

Unit Missions

DMI Mission Statement

Mission statement

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

Related Items

There are no related items.

Learning Outcomes

BSMIS 01: Overview of music industry

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

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

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

Data Collection (Evidence)

DMI 101: Music Industry Survey

Pre and post-tests

Live Event Scenario

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

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

DMI 441: Senior Project

Goal setting exercise

Timeline exercise

Comprehensive project

Portfolio Review

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

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

Results of Evaluation

DMI 101: Music Industry Survey

16 of 26 students achieved a 75% level or above on post-test

16 of 26 students achieved success at a 75% level or above on the “Live Event Scenario” assignment

DMI 441: Senior Project

Teacher of record and director of DMI evaluated the projects with a comprehensive review of portfolio and assets

100% of students achieved success at a 75% level or above on the final project and portfolio review

Use of Evaluation Results

DMI 101: Music Industry Survey

This class is a large freshman intro class. Instructor will implement more opportunities for 'flipped' lectures and assignments in this class to provide students with more 'hands on' time in class in order to increase % of success.

DMI 441: Senior Project

Teacher of record will assist students in structuring project management goals and plans as is appropriate to the project being attempted. Individual senior projects, which are often creative and subjective in nature and do not always fall easily into traditional methods of assessment, will be evaluated and assessed on the planning and execution of elements that pertain to successful project management.

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

BSMIS 02: History of Recorded Music

Start: 7/1/2013

End: 6/30/2014

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

Due to the nontechnical nature of this course, no pre-test is given. Student success is measured by a series of quizzes on each recording era, and by the student's performance on the multimedia presentation.

In the Fall 2013 semester, out of 19 students, there were 6 A's, 8 B's, 4 C's and 1 incomplete. While I expect at least a 75% success rate, this was near 100%.

Use of Evaluation Results

No major revisions of the course material is planned for 2014-15.

Related Items

-  **GE 02: Communication**
-  **GE 03: Quantitative Skills**
-  **GE 06: Social Institutions**
-  **GE 07: Cultural Awareness**
-  **GE 08: Perspectives**
-  **GE 10: Values**

BSMIS 03: Multimedia Skills

Start: 7/1/2013

End: 6/30/2014

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

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: Intro to Multimedia

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.

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.

DMI 441: Senior Project

Teacher of record and director of DMI evaluated the projects with a comprehensive review of portfolio and assets

100% of students achieved success at a 75% level or above on the final project and portfolio review

Use of Evaluation Results

DMI 100: Intro to Multimedia








For the Fall 2014 semester, the course will evolve in three ways:

1. Due to a change in software, Apple no longer offers iDVD, iWEB, and iPhoto as part of the iLife software suite.
2. Since the class is populated largely with first term freshmen, the first part of the course will be spent in a broad review of the entertainment industry and what careers are available within the industry.
3. Students will be presented with an introduction to and review of basic computer functions in preparation for multimedia projects.

DMI 441: Senior Project

Teacher of record will assist students in structuring project management goals and plans as is appropriate to the project being attempted. Individual senior projects, which are often creative and subjective in nature and do not always fall easily into traditional methods of assessment, will be evaluated and assessed on the planning and execution of elements that pertain to successful project management.

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**

 **BSMIS 04: Comprehensive Music Industry Project**

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

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

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

Data Collection (Evidence)

DMI 441: Senior Project

Goal setting exercise

Timeline exercise

Comprehensive project

Portfolio Review

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

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

Results of Evaluation

DMI 441: Senior Project

Teacher of record and director of DMI evaluated the projects with a comprehensive review of portfolio and assets








100% of students achieved success at a 75% level or above on the final project and portfolio review


Use of Evaluation Results

DMI 441: Senior Project

Teacher of record will assist students in structuring project management goals and plans as is appropriate to the project being attempted. Individual senior projects, which are often creative and subjective in nature and do not always fall easily into traditional methods of assessment, will be evaluated and assessed on the planning and execution of elements that pertain to successful project management. Senior project assets will be presented to and reviewed by the entire DMI faculty and staff for input at the end of the semester.

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**

 **BSMIS 05: Internship**

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

1. The student will be able to complete an internship incorporating music 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








During the summer of 2014, seven students were employed in entertainment industry internships in Memphis, Nashville, New York, New Orleans, and Missouri. Seven of the seven interns completed and documented the required number of hours for credit

earned. Six of the seven received high marks and positive evaluations from their internship providers.

Use of Evaluation Results

The internship forms will be revised to better serve the needs of the student, the internship provider, and the DMI department. Students will be required to complete all pre-requisite paperwork the semester before beginning any internship work in order to properly be credited for the work done.

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**

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

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

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

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

Data Collection (Evidence)

DMI 311: Recording Studio Theory & Practice II

Demonstration of ICON console use

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

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

DMI 322: Critical Listening

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

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

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

DMI 331: Audio Mixing and Monitoring I

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

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

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

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

New instructor revised goal to 70% of students will successfully complete 70% of outside studio internship hours (4 outside sessions). 7 of 13 students (53%) completed 70% of their internship hours.

