

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.

Learning Outcomes

BS-EIS 01: Overview of entertainment industry

Start: 7/1/2014

End: 6/30/2015

Providing Department: Delta Music Institute

Learning Outcome

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

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

Data Collection (Evidence)

DMI 101: Entertainment 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: Entertainment Industry Survey

Pre and post-tests

Live Event Scenario

20/25 students (80%) achieved at above a 75% level on post-test

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19/23 student (83%) of students achieved success at a 75% level or above on the “Live Event Scenario” assignment; 5 students did not turn in the assignment

DMI 441: Senior Project

5/6 students (83%) of students achieved at a 75% level or above on setting and meeting goals and timeline

4/5 students (80%) achieved success at a 75% level or above on the final project and portfolio review; one student is completing the project to remove a grade of IP (in progress).

Use of Evaluation Results

Instructor will consider one or more 'flipped' lessons in the classroom for DMI 101 in order to have students review the material before class and apply the concepts to an actual entertainment industry scenario.

Additional resources for goal-setting and execution will be provided to seniors in preparation for their projects.

Related Items



GE 02: Communication



GE 03: Quantitative Skills



GE 04: Inquiry and Technology



GE 07: Cultural Awareness



GE 09: Cross-disciplinary Appreciation



GE 10: Values

BS-EIS 02: History of Recorded Music

Start: 7/1/2014

End: 6/30/2015

Providing Department: Delta Music Institute

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)

DMI 302 covers the four eras of recording technology, from 1877 to the present: Acoustic, Electrical, Magnetic, and Digital. Emphasis will be not only on the technology, but on its historical relationship to society of its period.

Each student is required to give a ten to fifteen minute multimedia presentation on a topic of his/her choosing during the semester. The topic must be relevant to recording technology.

Results of Evaluation

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Out of 28 students, there were 19 'A' (68%), 6 'B' (21%), 3 'C' (11%).

Use of Evaluation Results

The class will change for the Fall 2015 semester. A blues module will be added, and instructor will assign topics for student presentations instead of allowing them to select their own. There will also be additional required outside material, both written and video.

Related Items



GE 02: Communication



GE 03: Quantitative Skills



GE 06: Social Institutions



GE 07: Cultural Awareness



GE 08: Perspectives



GE 10: Values



BS-EIS 03: Multimedia Skills

Start: 7/1/2014

End: 6/30/2015

Providing Department: Delta Music Institute

Learning Outcome

1. The student will be able to describe and 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

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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 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.

Follow up for Fall 2013 class: Out of 31 students, 19 received a grade of 'A', 8 received a 'B'. Showing a success rate of 87%. All other scores were failures or incompletes.

Follow

up for Fall 2014 class: Out of 29 students, 17 received an 'A', 8 received a 'B', and there were 3 'C' students, 1 'F' and 1 'W'.

DMI 441: Senior Project

5/6 students (83%) of students achieved at a 75% level or above on setting and meeting goals and timeline

4/5 students (80%) achieved success at a 75% level or above on the final project and portfolio review; one student is completing the project to remove a grade of IP (in progress).

Use of Evaluation Results

DMI 100

For the Fall 2015 semester, the course will change in two ways:

- 1. The iLife software has changed again. GarageBand has had a complete overhaul, and iPhoto has changed into "Photo."*
- 2. A Blues Studies module will be added, and this class will be a part of DSU's new Blues Studies minor.*

DMI 441

Additional resources on goal-setting and project management will be provided to seniors as they begin their projects.

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication



GE 03: Quantitative Skills



GE 04: Inquiry and Technology



GE 07: Cultural Awareness

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 **GE 09: Cross-disciplinary Appreciation**

 **GE 10: Values**



BS-EIS 04: Comprehensive Entertainment Industry Project

Start: 7/1/2014

End: 6/30/2015

Providing Department: Delta Music Institute

Learning Outcome

1. The student will be able to describe, plan, and execute a comprehensive entertainment 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

DMI 425/425: Live Event Practicum

Students will plan, develop, and execute a comprehensive live event project.

Results of Evaluation

DMI 441: Senior Project

5/6 students (83%) of students achieved at a 75% level or above on setting and meeting goals and timeline

4/5 students (80%) achieved success at a 75% level or above on the final project and portfolio review; one student is completing the project to remove a grade of IP (in progress).

DMI 425/426: Live Event Practicum

DMI 425-426 is a two-semester class that was taught for the first time in 2014-15 school year. It is taught in alternate years with the Fighting Okra record label practicum. The class had 15 students.

The focus of the class to stage a real-life major event. Students must create an event, plan it, produce it, and pay for it, hopefully via sponsorship money. The event this class held was a gospel music competition in April at the BPAC. The class formed a production company, elected officers for the company, named the event "Delta Got Gospel," and developed a plan.

Each student in the class had specific tasks to perform, as designated by the student officers. Some created rules and regulation, some designed advertising materials and logos, some raised money, some found participants, some handled production, etc. There were many tasks to perform, and the students did their jobs well.

All students were awarded an 'A' for their efforts.

Use of Evaluation Results

DMI 441: Senior Project

Students will be provided with additional resources on goal-setting and project management in preparation for their projects.

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DMI 425/426: Live Event Practicum

A practicum class such as this is delicate balancing act. My intention is not to be too “hands on,” as I want this to be a student-run production. I want students to run into a wall occasionally, as the major part of the learning experience is how to handle the many problems that will invariably arise.

The complaints from students basically were that the process took too long, something we could address by holding the major event in February and doing a smaller event in the spring, and that everyone didn't have enough to do. In fact, it is difficult to keep 15 students occupied and interested. I will work on solutions to that issue before the next class in 2016-17.

Related Items

-  **GE 01: Critical and Creative Thinking**
-  **GE 02: Communication**
-  **GE 03: Quantitative Skills**
-  **GE 04: Inquiry and Technology**
-  **GE 07: Cultural Awareness**
-  **GE 09: Cross-disciplinary Appreciation**
-  **GE 10: Values**

BS-EIS 05: Internship

Start: 7/1/2014

End: 6/30/2015

Providing Department: Delta Music Institute

Learning Outcome

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

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

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

In AY 14-15, eight students in the DMI program enrolled in DMI 442: Internship. Of the eight, five received excellent reviews from their supervisors, and three are still completing their internships (IP).

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Department: Delta Music Institute

The reputation of the DMI program is being shaped as a positive one due to the work ethic and professionalism of these interns.

Use of Evaluation Results

As a pattern develops for DMI students to most often seek and complete an internship experience in the summer between their junior and senior years, the course will be listed now in the summer term as well in order to streamline the academic path of students in the program.

Related Items

-  **GE 01: Critical and Creative Thinking**
-  **GE 02: Communication**
-  **GE 03: Quantitative Skills**
-  **GE 04: Inquiry and Technology**
-  **GE 07: Cultural Awareness**
-  **GE 09: Cross-disciplinary Appreciation**
-  **GE 10: Values**

BS-EIS-AET 01: Theory and Application of Recording Equipment and Methods

Start: 7/1/2014

End: 6/30/2015

Providing Department: Delta Music Institute

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.

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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.

Results of Evaluation

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

100% of all registered students successfully completed their ICON (studio B) proficiency exam at at 90% or great.

100% of students successfully completed not only their final project but also collaborative songwriting project with a grade level of 90% or above.

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.

Course goals were modified to accommodate technical and faulty issues surrounding the Neve console in Studio A.

Analog mixdown assignments were modified into small group exercises in which all students participated and demonstrated theoretical understanding of proper signal flow and process with this equipment and 50% of students successfully completed the use of analog devices and the console (based also on the temperamental state of equipment).

Final recording project was modified to a recording analysis project in which 90% of all students achieved a proficiency grade of 90% or higher.

