 campus and/or community events, festivals, and private engagements.

## Section IV.e

### Grants, Contracts, Partnerships, Other Accomplishments

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

The DMI Mobile Music Lab received the second half of a grant from the Annenberg Foundation in the amount of \$125,000 in support of staffing and operating the MML program.

The DMI Mobile Music Lab continued to develop school partnerships with the gifted program of the Greenville School District at Stern Elementary, Shelby Peer Power (Shelby, MS), Spring Initiative (Clarksdale, MS), Restoration Ministries (Indianola, MS), B.B. King Museum and Delta Interpretive Center (Indianola, MS), Sunflower County Library System, and Cleveland Vocational-Technical School (Cleveland, MS) to continue the mission of the MML through the funding by the Annenberg foundation and the Department of Education.

The Sanders Family made a generous contribution of \$20,000 to the DMI, part of which was applied to a growing endowment fund for future scholarships for music industry students.

Four DMI music industry scholarships were refunded through the Friends of DMI group through individual contributions and through support of the DMI spring fundraiser, *Thacker Mountain-Delta Edition* radio show. The "Friends of DMI" group, established in 2008-09, raised over \$14,000 during AY 12-13 with over \$7,000 being applied to five new scholarship opportunities.

The Duff Dorrrough Memorial Scholarship was established with funds donated by friends and family to honor the memory of this accomplished Delta musician. Funds for this scholarship will be regenerated through ongoing giving.

Dr. Bennie Wright made a generous contribution of \$25,000 to the DMI to be used to fund student scholarships and for support of DMI performing bands.

The Steve Azar St. Cecilia Foundation contributed \$25,000 to Delta State University to be used to support student scholarships and unique initiatives involving music industry and entrepreneurship students.

Ms. Jutta Ferretti contributed \$24,000 to the endowment fund in support of students in the DMI program.

DMI received \$4,000 in support from the Mississippi Arts Commission and \$500 from Entergy for our summer camp program. This funding allowed us to scholarship students in the area that had financial need to be able to attend summer camp.

DMI hosted two recording segments of Rural Voices Radio, a reading/writing project that records unique stories, shared through the voices of Mississippi students and teachers, by following the model for radio publication established by the National Writing Project. The Mississippi Writing/Thinking Institute and Mississippi Public Broadcasting continue to pioneer collaborative real-world connections among diverse students, cross-curricular subjects, educators, parents, business, and technology.

DMI studios hosted the band Crossin' Dixon in a re-recording of the theme song for the television show *Mississippi Outdoors*. Client will cross-promote the music industry studies program in an in-kind trade for services. This exposure will increase visibility of Delta State and the DMI program.

The DMI hosted and offered departmental support to the 2012-13 Delta Hip Hop Conference: "Make Some Noise!: Hip Hop and Politics."

The DMI hosted and offered departmental support to its second All Access Series.

In support of student learning, Mike Iacopelli, Barry Bays, Charly Abraham and Tricia Walker were awarded Dulce funds to purchase additional studio microphones, a video camera, and related accessories.

Jason and Lori Morris of Cleveland, Mississippi, continued funding scholarships in honor of their children and their love for music in the amount of \$5000. Scholarships were awarded to DMI students who performed as part of the Ol' Skool Revue and DeltaRoX performing ensembles.

Delta Music Institute hosted a sixth Summer Camp. DMI Summer Camp is a weeklong residential camp for 15-18 year olds interested in audio engineering, performance, and songwriting. Twenty students attended the camp with three students confirmed as incoming DSU freshmen. Sixteen students from previous camps have enrolled as full time DSU students.

The DMI Mobile Music Lab of the Delta Music Institute hosted an initial Summer Camp for students ages 12-14 interested in audio engineering, performance, and songwriting. Five students attended the camp and completed a studio recording a live showcase.

Delta Music Institute partnered with the DSU Department of Graduate and Continuing Studies for Kid's College, a weeklong interactive program for 3<sup>rd</sup> through 6<sup>th</sup> graders. Participants in the DMI part of camp wrote, recorded, and created artwork for their own CD.