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

New instructor revised goal to 85% of students will achieve success at a 75% level or above on the final (Sound Alike) project. Project involved peer grading, demonstration and ability to lead a discussion based on student's recording approach and techniques, Recording session neatness, quality, etc. Sound Alike quality, and use of proper technique, recording, editing, eq, compression, and mixing.

12 of 13 students (92.3%) completed the work with 75% or better on final Sound Alike project.

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

New instructor revised goal to each DMI 311 student was required to complete a minimum of four hours of outside of class DMI recording studio session hours. Audio students were also paired with songwriting students in DMI 310 to engineer a song demo. DMI student intern documented audio editing hours; audio instructor and songwriting instructor assessed song demo rubric.

DMI 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.

New instructor revised goal to 80% of students will display mastery (with a score of 80% or higher) of discussed critical listening techniques including frequency and time domain effects by analysis and presentation of isomorphic mapping.

10 of 10 students (100%) completed and demonstrated mastering with 80% success or better.

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

New instructor revised goal to 80% of students will achieve success at a 75% level or above on the final analysis and Golden Ears exams.

10 of 10 students (100%) completed their final analysis and Golden Ears exams with a score of 75% or better.

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.

New instructor revised goal to 80% of students will display skill mastery of fundamental elements of an audio mix, including balance, EQ, panning, effects but a cumulative score on all mix assignments of 70% or higher.

7 of 8 students (87.5%) demonstrated mastery of fundamental elements of audio monitoring and mixing by receiving a cumulative score of 70% or higher.

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

7 of 8 students (87.5%) achieved success by receiving 75% or higher on the final mix project.

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.

New Instructor, revised goal to 80% of students will display mastery (with a score of 80% or higher) of discussed critical listening techniques including freq and time domain effects by analysis and presentation of isomorphic mapping.

10/10 completed and demonstrated mastering with 80% or better. 100%

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

New Instructor, revised goal to be 80% of students will achieve success at a 75% level or above on the final analysis and golden ears exams.

10/10 completed their final analysis and Golden ears exams with a score of 75% or better. 100% completed.

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.

New Instructor, revised goal to 80% of students will display skill mastery of fundamental elements of an audio mix, including balance, EQ, panning, effects but a cumulative score on all mix assignments of 70% or higher.

7/8 students demonstrated mastery of fundamental elements of audio monitoring and mixing by receiving a cumulative score of 70% or higher. 87.5%.

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

7/8 students achieved success by receiving 75% or higher on the final mix project. 87.5%

Miles,

More of the same...although, this time I suspect it will be pretty likely that some of the goals from last year's report may not apply to what actually happened this past year...if so, just summarize the changes/adjustments, etc...thanks! TW

DMI 311: Recording Studio Theory & Practice II

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

New Instructor. Revised goal to Each DMI 311 student was required to complete a minimum of four hours of outside of class DMI recording studio session hours. Audio students were also paired with songwriting students in DMI 310 to engineer a song demo. DMI student intern documented audio editing hours; audio instructor and songwriting instructor assessed song demo rubric.

DMI 214: Live Sound Reinforcement I

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

Live event participation - 50%

Final exam – 30%

Coursework quizzes – 10%

Mixerman quizzes - 10%

New Instructor, revised goals to the following: Students in DMI 214 were required to actively participate in 4 live sound events at which DMI provided live sound tech support for, and 2 outside of class live sound events that the student was responsible for procuring themselves. These DMI sound events included Alumni events, Thacker Mountain Radio Show, Juke Joint festival, Crosstie Jazz & Arts Festival, multiple Green Room events. This course had the following grading scale:

10% Quizzes

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

10% Summaries (Article Summaries)

10 % Assignments

20% Intern Hours (Work on a Sound related job approved by instructor)

30% Mid-Term & Final

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.

New Instructor, revised goal to 80% of students will display mastery (with a score of 80% or higher) of discussed critical listening techniques including freq and time domain effects by analysis and presentation of isomorphic mapping.

10/10 completed and demonstrated mastering with 80% or better. 100%

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

New Instructor, revised goal to be 80% of students will achieve success at a 75% level or above on the final analysis and golden ears exams.

10/10 completed their final analysis and Golden ears exams with a score of 75% or better. 100% completed.

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.

New Instructor, revised goal to 80% of students will display skill mastery of fundamental elements of an audio mix, including balance, EQ, panning, effects but a cumulative score on all mix assignments of 70% or higher.

7/8 students demonstrated mastery of fundamental elements of audio monitoring and mixing by receiving a cumulative score of 70% or higher. 87.5%.

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

7/8 students achieved success by receiving 75% or higher on the final mix project. 87.5%

Miles,

More of the same...although, this time I suspect it will be pretty likely that some of the goals from last year's report may not apply to what actually happened this past year...if so, just summarize the changes/adjustments, etc...thanks! TW

DMI 311: Recording Studio Theory & Practice II

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

New Instructor. Revised goal to Each DMI 311 student was required to complete a minimum of four hours of outside of class DMI recording studio session hours. Audio students were also paired with songwriting students in DMI 310 to engineer a song demo. DMI student intern documented audio editing hours; audio instructor and songwriting instructor assessed song demo rubric.