DMI 331: Audio Mixing and Monitoring

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.

Students demonstrated their growth, development, and mastery of new subjects and techniques surrounding mix technique, balance, EQ, panning, effects (time and spectral based effects) based on a class average of 85% spanning across all mixing assignments.

90% of all students demonstrated success in completing not only midterm mix projects, but also final mix projects to a 75% level or higher.

Over 60% of students effectively developed ear training and scored 70% or higher on Golden Ears (ear training) exams.

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DMI 314: Live Sound Reinforcement

Students in DMI 314 were required to actively participate in 2 outside of class events (events DMI is not responsible for and student is responsible for finding and securing) and 6 DMI Class events in which DMI is responsible for the live sound support. 65% of students will successfully participate and provide live sound for 6 DMI sponsored and 2 outside (student's responsibility) events.

10% Quizzes (Every Lecture)

20% Attendance & Participation (being attentive, classroom discussions)

20% Assignments

25% Intern Hours (Work on a Sound related job approved by instructor)

25% Mid-Term & Final

88% of all students successfully demonstrated understanding in running a live sound reinforcement system by completing and documenting 2 outside of class events.

72% of all students successfully demonstrated understanding in running a live sound reinforcement system by completing and documenting 4 outside of class events.

DMI 211: Recording Studio Theory & Practice I

Students will demonstrate proficiency and understanding in Recording Studio Theory & Technique.

70% of students will achieve at 80% level or above the Studio C proficiency exam.

70% of students will achieve success at a 75% level or above on the final recording project

60% of students will successfully complete all Golden Ears exercises with a grade of 70% or higher.

75% of students will successfully complete and document the completion of 4 outside of class recording session internship sessions.

75% of students successfully completed their Studio C Proficiency Exam at a level of 80% or greater.

91% of all students successfully completed 75% or higher on their final recording projects

75% of all students successfully completed all Golden Ears exercises with a grade of 70% or higher.

58% of students successfully completed and documented the completion of 4 outside of class recording session internship sessions.

DMI 202: Computer Audio Skills I

Students properly demonstrate skills and efficiency in the various recording and editing techniques in Logic Pro X Digital Audio Workstation.

Students will demonstrate this understanding by 70% of all students successfully completing all labs with a cumulative total of 70% or better on all labs.

Students will complete a midterm and final Logic Pro X project that will require students to use all skills and techniques they learned over the semester. 80% of all students will complete this project with score of 80% or higher that will provide evidence of effectively implementing learned techniques and processes.

66% of all students successfully completed all lab assignments with a cumulative score of 70% or higher.

80% of all students successfully completed the midterm and final projects with a score of 80% or higher.

DMI: 203 Computer Audio Skills II

Students will successfully complete the Avid Pro Tools Certification Training for the User classification. In addition students will have assignments, projects, and labs that will be utilized to reinforce the training they receive in the Avid training materials.

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75% of all students will successfully pass the Avid Pro Tools User certification exam (Pro Tools 101 & Pro Tools 110 with a grade of 80% or higher).

Students will complete a midterm and final Pro Tools project that will require students to use all skills and techniques they learned over the semester. 80% of all students will complete this project with score of 80% or higher that will provide evidence of effectively implementing learned techniques and processes.

92% of all students successfully passed the Avid Pro Tools User Certification exam.

92% of all students successfully completed the midterm and final projects with a score of 80% or higher.

DMI 492: Audio Restoration

Course in which specified student will assist in the archives dept providing audio restoration services in cleaning up, archiving, and distributing selected pieces of work from the archives dept.

Student will provide a detailed manual from their efforts that will be used to aid students who will provide audio restoration and transfer expertise.

Completed manual of detailed instructions in how to properly assess audio, restore (by means of removing hiss, buzz, hums, noise, etc), as well as the process to be followed for properly transferring media (tape) from the source do properly digitizing it for either archiving or further processing.

DMI 431: Mastering for Audio

Students will learn the process for mastering a finished project and prepare it for distribution. Students will demonstrate efficiency and skill in the assigned topics, projects, assignments and tests and quizzes by 80% of all students completing the mastering EP project with a grade of 75% or higher and for 85% of all students to complete the mastering compilation final project (and midterm project) with a cumulative score (instructor and peer graded) of 80% or higher.

100% of all students completed the mastering EP project with a grade of 75% or higher.

100% of all students completed the mastering compilation and final project with a cumulative score of 80% or higher.

Use of Evaluation Results

DMI 311

Based on this information I intend to modify the course goals for the following year to:

70% of students will achieve a 90% or greater in a new Studio B proficiency exam that will demonstrate proficiency in the studio using recording techniques, but also properly operating the Avid S6 Console.

DMI 322

This following year I intend to keep the same goals, with an additional analysis goal of 75% of students to successfully demonstrate and communicate their musical analysis goals based on daily assignments.

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. 75% of student will demonstrate proper analysis technique with an average grade of 75% or greater.

DMI 331

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Additional guidance (and outside assignments) during class will be given in future classes to help ensure students are effectively learning and internalizing the proper ear training skills based on the examination results.

DMI 314

In addition to the current goals, a live sound reinforcement proficiency exam will be instituted to provide students to demonstrate skill and understanding not just running a live sound reinforcement systems, but also the installation/implementation, running, and proper striking.

DMI 211

My goals and objectives for this course will stay the same but grade weighting will change to help emphasize the importance of the recording session internship sessions, in addition to providing 3 recording sessions during class for students to act and participate in.

DMI 202

Goals and objectives for this course will stay the same through the next semester.








DMI 203

Goals and objectives for this course will stay the same through the next semester.

DMI 431

Course goals will stay the same for the next year with the addition of a required surround sound mastering project and a golden ears goal of 75% of all students to score 75% or higher on a comprehensive Golden Ears ear training exam. Music mix-peer reviewed projects will be instituted for additional ear training that will require peer critiques relating to only ear training topics.

Related Items

-  **GE 01: Critical and Creative Thinking**
-  **GE 02: Communication**
-  **GE 03: Quantitative Skills**
-  **GE 04: Inquiry and Technology**
-  **GE 07: Cultural Awareness**
-  **GE 09: Cross-disciplinary Appreciation**
-  **GE 10: Values**

BS-EIS-AET 02: Theory and Application of Live Sound Reinforcement and Production

Start: 7/1/2014

End: 6/30/2015

Providing Department: Delta Music Institute

Learning Outcome

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Department: Delta Music Institute

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

Gen. Ed. - 1, 2, 3, 4, 7, 9, 10

Data Collection (Evidence)

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 214 was deleted from the curriculum in AY 14-15

DMI 314: Live Sound Reinforcement

88% of all students successfully demonstrated understanding in running a live sound reinforcement system by completing and documenting 2 outside of class events.

72% of all students successfully demonstrated understanding in running a live sound reinforcement system by completing and documenting 4 outside of class events.

Use of Evaluation Results

In addition to the current goals, a live sound reinforcement proficiency exam will be instituted to provide students to demonstrate skill and understanding not just running a live sound reinforcement systems, but also the installation/implementation, running, and proper striking.

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication



GE 03: Quantitative Skills

 **GE 04: Inquiry and Technology**

 **GE 07: Cultural Awareness**

 **GE 09: Cross-disciplinary Appreciation**

 **GE 10: Values**

BS-EIS-EIE 01: Creation and Production of Original Content

Start: 7/1/2014

End: 6/30/2015

Providing Department: Delta Music Institute

Learning Outcome

1. The student will practice and complete creative entertainment 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

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

Completed song demo in partnership with student engineers

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

DMI 320: Music Production I

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.

Pre and post-tests

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

Individual Projects

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

DMI 435: Sound Design for Film & Digital Media

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.