DMI partnered with the DSU Foundation in the recording and manufacturing of CDs of the Golden Circle alumni performing the Delta State alma mater during Homecoming festivities.

DMI continues to partner with recording artist Steve Azar as artist-in-residence. Azar was a featured performer during the 12-13 BPAC annual season, and he provided an opportunity for the DMI All Stars to open his show. Azar continues to serve as a guest instructor in music industry classes while providing insight into the professional music industry. Azar, DMI, and the Department of Entrepreneurship in Business Technology launched a partnership through his St. Cecilia Foundation for music industry and entrepreneurship students in the development and completion of formal plans for small businesses in the creative economy. Six students (3 teams of two) competed for a cash award. This successful program will be reviewed and offered again in the coming year.



## **Section IV.f**

### **Service Learning Data**

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

### **Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

### **Narrative**

## **Section IV.g**

### **Strategic Plan Data**

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

### **Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

### **Narrative**

## Section IV.h

### Committees Reporting To Unit

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

Committees reporting to unit (Committee records archived in DMI office – Whitfield 105):  
Curriculum committee (Records housed in DMI office)  
Scholarship committee (Records housed in DMI office)  
Special events committee (Records housed in DMI office)

## Section V.a

### Faculty (Accomplishments)

Noteworthy activities and accomplishments

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

##### **Tricia Walker, Instructor of Music Industry Studies/Director, Delta Music Institute**

A.A., Copiah-Lincoln Community College

B.M.Ed., Delta State University

M.M., Mississippi College

A native of Mississippi, Tricia Walker earned a bachelor's degree from Delta State University and a Master's degree from Mississippi College before moving to Nashville in 1980 to pursue a music career. As a staff writer, Ms. Walker wrote for Word Music and PolyGram music, where she had songs recorded by Faith Hill, Patty Loveless, Kathy Troccoli and Allison Krauss, who won a Grammy™ for her version of the song, "Looking In The Eyes Of Love," co-written by Ms. Walker. She worked as a vocalist and instrumentalist with award-winning artists Shania Twain and Paul Overstreet, along with Grand Ole Opry star Connie Smith. Ms. Walker served as Creative Director for Crossfield Music Publishing where she developed a staff of five writers and produced company demos and masters. She was the founder of the Bluebird Café's legendary Women in the Round, a writer's show featuring singer/songwriters Ashley Cleveland, Karen Staley, Pam Tillis and Ms. Walker. As proprietor of Big Front Porch Productions, Ms. Walker has produced five of her own CD projects and continues to perform her one-woman show, "The Heart of Dixie," throughout the region. She returned to Mississippi in August of 2006 to serve as the Director of the Delta Music Institute.

During AY 12-13, Ms. Walker participated in the following activities:

- Co-authored and presented manuscript entitled "Teaching And Learning For Artists And Their Works Of Art Within The Market Model: A Discussion Of Value" at the Clute Institute Conference in fall of 2012. The paper was voted Best of Session and was targeted for publication in the March/April 2013 issue of the *American Journal of Business Education* (Volume 6, Number 2).

- Provided oversight and support for the fifth annual Delta Hip Hop Conference: "Make Some Noise!: Hip Hop and Politics." Events included a film screening discussion panels, workshops, and a hip-hop beat competition

- Produced full-length CD project for the New Agrarians (Kate Campbell, Tom Kimmel, Pierce Pettis)

- Featured artist on *Thacker Mountain Radio*, broadcast on MPB

- Featured artist for 23<sup>rd</sup> Annual Evening in December concert in Nashville, TN benefit with Buddy Greene, Karen Staley, and Ashley Cleveland

- Director of sixth DMI Summer Camp, a weeklong residential experience for 15-18 year old students studying tracks in audio engineering, performance band, and singer/songwriter.