DMI 214: Live Sound Reinforcement I

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

Live event participation - 50%

Final exam – 30%

Coursework quizzes – 10%

Mixerman quizzes - 10%

New Instructor, revised goals to the following: Students in DMI 214 were required to actively participate in 4 live sound events at which DMI provided live sound tech support for, and 2 outside of class live sound events that the student was responsible for procuring themselves. These DMI sound events included Alumni events, Thacker Mountain Radio Show, Juke Joint festival, Crosstie Jazz & Arts Festival, multiple Green Room events. This course had the following grading scale:

10% Quizzes

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

10% Summaries (Article Summaries)

10 % Assignments

20% Intern Hours (Work on a Sound related job approved by instructor)

30% Mid-Term & Final

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.

New Instructor, revised goal to 80% of students will display mastery (with a score of 80% or higher) of discussed critical listening techniques including freq and time domain effects by analysis and presentation of isomorphic mapping.

10/10 completed and demonstrated mastering with 80% or better. 100%

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

New Instructor, revised goal to be 80% of students will achieve success at a 75% level or above on the final analysis and golden ears exams.

10/10 completed their final analysis and Golden ears exams with a score of 75% or better. 100% completed.

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.

New Instructor, revised goal to 80% of students will display skill mastery of fundamental elements of an audio mix, including balance, EQ, panning, effects but a cumulative score on all mix assignments of 70% or higher.

7/8 students demonstrated mastery of fundamental elements of audio monitoring and mixing by receiving a cumulative score of 70% or higher. 87.5%.
80% of students will achieve success at a 75% level or above on the final mix project.
7/8 students achieved success by receiving 75% or higher on the final mix project. 87.5%

Miles,

More of the same...although, this time I suspect it will be pretty likely that some of the goals from last year's report may not apply to what actually happened this past year...if so, just summarize the changes/adjustments, etc...thanks! TW

DMI 311: Recording Studio Theory & Practice II

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

New Instructor. Revised goal to Each DMI 311 student was required to complete a minimum of four hours of outside of class DMI recording studio session hours. Audio students were also paired with songwriting students in DMI 310 to engineer a song demo. DMI student intern documented audio editing hours; audio instructor and songwriting instructor assessed song demo rubric.

DMI 214: Live Sound Reinforcement I

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

Live event participation - 50%

Final exam – 30%

Coursework quizzes – 10%

Mixerman quizzes - 10%

New Instructor, revised goals to the following: Students in DMI 214 were required to actively participate in 4 live sound events at which DMI provided live sound tech support for, and 2 outside of class live sound events that the student was responsible for procuring themselves. These DMI sound events included Alumni events, Thacker Mountain Radio Show, Juke Joint festival, Crosstie Jazz & Arts Festival, multiple Green Room events. This course had the following grading scale:

10% Quizzes

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

10% Summaries (Article Summaries)

10 % Assignments

20% Intern Hours (Work on a Sound related job approved by instructor)

30% Mid-Term & Final

Use of Evaluation Results

DMI 311: Recording Studio Theory & Practice II

Students will have the opportunity to attend one-industry professional guest lecture (either in person or via Skype). Students will participate in two additional (outside of class) “professional” recording sessions.








DMI 322: Critical Listening

One recording project that will require students to mix without processing (or limited processing) and one recording project that students will only use the processing discussed in class up to that point.

DMI 331: Audio Mixing and Monitoring I

Students will be assigned weekly mix assignments resulting in a completion of over 10 mixes throughout the semester.

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**

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

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

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: Live Sound Reinforcement I

New instructor revised goals to the following:

Students in DMI 214 were required to actively participate in 4 live sound events for which DMI provided live sound tech support, and 2 outside of class live sound events that the student was responsible for procuring themselves. These DMI sound events included Alumni events, Thacker Mountain Radio Show, Juke Joint festival, Crosstie Jazz & Arts Festival, multiple Green Room events. This course had the following grading scale:

10% Quizzes

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

- 10% Summaries (Article Summaries)
- 10 % Assignments
- 20% Intern Hours (Work on a Sound related job approved by instructor)
- 30% Mid-Term & Final

DMI 314: Live Sound Reinforcement II

New instructor revised goals to the following: Students in DMI 314 were required to actively participate in 2 live sound events for 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:

- 10% Quizzes
- 10% Attendance
- 10% Participation
- 20% Summaries (Article Summaries)
- 20% Intern Hours (Work on a Sound related job approved by instructor)
- 30% Mid-Term & Final

Use of Evaluation Results








DMI 214: Live Sound Reinforcement I

Course content for DMI 214 will be folded into DMI 314: Live Sound Reinforcement II beginning in the 14-15 AY.

DMI 314: Live Sound Reinforcement II

Students will participate in two additional "professional" live sound events outside of class. These will provide hands-on learning under the direction of the instructor.

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**

BSMIS-MIE 01: Creation and Production of Original Content

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

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

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

Data Collection (Evidence)

DMI 210: The Craft of Songwriting

Popular song analysis

Song creation (four songs in different forms)

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

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

DMI 310: The Business of Songwriting

Song creation with a co-writing partner

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.

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

19 of 19 students achieved success at a 75% level or above on song analysis
12 of 19 students achieved success at a 75% level or each of their original songs

DMI 310: The Business of Songwriting

8 of 11 students achieved success at a 75% level or each of their original co-written songs
8 of 11 students achieved success at 75% level or above on studio demo of original song

DMI 320: Music Production I

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.