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Five small projects

One major project

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

Results of Evaluation

DMI 210: The Craft of Songwriting

Popular song analysis

76% of students achieved at 75% level or above on song analysis

Song creation (four songs in different forms)

90% of students achieved success at a 75% level or above on each of their original songs

DMI 310: The Business of Songwriting

Song creation with a co-writing partner

75% of students achieved success at a 75% level or above on each of their original co-written songs

Completed song demo in partnership with student engineers

14/16 students (87.5%) of students achieved success at 75% level or above on studio demo of original song

DMI 320: Audio Production

DMI 320 is required for students seeking the BSEIS degree with an entertainment 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. For the Fall 2014 class, the design was basically the same as in previous years, but emphasis was almost completely on in-class discussions, analysis of professional recordings, and projects.

Followup for 2013: This class only had 7 students enrolled. Six of them received an 'A' – all were high-achieving students who worked very hard on all projects. The seventh, while enrolled for the entire semester, did not attend classes and received a failing grade. I consider this a 100% success rate.

Followup for 2014: The class had 13 enrolled, of which 1 was an audit. Of those receiving grades, 9 were awarded an 'A' and 3 received a 'B'.

DMI 435: Sound Design for Film & Digital Media

DMI 435 is required for students seeking the BSEIS degree with an entertainment 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.

Followup 2014: This class was again populated by advanced, high-achieving students. Out 9 students enrolled, 6 received an 'A', for a success rate of 67%. The other three all left school for personal issues.

Followup 2015: The Spring 2015 class had 14 students enrolled. The number of projects increased to 8, including 1 very large-scale individual project and the final project. Since it is a required class for the entrepreneurial track of the BSEIS, the level of achievement and effort varied widely. 7 students received an 'A', 4 a 'B', and 3 a 'C'.

Use of Evaluation Results

DMI 210

Additional time will be given to contemporary song analysis in order to broaden student's knowledge

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of popular music from the 50s to today. As part of the new Blues Studies minor, the blues component of the songwriting class will be expanded to study the song form more in depth along with additional audio examples for review and analysis.

DMI 310

Co-writing assignment will be prepped with a 'demonstration' between instructor and student who has already taken the course in order to familiarize students with the co-writing environment.

DMI 320

No major changes in this course for the Fall 2015 semester.

DMI 435

No major changes in this course for the Fall 2015 semester.



BS-EIS-EIE-02: Music and Entertainment Industry Entrepreneurial Practices

Start: 7/1/2014

End: 6/30/2015

Providing Department: Delta Music Institute

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

This course was partially redesigned to incorporate updated industry materials into the content.

Students in this course developed a portfolio of assets associated with entertainment industry publicity, public relations, and marketing. Goals going forward will be for 80% of the students to achieve success on final portfolios at a rate of 75% or above.

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

This course was partially redesigned and updated to use the Cyber PR method developed by Ariel Hyatt. Students applied comprehensive theory from the course content to implement social media marketing and a PR campaign for the first "DMI Day" which featured multiple DMI student artists/bands in a live performance event in the Green Room on the DSU campus.

80% of students will achieve success at 75% level or above on comprehensive DMI Day portfolio/campaign.

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 a 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 BSEIS degree with an entertainment 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.

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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 BSEIS degree with an entertainment 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 300: Indie Entertainment Entrepreneurship

This course was not offered in AY 14-15

DMI 310: The Business of Songwriting

Song creation with a co-writing partner

75% of students achieved success at a 75% level or above on each of their original co-written songs

Completed song demo in partnership with student engineers

14/16 students (87.5%) of students achieved success at 75% level or above on studio demo of original song

DMI 315: Entertainment Product Marketing

This course was not offered in AY 14-15

DMI 320: Audio Production

DMI 320 is required for students seeking the BSEIS degree with an entertainment 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. For the Fall 2014 class, the design was basically the same as in previous years, but emphasis was almost completely on in-class discussions, analysis of professional recordings, and projects.

Followup for 2013: This class only had 7 students enrolled. Six of them received an ‘A’ – all were high-achieving students who worked very hard on all projects. The seventh, while enrolled for the entire semester, did not attend classes and received a failing grade. I consider this a 100% success rate.

Followup for 2014: The class had 13 enrolled, of which 1 was an audit. Of those receiving grades, 9 were awarded an ‘A’ and 3 received a ‘B’.

DMI 435: Sound Design for Film & Digital Media

DMI 435 is required for students seeking the BSEIS degree with an entertainment 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.

Followup 2014: This class was again populated by advanced, high-achieving students. Out 9 students enrolled, 6 received an ‘A’, for a success rate of 67%. The other three all left school for personal issues.

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Followup 2015: The Spring 2015 class had 14 students enrolled. The number of projects increased to 8, including 1 very large-scale individual project and the final project. Since it is a required class for the entrepreneurial track of the BSEIS, the level of achievement and effort varied widely. 7 students received an 'A', 4 a 'B', and 3 a 'C'.

Use of Evaluation Results

DMI 300

Class will be revised by new instructor.

DMI 310

Co-writing assignment will be prepped with a 'demonstration' between instructor and student who has already taken the course in order to familiarize students with the co-writing environment.

DMI 315 Class will be revised by new instructor.

DMI 320

No major changes in this course for the Fall 2015 semester.

DMI 435

No major changes in this course for the Fall 2015 semester.

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication



GE 03: Quantitative Skills



GE 04: Inquiry and Technology



GE 09: Cross-disciplinary Appreciation



GE 10: Values

Unit Goals



DMI 2015 - 06: Develop International Opportunities

Start: 7/1/2014

End: 6/30/2015

Unit Goal

Develop international opportunities through grants, partnerships, external opportunities.

Evaluation Procedures

6-12 students will be recruited, interviewed and trained to develop and execute a plan for a Mississippi Delta immersion experience and a Perm Krai immersion experience via a DMI Summer Camp experience in partnership with Perm State University in 2014-15.

Actual Results of Evaluation

DMI 492 – Special Project – DSU – Perm State

DMI 492 was special one-time class in support of a U.S. State Department 'peer to peer' cultural exchange grant. The grant was for a cultural immersion with a partner institution, Perm State University in Perm, Russia. The grant had three components. It began with a visit by a dozen PSU students and faculty visiting DSU in October of 2014. The second part was a series of teleconferences between the two universities. The third was a visit to Russia by DSU students and faculty. DMI 492 was a class to help facilitate the teleconferences and visit to Russia.

DMI 492 was a three semester-hour course, but only met once a week at 8:00 AM on Wednesday. Of the 15 registered participants, 8 were students. The rest were DSU faculty and staff making the trip. There was one teleconference a month – 8:00 AM in Cleveland was 7:00 PM in Perm. The teleconferences consisted mostly of presentations about cultural aspects of our respective areas, in our case the Mississippi River and the Delta, in their case the rich artistic history in the Perm area. Our students and faculty were randomly assigned to 4 person groups, and worked together to create presentations, which could be video or Power Point style.

The class periods that didn't involve teleconferences were largely spent planning our trip, securing Russian Visas, etc.

The actual trip was May 21 – June 4. For a final grade our students, but not the faculty members, were required to keep a detailed journal of the time spent preparing for the trip and the trip itself. They were also required to turn in a paper detailing their impressions of Russia, the Russian people, and their overall experience. Those that completed the tasks received an 'A'. Two students still have not completed the requirements and have a grade of 'IP'.

Use of Evaluation Results

A proposal for an extension of this grant has been submitted and awardees will be notified mid-August 2015. If another class such is held, considerable changes will be made. One hour a week isn't enough time to plan the details involved in such a large undertaking. Although travel plans and logistics plans were made, not enough planning was done for the actual visit. The 45 minute teleconferences weren't long enough to be productive. Recommendation would be to extend class time in preparation for a return visit.