- Facilitated *Songs From The Heart* songwriting workshop/concert at the Vanderbilt-Ingram Cancer Center in Nashville, TN

- Facilitated *Say It In A Song!* songwriting workshops/concerts at the Hawthorne Cancer Resource Center in Richmond, VA

- Serve as Board member for the Cleveland Music Foundation, Inc., governing entity for GRAMMY Museum Mississippi

- Featured performer at Summer Concert Series for Faith Hospice in Michigan

- Featured performer at Mississippi Arts Commission "Backstage Pass" arts fair

- Featured performer at Laity Lodge in Waco, TX

##### **Mike Iacopelli, Instructor of Music Industry Studies/Coordinator of Sound Recording Technology**

A.E.E.T. Ohio Institute of Technology

Recording and mastering engineer Mike Iacopelli honed his skills in the studios of Detroit, where he worked with a diverse list of artists, including Aretha Franklin, Stevie Wonder, Bishop G.E. Patterson, The Winans, the Tubes, The Four Tops, Albertina Walker, Brides of Funkenstein, Blue Miller, and many more.

He has ten gold and platinum albums to his credit along with a Grammy® Award and a 3M Visionary Award. His audio engineering expertise covers a wide range of settings from record production to Film/TV to studio design to live sound reinforcement.

During AY 12-13, Mr. Iacopelli participated in the following activities:

- Coordinated sound reinforcement services for the Center for Southern Folklore's Music Heritage Festival

- Supervision of DMI students for multiple events, including Thacker Mountain Radio, Mississippi Italian Festival, Crosstie Arts & Jazz festival, Teach for America events, DSU Pig Pickin'

### **Barry Bays, Instructor of Music Industry Studies/Director of DMI Ensembles**

B.M.Ed., Delta State University

Barry Bays, Instructor of Music Industry Studies and Director of DMI Ensembles, has performed and recorded with some of the top musicians in the world, including Jimbo Mathus, Johnny Neel, multi-Grammy nominee Dorothy Moore (Misty Blue), Handy Award nominee Willie King, St. Louis Blues artist Big George Brock, Terry "Big T." Williams, Blind Mississippi Morris, Albert King Award winner Daniel "Rev. Slick" Ballinger, Kristian Dambrino (Miss Mississippi 2005), Boston's Blues Poet/saxophonist Dick Lourie, John Horton & Mississippi Slim, and the Bluff City Backsliders. Guitar Player Magazine featured an interview with Barry and Swede bassist Jonas Hellborg detailing their personal and musical relationships with the late keyboard/guitar virtuoso Shawn Lane. Barry also appeared in a special double issue of Living Blues Magazine entitled "Mississippi Blues Today!"

During AY 12-13, Mr. Bays participated in the following activities:

- Supervision of and participation with DMI band students for multiple performances, including:  
Thacker Mountain Radio  
Mississippi Italian Festival  
Crosstie Arts & Jazz festival  
Octoberfest  
DSU Pig Pickin'  
Ground Zero Blues Club  
Mississippi Night! during GRAMMY week in Los Angeles

### **Charly Abraham, Instructor of Music Industry Studies**

B.M.Ed., University of Mississippi

M. M., University of Mississippi

Charles Abraham, Instructor of Music Industry Studies is a Mississippi Delta native. The Leland, MS native earned a Bachelor's degree in Music Education and a Master's degree in Music Theory from the University of Mississippi. While at Ole Miss, Mr. Abraham served as director of the university's pop music song and dance group, taught music theory and music appreciation, and was a university recruiter. He moved to Los Angeles to study film scoring at UCLA, and provided original compositions and orchestrations for several television shows. Upon his return to Jackson, Mississippi, Mr. Abraham worked as a festival promoter, talent buyer, event planner, and producer of Mal's St. Paddy's Parade, the state's largest single day event. He continues to work as a music arranger, with many professional performers as clients, and serves as the staff arranger and orchestrator for two of Mississippi's largest churches.