DMI 435: Sound Design for Film & Digital Media

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

Use of Evaluation Results

DMI 210: The Craft of Songwriting

Popular song database will be updated and made available within CMS as a resource for students to use in song analysis

DMI 310: The Business of Songwriting

Instructor will instigate the use of an informal songwriter's 'circle' in a workshop setting for initial song creation among students.
Rubric for use between DMI 310 (songwriters) and DMI 311 (audio engineers) will be reviewed and revised as necessary for better assessment of song demo assignment.

DMI 320: Music Production I

Instructor does not plan to make major changes in this course for the Fall 2014 semester.

DMI 435: Sound Design for Film & Digital Media

Instructor does not plan to make major changes for the Spring 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**

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

Start: 7/1/2013

End: 6/30/2014

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

DMI 435: Sound Design for Film & Digital Media

Five small projects

One major project

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

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

Results of Evaluation

DMI 300: Indie Music Entrepreneurship

10 of 11 students achieved success in their final portfolios at a rate of 80% or higher.

DMI 310: The Business of Songwriting

8 of 11 students achieved success at a 75% level or each of their original co-written songs

8 of 11 students achieved success at 75% level or above on studio demo of original song

DMI 315: Online Music Marketing

7 of 8 students achieved success at an 80% level or higher on their comprehensive portfolio/PR campaign for DMI Day.

DMI 320: Music Production I

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.

DMI 435: Sound Design for Film & Digital Media

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

This class was 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.

Use of Evaluation Results

DMI 310: The Business of Songwriting

Instructor will instigate the use of an informal songwriter's 'circle' in a workshop setting for initial song creation among students.

DMI 300: Indie Music Entrepreneurship

Instructor will refocus content on entrepreneurial business practices for first half of this course before applying theory to developing student portfolio.

DMI 315: Online Music Marketing

Social Media Marketing and PR campaign for DMI Day will be revised and reintroduced for next DMI 315 course offering. As this was the first time this comprehensive project was implemented, instructor gained critical information on how better to offer fundamental concepts and practices in order for students to be successful in the course.







DMI 320: Music Production I

Instructor does not plan to make major changes in this course for the Fall 2014 semester.

DMI 435: Sound Design for Film & Digital Media

Instructor does not plan to make major changes for the Spring 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 2014-01: Student exchange program with GRAMMY Museum Mississippi and GRAMMY Museum at L.A. Live

Start: 7/1/2013

End: 6/30/2014

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.











Actual Results of Evaluation

Dialogue is in progress and developing between DMI, Delta State, and the GRAMMY Museum at L.A. Live for the internship exchange program. The GRAMMY Museum Mississippi building is now under construction and a Teacher Advisory Board is in the process of organizing in order to develop educational materials as a resource for students and teachers.

Use of Evaluation Results

Specific personnel at GRAMMY at L.A. Live will be identified as a liaison with DSU for this project. DMI has been awarded a G.A. for the 2014-15 year, and one of the specific duties for the G.A. will be to further the development of the internship exchange program.

Related Items

-   **SP1.Ind04: Job placement**
 -   **SP1.Ind05: Diversity -- access to diverse ideas/programs**
 -   **SP1.Ind09: Extracurricular, Leadership, Organization activities**
 -   **SP2.Ind01: Enrollment**
 -   **SP2.Ind07: Scholarships and Aid**
-

 **DMI 2014_02: Student leadership group**
Start: 7/1/2013
End: 6/30/2014

Unit Goal

Develop a music industry student leadership program.

Evaluation Procedures

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

Actual Results of Evaluation

A formal leadership program was not organized per this goal. However, through leadership activities provided within the DMI Mobile Lab program, leadership concepts were taught and applied to students engaged in work with the mobile lab.

Use of Evaluation Results

This goal will continue forward in FY 2015 with a review and restart as funding is available.

Related Items

-   **SP1.Ind05: Diversity -- access to diverse ideas/programs**
-   **SP1.Ind09: Extracurricular, Leadership, Organization activities**
-   **SP2.Ind02: Retention**

 **DMI 2014_03: Music Industry Studies Continuing Education Courses - CCHEC**
Start: 7/1/2013
End: 6/30/2014

Unit Goal

Develop and implement a series of continuing education courses in music industry studies to be offered through the CCHEC.

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 in the CCHEC service area and broaden exposure of the DMI program via face to face and distance learning.

Actual Results of Evaluation




A series of music industry related courses was developed into a 'Music Biz Boot Camp' series that was scheduled and promoted through the CCHEC in the summer of 2014. Response to series was less than anticipated, and the series was postponed until

either market demand increases or program is retooled to better meet the needs of the community.

Use of Evaluation Results

This series of music and entertainment industry related courses will be considered for rebranding and promoted in the Cleveland community through the CCED or Continuing Education program at Delta State.