DMI 2015_01: Student exchange program with GRAMMY Museum Mississippi and GRAMMY Museum at L.A. Live

Start: 7/1/2014

End: 6/30/2015

Unit Goal

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

Evaluation Procedures

Through ongoing dialogue and 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 will be developed and implemented.

DMI will have a graduate assistant during the 2014-15 year, and the GA will be assigned to assist with the implementation of this project.

Actual Results of Evaluation

Conversations have continued between Tricia Walker of DMI and Chris Sampson of the USC Thornton School of Music in Los Angeles with initial discussion centered around the structure of and elements of both schools' internship programs.

Use of Evaluation Results

GRAMMY Museum® Mississippi named Emily Havens as Executive Director in early 2015. Jane Marie Dawkins was named education and Programming Director for GMM in summer of 2015. With the primary museum staff in place, the focus is on the grand opening of the museum in November 2015. Discussions for an internship exchange will continue with assistance from the staffs of GRAMMY Museum® Mississippi and GRAMMY Museum at L.A. Live.



DMI 2015_02: Music Industry Studies Continuing Education Courses - CCED

Start: 7/1/2014

End: 6/30/2015

Unit Goal

Develop and implement a series of continuing education courses in music and entertainment industry studies to be offered through the CCED and/or the Office of Graduate Studies and Continuing Education.

Evaluation Procedures

Determine, through formal and informal means, whether a series of continuing education classes and/or workshops in music industry studies would be beneficial to constituents through the CCED and/or the Office of Graduate Studies and Continuing Education and broaden exposure of the DMI program via face to face and distance learning.

Actual Results of Evaluation

Courses were prepped and advertised in the Clarksdale area through the CCHEC. Target market was not reached and interest waned for offerings at the CCHEC site.

A team of DSU students competed in the Social Business Challenge at the state level event sponsored by the Mississippi Economic Council to propose a business solution to one specific area of Mississippi's economy (team chose the creative economy). Below is their mission statement:

Mission Statement of the Mississippi Entrepreneurial Center for Creative Arts

The mission of the Mississippi Entrepreneurial Center for Creative Arts (MECCA) is to promote the creative culture of Mississippi, provide support services for creative practitioners, and enhance the creative economy through the creation of a comprehensive sustainable database of creative economy related businesses.

Use of Evaluation Results Although the MECCA team did not win the competition, their research was used in a proposal for a U.S. Commerce Regional I-6 grant. The initial proposal was not awarded, but was given good marks and encouragement towards a future submission for this concept. New grant opportunities surrounding this initiative are being sought.



DMI 2015_03: Gospel Choir Competition

Start: 7/1/2014

End: 6/30/2015

Unit Goal

Plan, develop, and execute a choir competition spotlighting African-American Gospel music.

Evaluation Procedures

Determine, by formal and informal means, whether a regional Gospel choir competition produced by the DMI would be beneficial as a real-world learning opportunity for current music and entertainment industry students, a source of regional exposure for the entertainment industry program and DMI recording studios, and as an outreach for recruitment to the entertainment industry studies program at DMI.

Actual Results of Evaluation

DMI 425-426: Live Event Practicum is a two-semester class that was taught for the first time in 2014-15 school year. It is taught in alternate years with the Fighting Okra record label practicum. The class had 15 students.

The focus of the class is to stage a real-life major event. Students must create an event, plan it, produce it, and pay for it, hopefully via sponsorship money. The event this class held was a gospel music competition in April 2015 at the BPAC. The class formed a production company, elected officers for the company, named the event "Delta Got Gospel," and developed a plan.

Each student in the class had specific tasks to perform, as designated by the student officers. Some created rules and regulation, some designed advertising materials and logos, some raised money, some found participants, some handled production, etc. There were many tasks to perform, and the students did their jobs well.

All students were awarded an 'A' for their efforts.

Use of Evaluation Results

Event will be the academic schedule again in 2016-17.



DMI 2015_04: Music Industry Graduate Courses for MBA Emphasis

Start: 7/1/2014

End: 6/30/2015

Unit Goal

Develop three courses of music industry related content to be offered at the graduate level as part of the IMBA degree program at Delta State University.

Evaluation Procedures

Determine, by formal and informal means, whether coursework in music industry studies at the graduate level would meet a higher education need and interest of graduate students in the IMBA program at DSU.

Actual Results of Evaluation

Anecdotal evidence identified sufficient evidence among entertainment industry studies majors and general business students to warrant the development of three EIS courses to be proposed for the iMBA program in the College of Business.

Use of Evaluation Results

The following three courses were developed, proposed, and submitted to Academic Council for approval to be added into the integrated MBA (iMBA) program beginning in the spring of 2016:

DMI 603. THE BUSINESS OF ENTERTAINMENT. 3

DMI 635. MANAGING LIVE ENTERTAINMENT. 3

DMI 665. ENTERTAINMENT LEGAL ISSUES. 3

DMI 603. THE BUSINESS OF ENTERTAINMENT. An overview of the business of the entertainment industry. Concentration is on the legal, marketing, and financial aspects of different areas of the industry, focusing primarily on the recording, publishing, and film/television industries, exploring the roles of interrelated areas within the entertainment industry. This course is cross-listed with MGT 603. 3

DMI 635. MANAGING LIVE ENTERTAINMENT. An introductory course designed to give students an overview of tour management and event production in the live entertainment industry. Students become familiar with various artist, client, production, vendor, and facility contracts and agreements commonly used in the industry. This course is cross-listed with MGT 635. 3

DMI 665. ENTERTAINMENT LEGAL ISSUES. Basic entertainment business and legal principles in the areas of music publishing, recording contracts, booking agreements, artist management, touring, and merchandise. Course material will include contracts, intellectual property licenses, copyright registration, trademark information, and practical checklists. This course is cross-listed with MGT 665.



DMI 2015_05: Student leadership group

Start: 7/1/2014

End: 6/30/2015

Unit Goal

Develop a music industry student leadership program.

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Evaluation Procedures

Review, by formal and informal assessment tools, the need and revise the development of a music industry student leadership initiative in order to enhance student learning, compliment the learning environment, and encourage increased student participation.

Actual Results of Evaluation

Anecdotal evidence indicates a continuing need for a leadership opportunity within the DMI EIS program.

Use of Evaluation Results

Due to issues surrounding the need for major equipment upgrades and the need for an additional faculty member to better manage the growth of the program, the leadership initiative was tabled temporarily. Funding sources are being sought for this initiative along with identifying the faculty/staff member who would oversee this effort.

Section IV.a

Brief Description

Narrative

The Delta Music Institute is an independent unit of the College of Arts and Sciences. Entertainment 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 degree in Entertainment Industry Studies degree.

The Bachelor of Science degree in Entertainment Industry Studies (BS-EIS) degree offers concentrations in audio engineering technology and entertainment 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 entertainment entrepreneurship that will prepare students for entry in to today's music and entertainment industry. A background in music is not required for admission to the Entertainment Industry Studies program.

DMI audio engineering students, under the supervision of instructor Miles Fulwider, served as production assistants for multiple events, including the 47th 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, increased its membership to 40 members. GRAMMY U students participated in entertainment industry events and conferences in Memphis, as well as serving as production assistants for the Mighty Mississippi Music Festival in Greenville, Mississippi.

Ten students from the DMI program were invited to attend the "Celebration of Gospel" educational workshop in Washington, D.C. during the spring of 2015. The "In Performance At The White House"

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concert series is held in the White House and hosted by the First Lady. This educational opportunity is in partnership with the GRAMMY Museum at L.A. Live.

DMI performing groups, Ol' Skool Revue and DeltaRoX, performed for 7 events in the community and region. The DMI All-Stars, a select group of entertainment 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 1440 hours, not including regular scheduled class time.

36 professional and/or community clients booked 178 hours of studio and post time in DMI facilities.