During AY 12-13, Mr. Abraham participated in the following activities:

- Development and supervision of the Green Room on-campus performance activity
- Development and executive producer of second annual "A Mississippi Delta Holiday" program, featuring guest performers and DSU Music Department ensembles
- Served as advisor for GRAMMY U organization
- Developed and facilitated DMI All Access Series
- Developed and implemented third "Delta Night at Hal & Mal's" recruiting/showcase event

## Section V.b

### Staff (Accomplishments)

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

##### **Victoria Jackson, Project Coordinator, DMI Mobile Music Lab**

B.S., Delta State University

B.S.I.S., Delta State University

M.B.A., Delta State University

Vickie Jackson, a native of Clarksdale, Mississippi, earned a Bachelor's degree in Computer Information Systems in 1986 from Delta State University and began a 20+ year career in Information Technology. She spent 13 years in Memphis, TN as a technical specialist supporting Fortune 500 clients and the Memphis area school district. In 2000, she joined a consulting firm in New Orleans, LA where she served as a technical director, project manager and a director of business development managing efforts in St. Louis, New Orleans, and Houston. She returned to Delta State University in 2007 and earned her BSIS degree with a concentration in DMI/audio engineering and media arts. Upon graduation, she returned to Memphis and worked as a live sound engineer supporting multiple events that included performers such as CeCe Winans, Jagged Edge, and Tamela and David Mann from *Meet the Browns*. In December of 2012, Ms. Jackson earned her MBA from Delta State University with a GPA of 4.0.

During AY 12-13, Ms. Jackson participated in the following activities:

- Continued review, development, and implementation of modular curriculum for DMI Mobile Music Lab
- Provided training and oversight of DMI student staff workers for MML
- Scheduled partner groups with the MML for AY 12-13
- Completed MBA degree with a 4.0 GPA

##### **Rhonda Boyd, Administrative Assistant**

B.B.A., Delta State University

Rhonda Boyd has worked at Delta State University for the past seventeen years in several departments. During 12-13, Ms. Boyd was promoted from Administrative Assistant to Music Industry Projects Coordinator. Ms. Boyd also serves as Administrative Director for the DMI Summer Camp.

During AY 12-13, Ms. Boyd participated in the following activities:

- Served as Administrative Director for the sixth DMI Summer Camp
- Served as Administrative Director for the first DMI MML Summer Camp
- Coordinated fifth partnership between DMI and Graduate & Continuing Education's Kid's College
- Coordinated Thacker Mountain in the Delta event
- Provided data and administrative support for multiple grant opportunities
- Coordinated DMI aspects of Mississippi Night! during GRAMMY week in Los Angeles
- Served as MML staff member

**Steve Azar, Artist-In-Residence**

B.B.A., Delta State University

Roots music artist and DSU alum Steve Azar returned to his Delta hometown to continue his music career while serving as Artist-In-Residence at Delta State, mentoring music industry and entrepreneurship students through the Delta Music Institute and the Entrepreneurship Center in the College of Business. His hit single "I Don't Have to Be Me ('Til Monday)" is still a power recurrent at radio and has received almost 3 million spins since its release. "Waitin' on Joe" became a Top 10 radio hit and reached #1 on the CMT video charts. Steve's latest CD, "Delta Soul, Volume 1," was released November of 2011.

During AY 12-13, Mr. Azar participated in the following activities:

- Multiple college fairs and private recruiting visits on behalf of Delta State and the DMI
- Featured performer for the 11-12 BPAC Annual Season
- Hosted the second annual Delta Soul Celebrity Golf Event
- Promoted DMI and Delta State via social media and on-air broadcasts
- Taught master classes within the music industry studies program
- Provided funding and interaction for a new partnership between students from DMI and the Department of Entrepreneurship in Business Technology
- Initiated Hot Tamale Festival in Greenville, MS to foster economic development and exposure for local and regional artists

## Section V.c

### Administrators (accomplishments)

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

##### **Tricia Walker, Instructor of Music Industry Studies/Director, Delta Music Institute**

A.A., Copiah-Lincoln Community College

B.M.Ed., Delta State University

M.M., Mississippi College

A native of Mississippi, Tricia Walker earned a bachelor's degree from Delta State University and a Master's degree from Mississippi College before moving to Nashville in 1980 to pursue a music career. As a staff writer, Ms. Walker wrote for Word Music and PolyGram music, where she had songs recorded by Faith Hill, Patty Loveless, Kathy Troccoli and Allison Krauss, who won a Grammy™ for her version of the song, "Looking In The Eyes Of Love," co-written by Ms. Walker. She worked as a vocalist and instrumentalist with award-winning artists Shania Twain and Paul Overstreet, along with Grand Ole Opry star Connie Smith. Ms. Walker served as Creative Director for Crossfield Music Publishing where she developed a staff of five writers and produced company demos and masters. She was the founder of the Bluebird Café's legendary Women in the Round, a writer's show featuring singer/songwriters Ashley Cleveland, Karen Staley, Pam Tillis and Ms. Walker. As proprietor of Big Front Porch Productions, Ms. Walker has produced five of her own CD projects and continues to perform her one-woman show, "The Heart of Dixie," throughout the region. She returned to Mississippi in August of 2006 to serve as the Director of the Delta Music Institute.