Related Items

-   **SP1.Ind09: Extracurricular, Leadership, Organization activities**
-   **SP2.Ind01: Enrollment**
-   **SP2.Ind08: Recruitment activities and improvements**
-   **SP3.Ind03: Distance Education training**
-   **SP5.Ind04: Cultural offerings**
-   **SP5: Improve the quality of life for all constituents**
-   **SP5.Ind06: Community Outreach**
-   **SP5: Improve the quality of life for all constituents**
-   **SP5.Ind07: Economic Development**
-   **SP5: Improve the quality of life for all constituents**

DMI 2014_04: Gospel Choir Competition

Start: 7/1/2013

End: 6/30/2014

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 industry students, a source of regional exposure for the music industry program and DMI recording studios, and as an outreach for recruitment to the music industry studies program at DMI.

Actual Results of Evaluation

Consensus is that this project would be well-served as a comprehensive assignment for the DMI 425/426: Live Event Practicum course during the 2014-15 academic year.

Use of Evaluation Results

A yet to be named Gospel choir competition will be planned, developed, and executed by students in the DMI 425/426: Live Event Practicum course during the 2014-15 academic year

Related Items

-  **SP1.Ind05: Diversity -- access to diverse ideas/programs**
-  **SP1.Ind09: Extracurricular, Leadership, Organization activities**
-  **SP2.Ind08: Recruitment activities and improvements**
-  **SP3.Ind06: Diversity**
-  **SP5.Ind04: Cultural offerings**
-  **SP5: Improve the quality of life for all constituents**
-  **SP5.Ind05: Diversity initiatives**
-  **SP5: Improve the quality of life for all constituents**
-  **SP5.Ind06: Community Outreach**
-  **SP5: Improve the quality of life for all constituents**

 **DMI 2014_05: Music Industry Graduate Courses for MBA Emphasis**

Start: 7/1/2013

End: 6/30/2014

Unit Goal

Develop three courses of music industry related content to be offered at the graduate level as part of the MBA 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 of graduate students in the MBA program at DSU.

Actual Results of Evaluation

Anecdotal evidence indicated a strong interest from students in having courses in music and entertainment industry at the graduate level within the MBA program.

Use of Evaluation Results

Course descriptions were created and presented to Dr. Rebecca Hochradel for review. The following courses were drafted and course action requests were prepared and submitted for review:

DMI 601 - The Business of Entertainment Industry

An overview of entertainment industry practices. Concentration on the legal, marketing and financial aspects of different areas of the industry, focusing primarily on the recording and film/television industries, exploring the roles of interrelated areas within the entertainment industry.

DMI 625 - Legal and Management Aspects of the Live Entertainment Industry

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.

DMI 615 - Entertainment Industry Copyright Law

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.

Related Items

-   **SP1.Ind08: Curriculum Development and Revision**
-   **SP2.Ind01: Enrollment**
-   **SP2.Ind02: Retention**
-   **SP2.Ind03: Graduation Rate**
-   **SP2.Ind04: Degrees**
-   **SP2.Ind08: Recruitment activities and improvements**
-   **SP5.Ind07: Economic Development**
-   **SP5: Improve the quality of life for all constituents**

Section IV.a

Brief Description

Narrative

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

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

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

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

DMI audio engineering students, under the supervision of instructor Miles Fulwider, served as production assistants for multiple events, including the 46th Crosstie Jazz and Arts Festival, Juke Joint Festival, Delta Night at Hal & Mal's, and Teach for America events. Students gained valuable hands-on experience in audio mixing, event management, and live sound reinforcement.

The DSU student chapter of GRAMMY U, affiliated with the Memphis chapter of the Recording Academy, maintained its membership at 35 members. GRAMMY U students participated in

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music industry events and conferences in Memphis, as well as serving as production assistants for the Mighty Mississippi Music Festival in Greenville, Mississippi.

The Whitfield Building, which houses the DMI, sustained major water damage due to flooding caused by a failed HVAC unit on the roof in November of 2013. All faculty/staff offices, second floor classrooms, Studio C, small audio lab downstairs and associated equipment were heavily damaged. Studio A and Studio B facilities were not damaged. Temporary classrooms and offices were housed in Studio A during the first weeks of the spring 2014 semester. Final mold treatment for the building was completed in July of 2014.

Ten students from the DMI program were invited to attend the "Women of Soul" educational workshop in Washington, D.C. during the spring of 2014. The "In Performance At The White House" 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 music industry studies students, performed for Mississippi Night during GRAMMY week at the GRAMMY Museum at L.A. Live.

Students, instructors, and internal clients used the DMI studios, labs, and rehearsal spaces 420+ hours, not including regular scheduled class time.

12 professional and/or community clients booked 71+ 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.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.b

Comparative data

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

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

In the three years since the initial offering of the BSMIS degree in AY 2011-12, the number of majors in the field has **doubled** from 27 to 56. DMI anticipates 20-30 new students coming into the program in the fall of 2014. 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 an 18% decrease from AY 2010 to AY 2011, but a 40% increase from AY 2011 to AY 2012, a 24.5% increase from AY 2012 to AY 2013, and a 13% increase from AY 2013 to AY 2014, resulting in an average annual increase in CHP of 15% from AY 2010 to AY 2014. Over the four year period from AY 2011 to AY 2014, CHP in the department increased by 96.5%.