In addition to 25+ on-site tours with student recruits, DMI faculty/staff interacted in a recruiting capacity with 3 schools via 1 college fairs and/or multi-school gatherings. The fourth "Delta Night at Hal & Mal's," a comprehensive recruiting/entertainment event, featured DMI bands, student singer/songwriters, and live production students.

Section IV.b

Comparative data

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

Narrative

The BSMIS degree was renamed as of the fall of 2014, changing to a B.S. degree in Entertainment Industry Studies. Between AY 13-14 and AY 14-15, the number of majors in the BS-EIS degree increased from 56 to 77, showing an **increase of 37.5%**. DMI anticipates 30-40 new students coming into the program in the fall of 2015. The entrepreneurial and multi-disciplinary nature of the degree continues to attract new, high-quality students into the entertainment industry studies program.

Trend data for DMI shows CHP production shows a 14.5% increase from AY 2014 to AY 2015. Over the five year period from AY 2010 to AY 2015, **CHP in the department increased by 88.5%**.

CREDIT HOUR PRODUCTION*						
	Summer 2014		Fall 2014		Spring 2015	
	UG	GR	UG	GR	UG	GR
DMI	41	0	604	0	604	0
SRT	0	0	0	0	0	0
Total	41	0	604	0	604	0

*Note there were 3 additional continuing education "credit hours" in Spring 15.

ENROLLMENT BY MAJOR						
	Summer 2014		Fall 2014		Spring 2015	
	UG	GR	UG	GR	UG	GR
Music Industry Studies	15	0	75	0	77	0

2014/15 Graduates**	
Music Industry Studies	
BS	6

**Note 1 additional degree is pending until the grade for an internship is received.

Section IV.c

Diversity Compliance Initiatives and Progress

Narrative

Victoria Jackson, DMI Mobile Music Lab Project Coordinator, interviewed and hired 13 DMI students to work as staff members of the MML bus. 7 of the students (53.8%) were African-American, and 6 students (46%) were Caucasian. Of these students, 9 were males (69%) and 4 were females (31%).

Katherine Grant continued to serve as part-time Assistant Project Coordinator for the DMI Mobile Lab. Ms. Grant's responsibilities included scheduling and operations of the DMI Mobile Lab with its participating partners. Ms. Grant completed her term of employment with the ML Lab at the end of June 2015.

The Young Men of Color grant, funded by the Kellogg Foundation, completed its second year of implementation. The program, titled "From Hip Hop To Rock: Healing With A Groove," has a mission to promote racial healing through discussion, songwriting, and music technology. The model for the program was extended to four weeks per group. Travis Calvin, Project Coordinator for the grant, continued to lead the program with ten (10) HWG groups across Bolivar, Coahoma, Sunflower, and Leflore counties and four workshops, serving eighty (80) students. The second year effort resulted in the creation of 15 original songs pertaining to issues of race and reconciliation.

Additional activities involving the HWG program:

- Featured in Frontline Solution's Under Construction Series. This series produced a written article that details the effort of the program, a photographic essay, documentary video, and a display of HWG's logic model.
- Two students and a college mentor attended the Young Males of Color Grantee Partner Cohort Gathering in Memphis, TN. During this trip students traveled to the National Civil Right Museum and visited other historic sites in downtown Memphis.
- Partnered with peer-organization Action Communication Education and Reform to provide 30 Montgomery County High School junior and senior students with exposure music and music technology.
- Worked with Community Science to improve HWG's logic model and developed a measurement framework tool to evaluate the program's goals.
- The program facilitated an internal HWG session in the Delta Music Institute. This was the catalyst for the young men to feel more connected and provide us with potential college students serving as mentors.
- As a kick-off to quarterly events to engage program alumni, 20 students participated in the first HWG Listening Party. Students were able to introduce their songs, engage in peer-to-peer networking, and meet a community members.
- Winning the Race. In support of Delta State's WTR Conference, HWG hosted two presentations at local schools where guest speakers, Albert Sykes and Dee-1, spoke to approximately 335 students on the subject "Using Your Voice" and the impact students could have in the community. HWG presented information about the program and lead a breakout session for conference attendees. Each registered attendee and volunteer of the conference received a copy of HWG's compilation album.

Section IV.d

Economic Development Initiatives and Progress

Narrative

For the seventh year, the 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 authors Tom Franklin and Beth Ann Fennelly, Delta musician Fish Michie and former Miss Mississippi Kristian Dambrino. The program was later broadcast statewide on Mississippi Public Broadcasting.

Construction of GRAMMY Museum Mississippi began in July 2014. Opening of the museum is set for November of 2015. Opportunities for work and college credit will be developed for DSU students. The development of GRAMMY Museum Mississippi project has already been a factor in several student prospects choosing to attend Delta State University for the entertainment industry studies program at DMI.

36 community/professional clients were involved in 178 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 9 campus and/or community events, festivals, and private engagements.

The second Mighty Mississippi Music Festival was held in October of 2014 at Warfield Point Park in Greenville, MS. This Americana/Blues music and camping festival was co-produced by DMI Artist-in-Residence Steve Azar and DMI Instructor Charly Abraham. DMI audio engineering students were given the opportunity to work as production support for the festival. The 2015 festival is set for October 3-5 with Old Crow Medicine Show and Chris Stapleton as headliners.

A brainstorming session regarding entertainment industry studies opportunities from an economic development standpoint resulted in a grant proposal for a U.S. Dept. of Commerce grant for Regional Innovation.

Section IV.e

Grants, Contracts, Partnerships, Other Accomplishments

Narrative

The DMI program of Delta State University was awarded a \$100,000 grant from the U.S. State Department for a Peer-to-Peer grant in partnership with Perm State University in Perm, Krai, Russia. The grant was coordinated by DMI Instructor Charly Abraham and included a Delta immersion experience in the fall of 2014 for Perm State faculty/students, a series of webinars during the spring of 2015, and DMI faculty/students taking trip to Russia in the summer of 2015 to implement a mini-DMI camp experience in songwriting, audio recording, and band performance for the Perm State community. The program was concluded successfully with the group receiving an invitation to visit the U.S. Embassy in Moscow to share the outcome of the program. As a grantee for the Peer-to-Peer program, Delta State received an invitation to submit a proposal to extend the program for one year. Proposal was submitted and awards will be announced mid-August.

The Healing With A Groove program, coordinated by Travis Calvin, began its second year of programming, continuing with a \$150,000 grant from the W.K. Kellogg Foundation and its Young Men of Color initiative.

Delta State University and the DMI were awarded a \$25,000 grant from the Levitt Foundation in support of its Levitt AMP Music Series. Ten cities under 100,000 population competed by voting via social media platforms for the opportunity to host 10 concerts in 10 weeks for the purpose of building community

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through music. The Levitt AMP Cleveland Music Series will be held between August 20 - October 22 on the green space in downtown Cleveland and will feature various genres of music. DMI students and staff will provide production support. Senior DMI student Amber Foster is managing the music series as her Senior Project (DMI 441).

The DMI Mobile Music Lab continued operations in FY 15 with funding from the Annenberg Foundation in support of staffing and operating the MML program.

The DMI Mobile Music Lab served 1500+ students and adults in FY 15 and continued to develop school partnerships with Leland Gifted Program (Leland, MS), Griot Arts (Clarksdale, MS) B.B. King Museum and Delta Interpretive Center (Indianola, MS), Hayes-Cooper School (Merigold, MS) and D.M. Smith Middle School (Cleveland, MS) to continue the mission of the MML through funding by the Annenberg Foundation.

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

The DMI Mobile Lab program was awarded a \$5,000 grant from the Community Foundation of Northwest Mississippi.

25 DMI entertainment 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 \$23,000 during AY 14-15 with over \$21,000 being applied to 23 new scholarship opportunities.