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- Provided oversight and support for the fifth annual Delta Hip Hop Conference: "*Make Some Noise!: Hip Hop and Politics.*" Events included a film screening discussion panels, workshops, and a hip-hop beat competition

- Produced full-length CD project for the New Agrarians (Kate Campbell, Tom Kimmel, Pierce Pettis)

- Featured artist on *Thacker Mountain Radio*, broadcast on MPB

- Featured artist for *23<sup>rd</sup> Annual Evening in December* concert in Nashville, TN benefit with Buddy Greene, Karen Staley, and Ashley Cleveland

- Director of sixth DMI Summer Camp, a weeklong residential experience for 15-18 year old students studying tracks in audio engineering, performance band, and singer/songwriter.

- Facilitated *Songs From The Heart* songwriting workshop/concert at the Vanderbilt-Ingram Cancer Center in Nashville, TN

- Facilitated *Say It In A Song!* songwriting workshops/concerts at the Hawthorne Cancer Resource Center in Richmond, VA

- Serve as Board member for the Cleveland Music Foundation, Inc., governing entity for GRAMMY Museum Mississippi

- Featured performer at Summer Concert Series for Faith Hospice in Michigan

- Featured performer at Mississippi Arts Commission "Backstage Pass" arts fair

- Featured performer at Laity Lodge in Waco, TX



## **Section V.d**

### **Position(s) requested/replaced with justification**

#### **Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

#### **Narrative**

With the awarding of a Kellogg Foundation grant to the Delta Music Institute in late spring 2013, the position of project coordinator was posted and candidates were identified and interviewed.

## **Section V.e**

### **Recommended Change(s) of Status**

#### **Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

#### **Narrative**

Ms. Rhonda Boyd's status was changed from Administrative Assistant to Music Industry Projects Coordinator. This change more accurately reflects the scope of employee's current work due to the growth of the Delta Music Institute's music industry studies degree program, the implementation of the DMI Mobile Music Lab, and the addition of specialized programming associated with the DMI. This request did not address a change in salary, but was in title only.

Instructor Mike Iacopelli was terminated at the completion of the spring 2013 semester. Six semesters of student evaluations revealed a repeated pattern of negative and unsuccessful instruction methods by Mr. Iacopelli and below average success in fundamental audio proficiencies of students in his audio courses. Professional development opportunities and individual instructional coaching did not yield substantial improvement in teaching performance by Mr. Iacopelli.

Two candidates were brought to campus in late spring of 2013 for interviews for the instructor in music industry studies position.

## **Section VI.a**

### **Changes Made in the Past Year**

#### **Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

#### **Narrative**

Changes made in the past year:

Narrative changes that were part of the 11-12 catalog addendum were added as a part of the full edition of the catalog in 12-13.

A DMI 492: Special Topics in the Music Industry was offered to accommodate students participating in the Steve Azar St. Cecilia initiative between the Delta Music Institute and the Department of Entrepreneurship in Business Technology.

Students in the music industry studies degree program were required to attend a prescribed number of music and entertainment industry related programming on campus (music recitals, concerts, theatre, BPAC shows, DMI All Access events) in order to provide exposure and enrichment related to degree content.

## **Section VI.b**

### **Recommended Changes for the Coming Year**

A music industry activities course will be created and inserted into the BSMIS degree program. This activities course will be required but carry no credit hours towards the BSMIS degree.

In order to minimize confusion and conflicts between the music industry studies degree program and degree programs housed in the music department, DMI course titles and course descriptions will be reviewed and revised as appropriate.

### **Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

### **Narrative**