Credit Hour Production						
	Summer 2013		Fall 2013		Spring 2014	
	UG	GR	UG	GR	UG	GR
Delta Music Institute (DMI)	14	0	575	11	487	4
Studio Recording Technologies (SRT)	0	0	0	0	0	0
Total	14	0	575	11	487	4

Enrollment by Major						
	Summer 2013		Fall 2013		Spring 2014	
	UG	GR	UG	GR	UG	GR
Music Industry Studies	8	0	56	0	56	0
2013-14 Graduates						
Music Industry Studies						
BSMIS	4					

[Trend Data 2010-14 Delta Music Institute-DMI](#)

Sources

-  [Trend Data 2010-14 Delta Music Institute-DMI](#)

Section IV.c

Diversity Compliance Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Victoria Jackson, DMI Mobile Music Lab Project Coordinator, interviewed and hired 20 DMI students to work as staff members of the MML bus. Eleven of the students (55%) were African-American, eight students (40%) were Caucasian, with one international student (5%). Of these students, 13 were males (65%) and 7 females (35%). One additional female Caucasian student worker was added in the summer of 2014.

Katherine Grant was hired as part-time Assistant Project Coordinator for the DMI Mobile Lab. Ms. Grant's responsibilities include scheduling and operations of the DMI Mobile Lab with its participating partners.

The Young Men of Color grant, funded by the Kellogg Foundation, completed its first 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. Travis Calvin, Project Coordinator for the grant, initiated the program with nine (9) HWG groups and five (5) events, serving seventy-seven (77) students. This initial effort resulted in the creation of 16 number of original songs pertaining to issues of race and reconciliation.

The Healing With A Groove team presented a songwriting/recording workshop for the inaugural Winning The Race Conference at Delta State University as well as a similar workshop for youth registered for the 2014 National Civil Rights Conference held in Meridian, Mississippi and for the William Winter Institute's Summer Youth Institute.

Section IV.d

Economic Development Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

For the sixth 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 best-selling author Charlaine Harris and hit songwriter Dan Tyler. 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 fall 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.

12 community/professional clients were involved in 71+ 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 7 campus and/or community events, festivals, and private engagements.

The inaugural 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 Government Mule and Doctor John as headliners.

An initial brainstorming session regarding entertainment industry studies opportunities from an economic development standpoint is scheduled for early fall with the Dean of Graduate Studies and Continuing Education, Dr. Beverly Moon. Dr. Moon also currently oversees the Community Center for Economic Development (CCED).

Section IV.e

Grants, Contracts, Partnerships, Other Accomplishments

Judgment

Meets Standards **Does Not Meet Standards** **Not Applicable**

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 will be coordinated by DMI Instructor Charly Abraham and will include 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 DMI Mobile Music Lab continued operations in FY 14 with funding from the Annenberg Foundation in support of staffing and operating the MML program.

The DMI Mobile Music Lab served 1,000+ students and adults in FY 14 and continued to develop school partnerships with Sunflower Landing (Tutwiler, MS), Shelby Peer Power (Shelby, MS), Griot Arts (Clarksdale, MS) B.B. King Museum and Delta Interpretive Center (Indianola, MS), New Horizons (Oxford, MS) Hayes-Cooper School (Merigold, MS) and D.M. Smith Middle School (Cleveland, MS) to continue the mission of the MML through the 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 music industry students.

20 DMI music industry scholarships were refunded through the Friends of DMI group through individual contributions and through support of the DMI spring fundraiser, *Thacker Mountain-Delta Edition* radio show. The "Friends of DMI" group, established in 2008-09, raised over \$64,000 (some related to recovery from the fall 2013 flood) during AY 13-14 with over \$9,700 being applied to 11 new scholarship opportunities.

The Duff Dorrough Memorial Scholarship, established with funds donated by friends and family to honor the memory of this accomplished Delta musician, was awarded to 3 entertainment industry students, each receiving a scholarship of \$1500. 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.

The Steve Azar St. Cecilia Foundation contributed \$25,000 to Delta State University and 7 entertainment industry students were awarded scholarships from this fund. In addition, three

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DMI students partnered with three business entrepreneurship students to develop entertainment industry business plans. Students in this initiative were awarded a stipend from the Steve Azar St. Cecilia Foundation to complete this initiative.

DMI received \$3,800 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 third All Access Series.

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.

Seven scholarships were awarded to DMI students who performed as part of the Ol' Skool Revue and DeltaRoX performing ensembles.

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

The DMI Mobile Music Lab of the Delta Music Institute hosted a second Summer Camp for students ages 12-14 interested in audio engineering, performance, and songwriting. Eleven 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 partnered with the DSU Foundation in the recording and manufacturing of CDs of the Golden Circle alumni performing the Delta State alma mater during Homecoming festivities.

DMI continues to partner with recording artist Steve Azar as artist-in-residence. Azar 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 music industry classes while providing insight into the professional music industry. Azar, DMI, and the Department of Entrepreneurship in Business Technology again offered a partnership through the Steve Azar St. Cecilia Foundation for music industry and entrepreneurship students in the development and completion of formal plans for small businesses in the creative economy. Six students (3 teams of two) competed for a cash award. This successful program will be reviewed, revised and offered again in the coming year.