The Duff Dorrrough Memorial Scholarship, established with funds donated by friends and family to honor the memory of this accomplished Delta musician, was awarded to 2 entertainment industry students, for a total of \$2,500 in scholarship dollars awarded. Funds for this scholarship will be regenerated through ongoing giving.

Scholarships from the Dr. Bennie Wright Scholarship Fund were awarded to 3 entertainment industry students, for a total of \$2,500 in scholarship dollars awarded.

Scholarships from the Jutta Ferretti Scholarship Fund were awarded to 1 entertainment industry students, for a total of \$1,000 in scholarship dollars awarded.

Scholarships from the George Allen Scholarship Fund were awarded to 1 entertainment industry students, for a total of \$250 in scholarship dollars awarded.

Scholarships from funds from the Annenberg Foundation were awarded to 2 entertainment industry students for a total of \$1,000 in scholarship dollars awarded.

9 Morris scholarships were awarded to DMI students who performed as part of the Ol' Skool Revue and DeltaRoX performing ensembles, for a total of \$9,000 in scholarship dollars awarded.

The Steve Azar St. Cecilia Foundation contributed \$25,000 to Delta State University and 5 entertainment industry students were awarded scholarships from this fund, for a total of \$4,000 in scholarship dollars awarded.

DMI received \$3,500 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.

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

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In support of student learning, Barry Bays, Charly Abraham, Vickie Jackson, and Tricia Walker were awarded Bryce Griffis funds, and Tricia Walker was awarded Dulce funds for departmental inventory support.

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

The DMI Mobile Music Lab of the Delta Music Institute hosted a third Summer Camp for students ages 12-14 interested in audio engineering, performance, and songwriting. 34 students attended the camp and completed a studio recording and 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 3rd through 6th graders. Participants in the DMI part of camp wrote, recorded, and created artwork for their own CD.

DMI continues to partner with recording artist Steve Azar as artist-in-residence. Azar co-founded and co-produced the first Mighty Mississippi Music Festival, and he provided an opportunity for DMI students to provide production assistance for the festival. Azar continues to serve as a guest instructor in entertainment industry classes while providing insight into the professional music and entertainment industry.

Section IV.f

Service Learning Data

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

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

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.

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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

Narrative

Tricia Walker, Instructor of Entertainment 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 performance 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 14-15, Ms. Walker participated in the following activities:

- Co-authored paper, "Increasing Enrollments: A Business Model Approach," presented and accepted for publication for the Clute Institute *2015 International Education Conference* in New York City
- Featured artist on *Thacker Mountain Radio*, broadcast on MPB
- Featured artist for *25st Annual Evening in December* concert in Nashville, TN benefit with Buddy Greene, Karen Staley, and Ashley Cleveland
- Director of eighth DMI Summer Camp, a weeklong residential experience for 15-18 year old students studying tracks in audio engineering, performance band, and singer/songwriter.
- Serving as Board member for the Cleveland Music Foundation, Inc., governing entity for GRAMMY Museum® Mississippi
- Featured performance for the Winning The Race Conference at Delta State University
- Served as project director of the U.S.-Russia Peer-to-Peer grant involving several Delta State students facilitating a cultural exchange program with students from Perm State University in the Perm Krai region of Russia
- Served as project advisor for the Levitt AMP Cleveland Music Series, a 10-week music series on the green space in downtown Cleveland

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Miles Fulwider, Instructor of Entertainment Industry Studies/Coordinator of Sound Recording Technology

B.S. Utah Valley University

M.M. New York University

Audio engineer and music producer Miles Fulwider holds a Master's Degree in Music – Music Technology from the Steinhardt School at New York University, including the completion of the Stephen F. Temmer Tonmesiter studies sequence in the Master of Music Technology Program at NYU. Miles has produced and engineered for many GRAMMY® and Emmy Award winning artists. His credits include: Wynton Marsalis, Willie Nelson, Norah Jones, Chick Corea, Joe Locke, dUg Pinnick (King's X), the Bihlman Brothers, Rob Mathes, Joe Bonadio, Lawrence Brownlee, Damien Sneed, The Lincoln Symphony Orchestra, Jazz at Lincoln Center Orchestra, XM/Sirius Satellite Radio, and several film scores including scores for the American documentary film maker Ken Burns. He is also a professional musician, having toured extensively in the United States and Europe. He joined the Delta Music Institute as an instructor of entertainment industry studies in 2013.

During AY 14-15, Mr. Fulwider participated in the following activities:

- Co-authored paper, "Increasing Enrollments: A Business Model Approach," presented and accepted for publication for the Clute Institute *2015 International Education Conference* in New York City
- Coordinated sound reinforcement services for the Juke Joint Festival (Clarksdale, MS)
- Supervision of DMI students for multiple events, including Thacker Mountain Radio, Crosstie Arts & Jazz festival, Teach for America events, DSU Pig Pickin' and Homecoming
- Provided supervision of student chapter of AES (Audio Engineering Society) in the DMI; attended national convention and facilitated DSU student entries into conference audio competition
- Continued work with the Jazz At Lincoln Center Orchestra on a film score by Wynton Marsalis for an upcoming documentary by American filmmaker Ken Burns.
- Taught the first course(s) of Avid Certification (as DMI being an Avid Learning Partner) to the first DMI and Community students resulting in Pro Tools User Certification.
- Participation in the DSU International Blues Conference
- DMI Studios Premiered in Mix Magazine Education Directory
- Archival, Editing, and Mixing/Mastering Engineer for Kenny Vance Lost and Found Archives Vol 1

& 2

- Hosted Musistic Product Demo. Resulted in a two student summer internships.
- Recorded & Mixed Jason Fratesi Giles Island and possible Deer Thus TV Theme song.
- Oversaw production on audiobook for Dr. Robert Khayat's "Education of A Lifetime"
- Assisted in the hosting of the GRAMMY U "Breaking Into the Business" seminar event at DMI with Trina Shoemaker & Rueben Williams
- Recorded Fish Michie 'Beulah' session (donor benefit session).
- Hosted Drum Clinic with Dr. Josh Armstrong for DMI students.
- Invision Quest (Game Audio-3D audio-motion picture ride audio consulting)
- Big Bad Wolf movie theme soundtrack recording, featuring DMI Artist-In-Residence Steve Azar.
- Oversaw DMI Studio Hip Hop Lock-In
- Arranged and participated in the GRAMMY Studio Summit in New Orleans: The Recording Academy Memphis Chapter and the Producers & Engineers Wing presented a GRAMMY Studio Summit at Esplanade Studios in New Orleans. The summit featured a Keynote Conversation with 8-time GRAMMY-winning engineer/producer Elliot Scheiner, panel discussions on the Resurgence of Vinyl and Recording Roots Music today, as well as product demonstrations from a variety of gear manufacturers.
- BB King Museum memorial edit and remixing/mastering of BB King recording, "Precious Lord" with the B.B. King Children's Choir
- Mixing master class in Perm, Russia

Barry Bays, Instructor of Entertainment 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-

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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 14-15, Mr. Bays participated in the following activities:

- Served as advisor for GRAMMY U organization
- Supervision of and participation with DMI band students for multiple performances, including:
 - Thacker Mountain Radio
 - Crosstie Arts & Jazz festival
 - Octoberfest
 - DSU Pig Pickin'
 - Mississippi Night! during GRAMMY week in Los Angeles

Charly Abraham, Instructor of Entertainment Industry Studies

B.M.Ed., University of Mississippi

M. M., University of Mississippi

Charles Abraham, Instructor of Entertainment 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 14-15, Mr. Abraham participated in the following activities:

- Served as advisor for GRAMMY U organization
- Hosted DMI All Access Series
- Developed and implemented fifth "Delta Night at Hal & Mal's" recruiting/showcase event
- Served as production manager for the second Mighty Mississippi Music Festival (Greenville, MS)
- Produced multiple choral arrangements for Jackson area churches for patriotic events
- Served as producer for GRAMMY Museum Mississippi fundraiser with the Band Perry
- Served as project coordinator of the U.S.-Russia Peer-to-Peer grant involving several Delta State students facilitating a cultural exchange program with students from Perm State University in the Perm Krai region of Russia
- Served as project advisor for the Levitt AMP Cleveland Music Series, a 10-week music series on the green space in downtown Cleveland

Section V.b

Staff (Accomplishments)

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

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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 14-15, Ms. Jackson participated in the following activities:

- Continued review, development, and implementation of modular curriculum for DMI Mobile Music Lab
- Facilitated technical upgrades to the ML Bus technically, including PT 11 Upgrade and configuration of Portable HD system
- Provided training and oversight of DMI student staff workers for MML
- Developed additional leadership training among MML student staff workers
- Scheduled partner groups, tours, and 'one-offs' with the MML for AY 14-15
- Provided training and oversight for the DMI Mobile Music Lab Assistant Coordinator
- Provided leadership in serving 1,000+ students in the Delta region in alignment with the mission of the DMI Mobile Lab
- Served on International Blues Conference Committee
- Served on DSU Staff Council
- Served on search committee for Director for Delta Center for Culture and Learning
- ML team successfully completed ProTools Training with all ML staff achieving certification
- Participation in Frontline Under Construction Series (HWG)
- Requested and financially supported the professional development of ML Staff (492 Leadership Class)
- Supported DSU Artist in Residence, Steve Azar at Mighty MS Musical Festival

Travis Calvin, Project Coordinator, "Healing With A Groove" - Young Men of Color

B.S.M.I.S. - Delta State University

Clarksdale, Mississippi native Travis Calvin earned a Bachelor of Science in Music Industry Studies degree in 2013 from Delta State University. While at DSU, he was a member of GRAMMY U, AES (Audio Engineering Society), and Omicron Delta Kappa (ODK), serving as a vice-president of the leadership organization. Calvin also earned a degree from Coahoma Community College and a certification from Berklee College of Music. He began his musical career in the after school program at the Delta Blues Museum, where he quickly developed as an accomplished guitar player. In 2000, as a member of the band "Blues Prodigy," Travis received the W.C. Handy Kids Foundation Award (now Blues Music Award) and appeared in a special broadcast of the Blues on Nick News the following year. He has accompanied and performed with multiple bands and artists, including the International Church of God and Christ Orchestra, Marvin Sapp, Rance Allen, Steve Azar, and the Nighthawks. As a member of the DMI All Stars, Travis performed for Mississippi GRAMMY night in Los Angeles during GRAMMY week. In addition to his role as a musician, Travis has served in the classroom as a music and music technology instructor through the Delta Blues Museum, Delta Arts Alliance, and the DMI Mobile Music Lab. He was awarded a unique opportunity in 2013 to meet the First Lady, Michelle Obama, during a ceremony at the White House honoring the work of the Delta Blues Museum. Calvin recently accepted a position at DSU as Project Coordinator of a Kellogg Foundation Young Men of Color grant titled, "Hip Hop to Rock: Healing with a Groove" which will be administered through the DMI.

During AY 14-15, Mr. Calvin participated in the following activities:

- Continued leadership of the Healing With A Groove program as part of the Young Men of Color grant funded by the W.W. Kellogg Foundation
- Attended A Gathering of Leaders Conference, sponsored by Frontline Solutions, in Memphis, TN
- Healing With A Groove program presented a workshop at the second Winning the Race Conference at Delta State University
- Healing With A Groove program presented a workshop at the William Winter Institute's Summer Youth Institute
- Healing With A Groove program gave a presentation and tour at the TECHJXN Innovation Summit and #YesWeCode Hackathon

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Katherine Grant, Assistant Project Coordinator, DMI Mobile Music Lab

B.S.I.S. Delta State University

A native of Georgia, Ms. Grant earned a bachelor's degree in Interdisciplinary Studies from Delta State University in 2014. She has been a member of the DMI Mobile Lab team since the program's inception, first as a student staff worker and coordinator and now as assistant project coordinator. She has worked both in and out of the classroom with the DMI Mobile Lab as an instructor and mentor. As a recognized mobile DJ throughout the Mid-South, Grant uses her ear for discovering and nurturing new musical talents. "DJ Saxy" travels to events and shows throughout the southeastern region. She is a Coast2Coast DJ and has worked on mix tapes for various artists around the state. As "DJ Saxy," Ms. Grant has also generated her own "street" mix tape series. She joined the DMI staff as the Assistant Project Coordinator of the DMI Mobile Lab in November 2013.

During AY 14-15, Ms. Grant participated in the following activities:

- Coordinated offsite opportunity for DMI Students to attend the annual Southern Entertainment Awards (SEA's) and Conference
- Mentored students participants involved with the DMI Mobile Lab programming
- Facilitated ML programming with young patients at Blair C. Batson's children's hospital in Jackson, MS
- Participated with the DMI Mobile Lab in the annual Mal's St. Paddy's Day parade
- Provided instruction and support for the third annual ML Summer Camp

Rhonda Boyd, Entertainment Industry Projects Coordinator

B.B.A., Delta State University

Rhonda Boyd has worked at Delta State University for the past 20 years in several departments. During AY 13-14, 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 14-15, Ms. Boyd participated in the following activities:

- Received her 20-year service pin from Delta State University
- Served as Administrative Director for the eighth DMI Summer Camp
- Served as Administrative Director for the third DMI MML Summer Camp
- Coordinated seventh partnership between DMI and Graduate & Continuing Education's Kid's College
- Coordinated seventh Thacker Mountain in the Delta event
- Provided data and administrative support for multiple grants within the department
- Coordinated DMI aspects of Mississippi Night! during GRAMMY week in Los Angeles
- Coordinated DMI logistics for DSU students to attend Live at the White House "Gospel" event
- Assisted in the development of grant proposal to Entergy Mississippi, resulting in a grant award
- Secured grant from Mississippi Arts Commission in support of the DMI Summer Camp

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 14-15, Mr. Azar participated in the following activities:

- Multiple college fairs and private recruiting visits on behalf of Delta State and the DMI
- Hosted the fourth annual Delta Soul Celebrity Golf Event
- Promoted DMI and Delta State via social media and on-air broadcasts
- Taught master classes within the entertainment industry studies program
- Promoted third Hot Tamale Festival in Greenville, MS to foster economic development and exposure for local and regional artists
- Co-produced the second Mighty Mississippi Music Festival, a three-day camping/music festival at Warfield Point in Greenville, MS featuring two stages of Americana and Blues music. The festival, fostering

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additional economic development for the region, is set this year for October 2-4, 2015

- Wrote, recorded and performed "Fly," official song of the 2015 FIS Alpine World Ski Championships

Section V.c

Administrators (accomplishments)

Narrative

Tricia Walker, Instructor of Entertainment 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 performance 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 14-15, Ms. Walker participated in the following activities:

- Co-authored paper, "Increasing Enrollments: A Business Model Approach," presented and accepted for publication for the Clute Institute *2015 International Education Conference* in New York City
- Featured artist on *Thacker Mountain Radio*, broadcast on MPB
- Featured artist for *25st Annual Evening in December* concert in Nashville, TN benefit with Buddy Greene, Karen Staley, and Ashley Cleveland
- Director of eighth DMI Summer Camp, a weeklong residential experience for 15-18 year old students studying tracks in audio engineering, performance band, and singer/songwriter.
- Serving as Board member for the Cleveland Music Foundation, Inc., governing entity for GRAMMY Museum® Mississippi
- Featured performance for the Winning The Race Conference at Delta State University
- Facilitated *DMI All Access* series, featuring Jonathan Cain from the supergroup Journey
- Served as project director of the U.S.-Russia Peer-to-Peer grant involving several Delta State students facilitating a cultural exchange program with students from Perm State University in the Perm Krai region of Russia
- Served as project advisor for the Levitt AMP Cleveland Music Series, a 10-week music series on the green space in downtown Cleveland

Section V.e

Recommended Change(s) of Status

Narrative

Ms. Rhonda Boyd's status was changed from Music Industry Projects Coordinator to Entertainment Industry Projects Coordinator. This minor change mirrors the change in name of the Delta

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Music Institute's music industry studies degree program to entertainment industry studies program. This request is in title only.