Section IV.f

Service Learning Data

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

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.g

Strategic Plan Data

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

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.h

Committees Reporting To Unit

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

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Committees reporting to unit (Committee records archived in DMI office – Whitfield 105):

- Curriculum committee (Records housed in DMI office)
- Scholarship committee (Records housed in DMI office)
- Special events committee (Records housed in DMI office)

Section V.a

Faculty (Accomplishments)

Noteworthy activities and accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

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

A.A., Copiah-Lincoln Community College

B.M.Ed., Delta State University

M.M., Mississippi College

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

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

- Contributed original essay for *Coming Home To Mississippi*, edited by Charlie R. McCord and Judy H. Tucker, and published by University Press in Spring of 2013.
- Produced full-length CD project, *Red Rock Heart*, for Nashville singer/songwriter Pamela Jackson
- Featured artist on *Thacker Mountain Radio*, broadcast on MPB
- Featured artist for 24th Annual Evening in December concert in Nashville, TN benefit with Buddy Greene, Karen Staley, and Ashley Cleveland
- Director of seventh 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 performer at Summer Concert Series for Faith Hospice in Michigan
- Performance for the Winning The Race Conference at Delta State University

- Produced full-length CD project, *Mockingbird*, for award-winning Nashville singer/songwriter Davis Raines

Miles Fulwider, Instructor of Music 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 13-14, Mr. Fulwider participated in the following activities:

- 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
- Launched student chapter of AES (Audio Engineering Society) in the DMI
- Worked as an audio engineer on the latest recording by New Orleans' artist Jon Batiste. The record, titled "Social Music," was recorded in several studios in New York and was the #1 Jazz Album on the iTunes chart for several weeks. The album received rave reviews from the New York Times and The Wall Street Journal, and Batiste recently featured his new music in a performance on the Colbert Report.
- Worked with with GRAMMY award winner Wynton Marsalis on a recording by Hamilton De Holanda, a Brazilian bandolinist. De Holanda has a brilliant-beautiful contemporary jazz style and is quite successful internationally. The recording, *Mundo De Pixinguinha*, won Album of the Year in Brazil and De Holanda was selected as Soloist of the Year.
- Produced and recorded an audio and video project for the band Grinder Blues, a power trio made up of legendary bassist dUg Pinnick (King's X) and the Bihlman Brothers. Recorded in Las Vegas and Utah, the album will be released on Megaforce Records and is already being favorably reviewed as a classic blues record with a 'new twist.'
- Began work with the Jazz At Lincoln Center Orchestra on a film score by Wynton Marsalis for an upcoming documentary by American filmmaker Ken Burns.

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

B.M.Ed., Delta State University

Barry Bays, Instructor of Music Industry Studies and Director of DMI Ensembles, has performed and recorded with some of the top musicians in the world, including Jimbo Mathus,

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Johnny Neel, multi-Grammy nominee Dorothy Moore (Misty Blue), Handy Award nominee Willie King, St. Louis Blues artist Big George Brock, Terry "Big T" Williams, Blind Mississippi Morris, Albert King Award winner Daniel "Rev. Slick" Ballinger, Kristian Dambrino (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 13-4, 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 Music Industry Studies

B.M.Ed., University of Mississippi

M. M., University of Mississippi

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

During AY 13-14, Mr. Abraham participated in the following activities:

- Development and supervision of the Green Room on-campus performance activity
- Development and executive producer of second annual "A Mississippi Delta Holiday" program, featuring guest performers and DSU Music Department ensembles
- Served as advisor for GRAMMY U organization
- Developed and facilitated DMI All Access Series
- Developed and implemented fourth "Delta Night at Hal & Mal's" recruiting/showcase event
- Served as production manager for the first Mighty Mississippi Music Festival (Greenville, MS)
- Produced multiple choral arrangements for Jackson area churches for patriotic events
- Served as talent buyer/producer for fundraiser for the Mind Center (UMMC)

Section V.b

Staff (Accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Victoria Jackson, Project Coordinator, DMI Mobile Music Lab

B.S., Delta State University

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

M.B.A., Delta State University

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

During AY 13-14, Ms. Jackson participated in the following activities:

- Continued review, development, and implementation of modular curriculum for DMI Mobile Music Lab
- Provided training and oversight of DMI student staff workers for MML
- Initiated leadership training among MML student staff workers
- Scheduled partner groups, tours, and 'one-offs' with the MML for AY 13-14
- Interviewed, hired, and trained 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

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,

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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 13-14, Mr. Calvin participated in the following activities:

- Launched the Healing With A Groove program as part of the Young Men of Color grant funded by the W.W. Kellogg Foundation
- Attended Men of Color Summit at Mississippi State University
- Attended A Gathering of Leaders Conference, sponsored by Frontline Solutions, in Oakland, CA
- Healing With A Groove program presented a workshop at the inaugural Winning the Race Conference at Delta State University
- Healing With A Groove program presented a workshop at the 4th Annual National Civil Rights Conference
- Healing With A Groove program presented a workshop at the William Winter Institute's Summer Youth Institute.

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 13-14, 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

Rhonda Boyd, Music 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

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Industry Projects Coordinator. Ms. Boyd also serves as Administrative Director for the DMI Summer Camp.