Katherine Grant (B.S.I.S., Delta State University) completed her service as Assistant Project Coordinator for the DMI Mobile Lab program in early summer 2015.

Section VI.a

Changes Made in the Past Year

Narrative

A minor name change was made from BS in Music Industry Studies degree (BS-MIS) to BS in Entertainment Industry Studies (BS-EIS) degree in order to avoid confusion and accreditation issues with the DSU Music Department and to allow for more identifiable marketing of the EIS program.

Section VI.b

Recommended Changes for the Coming Year

Narrative

With a six-credit reduction in number of general education hours required, the DMI EIS program added three credit hours to each of its two areas of concentration (AET and EIE) plus three credits hours (GBA 220:Legal Environs of Business) in the business core of the degree.

DMI 104:Entertainment Industry Events & Activities was added as a no-credit, but required course within the degree program to encourage EIS majors to be engaged in various industry and arts-related events.

A third DMI performing group will be added in the form of a 492 Special Topics course. The course will focus on music from the 1990s.

An additional 492 Special Topics course will be offered in fall 2015 focusing on Audio for Gaming and the video industry. This course is already highly anticipated by students.

Three course requests for courses at the graduate level associated with entertainment industry studies within the Integrated MBA (iMBA) were approved by Academic Council and will be available in the spring of 2016. The three courses are:

DMI 603. THE BUSINESS OF ENTERTAINMENT. An overview of the business of the entertainment industry. Concentration is on the legal, marketing, and financial aspects of different areas of the industry, focusing primarily on the recording, publishing, and film/television industries, exploring the roles of interrelated areas within the entertainment industry. This course is cross-listed with MGT 603. 3

DMI 635. MANAGING LIVE ENTERTAINMENT. An introductory course designed to give students an overview of tour management and event production in the live entertainment industry. Students become familiar with various artist, client, production, vendor, and facility contracts and agreements commonly used in the industry. This course is cross-listed with MGT 635. 3

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DMI 665. ENTERTAINMENT LEGAL ISSUES. Basic entertainment business and legal principles in the areas of music publishing, recording contracts, booking agreements, artist management, touring, and merchandise. Course material will include contracts, intellectual property licenses, copyright registration, trademark information, and practical checklists. This course is cross-listed with MGT 665.

The EIS program is experiencing a growth period. Proposals were made to the Administration for the purchase of two new recording consoles for Studios A and B. These consoles will replace the current ones which were in decline due to age, wear, and non-servicing by the manufacturer. A new group of professional microphones will also be purchased, and the lobby of DMI will undergo a redecoration in preparation for the opening of GRAMMY Museum® Mississippi. In addition, a proposal was made and accepted to hire an additional faculty member to teach entertainment industry courses in the DMI program.

To: Ms. Tricia Walker, Director; Delta Music Institute

From: Office Institutional Research & Planning

Date: July 24, 2015

Subject: Academic Year Report Information for the Delta Music Institute

The following information contains Summer 2014, Fall 2014, and Spring 2015 credit hours produced, enrollment, and graduates for academic year 2012/13. If you need additional information, or have any questions regarding this information, please contact IRP at x4052.

CREDIT HOUR PRODUCTION*						
	Summer 2014		Fall 2014		Spring 2015	
	UG	GR	UG	GR	UG	GR
DMI	41	0	604	0	604	0
SRT	0	0	0	0	0	0
Total	41	0	604	0	604	0

*Note there were 3 additional continuing education "credit hours" in Spring 15.

ENROLLMENT BY MAJOR						
	Summer 2014		Fall 2014		Spring 2015	
	UG	GR	UG	GR	UG	GR
Entertainment Industry Studies	15	0	75	0	77	0

2014/15 Graduates**	
Entertainment Industry Studies	
BS	6

**Note 1 additional degree is pending until the grade for an internship is received.

Credit Hour Production							
	Summer		Fall		Spring		Total
	UG	GR	UG	GR	UG	GR	
DMI							
AY 2014	14	0	575	11	487	4	1091
AY 2013	29	0	469	0	468	0	966
AY 2012	42	0	360	0	374	0	776
AY 2011	30	0	306	0	219	0	555
AY 2010	2	0	370	0	312	0	684
SRT							
AY 2014	0	0	0	0	0	0	0
AY 2013	0	0	6	0	0	0	6
AY 2012	0	0	0	0	0	0	0
AY 2011	0	0	0	0	0	0	0
AY 2010	0	0	0	0	0	0	0
AY Totals							
AY 2014	14	0	575	11	487	4	1091
AY 2013	29	0	475	0	468	0	972
AY 2012	42	0	360	0	374	0	776
AY 2011	30	0	306	0	219	0	555
AY 2010	2	0	370	0	312	0	684

Graduates		
Music Ind	BSMIS	Total
AY 2014	4	4
AY 2013	1	1
AY 2012	0	0
AY 2011	0	0
AY 2010	0	0

Enrollment by Major						
	Summer		Fall		Spring	
	UG	GR	UG	GR	UG	GR
Music Industry Studies						
AY 2014	8	0	56	0	56	0
AY 2013	5	0	43	0	44	0
AY 2012	0	0	20	0	27	0
AY 2011	0	0	0	0	0	0
AY 2010	0	0	0	0	0	0
AY Totals						
AY 2014	8	0	56	0	56	0
AY 2013	5	0	43	0	44	0
AY 2012	0	0	20	0	27	0
AY 2011	0	0	0	0	0	0
AY 2010	0	0	0	0	0	0

Credit Hour Production							
	Summer		Fall		Spring		Total
	UG	GR	UG	GR	UG	GR	
DMI							
AY 2015	41	0	604	0	604	0	1249
AY 2014	14	0	575	11	487	4	1091
AY 2013	29	0	469	0	468	0	966
AY 2012	42	0	360	0	374	0	776
AY 2011	30	0	306	0	219	0	555
SRT							
AY 2015	0	0	0	0	0	0	0
AY 2014	0	0	0	0	0	0	0
AY 2013	0	0	6	0	0	0	6
AY 2012	0	0	0	0	0	0	0
AY 2011	0	0	0	0	0	0	0
AY Totals							
AY 2015	41	0	604	0	604	0	1249
AY 2014	14	0	575	11	487	4	1091
AY 2013	29	0	475	0	468	0	972
AY 2012	42	0	360	0	374	0	776
AY 2011	30	0	306	0	219	0	555

Graduates		
Music Ind	BSMIS	Total
AY 2015	6	6
AY 2014	4	4
AY 2013	1	1
AY 2012	0	0
AY 2011	0	0

Enrollment by Major						
	Summer		Fall		Spring	
	UG	GR	UG	GR	UG	GR
Music Industry Studies						
AY 2015	15	0	75	0	77	0
AY 2014	8	0	56	0	56	0
AY 2013	5	0	43	0	44	0
AY 2012	0	0	20	0	27	0
AY 2011	0	0	0	0	0	0
AY Totals						
AY 2015	15	0	75	0	77	0
AY 2014	8	0	56	0	56	0
AY 2013	5	0	43	0	44	0
AY 2012	0	0	20	0	27	0
AY 2011	0	0	0	0	0	0