During AY 13-14, Ms. Boyd participated in the following activities:

- Served as Administrative Director for the seventh DMI Summer Camp
- Served as Administrative Director for the second DMI MML Summer Camp
- Coordinated sixth partnership between DMI and Graduate & Continuing Education's Kid's College
- Coordinated sixth 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 "Women of Soul" event
- Coordinated comprehensive flood recovery efforts for the department from November 2013 to the present

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 13-14, Mr. Azar participated in the following activities:

- Multiple college fairs and private recruiting visits on behalf of Delta State and the DMI
- Hosted the third annual Delta Soul Celebrity Golf Event
- Promoted DMI and Delta State via social media and on-air broadcasts
- Taught master classes within the music industry studies program
- Provided funding and interaction for a second partnership between students from DMI and the Department of Entrepreneurship in Business Technology
- Promoted second Hot Tamale Festival in Greenville, MS to foster economic development and exposure for local and regional artists
- Launched the 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 additional economic development for the region, is set this year for October 3-5, 2014.
- Joined the Mobile Lab as the Assistant Coordinator in November 2013
- Escorted several DMI Students to the annual Southern Entertainment Awards (SEA's) and Conference
- Work off schedule with students to aid in school work and career building
- Worked passionately and changed lives of young teens in rehab (One kid found me on FB and told me the difference the ML made at rehab)

- Worked with students at Lebeheur children's hospital in Jackson, and participated in the St. Paddy day parade

Section V.c

Administrators (accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Tricia Walker, Instructor of Music Industry Studies/Director, Delta Music Institute A.A.,
Copiah-Lincoln Community College
B.M.Ed., Delta State University
M.M., Mississippi College

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

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

- Contributed original essay for *Coming Home To Mississippi*, edited by Charlie R. McCord and Judy H. Tucker, and published by University Press in Spring of 2013.
- Produced full-length CD project, *Red Rock Heart*, for Nashville singer/songwriter Pamela Jackson
- Featured artist on *Thacker Mountain Radio*, broadcast on MPB
- Featured artist for 24th Annual Evening in December concert in Nashville, TN benefit with Buddy Greene, Karen Staley, and Ashley Cleveland
- Director of seventh 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 performer at Summer Concert Series for Faith Hospice in Michigan
- Performance for the Winning The Race Conference at Delta State University

- Produced full-length CD project, *Mockingbird*, for award-winning Nashville singer/songwriter Davis Raines

Section V.d

Position(s) requested/replaced with justification

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.e

Recommended Change(s) of Status

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

- Ms. Rhonda Boyd's status was changed from Administrative Assistant to Music Industry Projects Coordinator. This change more accurately reflects the scope of employee's current work due to the growth of the Delta Music Institute's music industry studies degree program, the implementation of the DMI Mobile Music Lab, and the addition of specialized programming associated with the DMI. This request did not address a change in salary, but was in title only.
- Two candidates were brought to campus in late spring of 2013 for interviews for the instructor in music industry studies position.
- Miles Fulwider (B.S., Utah Valley University; M.M., New York University) was hired as an Instructor of Entertainment Industry Studies and Coordinator of Sound Recording Technology and began employment at DSU in August of 2014. Mr. Fulwider teaches a full load (4/4) in the fall and spring semesters.
- Travis Calvin (B.S.M.I.S., Delta State University) was hired as Project Coordinator for the "Healing With A Groove" program in the Young Men of Color grant funded by the Kellogg Foundation.
- Katherine Grant (B.S.I.S., Delta State University) was hired as Assistant Project Coordinator for the DMI Mobile Lab program.

Section VI.a

Changes Made in the Past Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Changes to music industry studies degree name and course actions within the program at the Delta Music Institute:

In an effort to further clarify the program offerings in the DMI, and in preparation for a renaming of the degree program to a Bachelor of Science degree in Entertainment Industry Studies (BS-EIS), the following is a summary of requested course revisions:

Changes in course description:

DMI 100
DMI 101
DMI 116
DMI 117
DMI 202
DMI 203
DMI 210
DMI 214
DMI 300
DMI 314
DMI 315
DMI 320
DMI 322
DMI 325
DMI 331
DMI 361
DMI 362
DMI 415
DMI 435
DMI 441
DMI 442
DMI 492

All of the above courses reflect minor changes in course titles and/or course descriptions to better reflect the discipline of entertainment industry studies and to avoid confusion with degree programs offered by the DSU music department. Also, the SRT (sound recording technology) prefix has been removed from DMI courses to further clarify the distinctions between department offerings.

With the change in degree name of the BSMIS degree program to a Bachelor of Science degree in Entertainment Industry Studies (BSEIS) approved by the IHL, the following additional course revisions, additions, and deletions were approved by the Academic Council of Delta State University.

The requested changes below reflect minor changes in course title and/or description or pre-requisite requirements:

DMI 100
DMI 202
DMI 203
DMI 314
DMI 331

Course deletions:
DMI 214

Course additions:
DMI 103
DMI 431

In response to increased interest in entertainment industry studies by students in other majors, a request was also made and approved for the addition of two academic minors, audio engineering technology and entertainment industry entrepreneurship.

Three course requests for courses at the graduate level associated with entertainment industry studies were submitted for consideration by Academic Council.

Section VI.b

Recommended Changes for the Coming Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

The majority of changes regarding degree name, concentration names, and course revisions were completed in the AY 13-14. No major programmatic changes are recommended for AY 14-15.

DMI will follow up on the submission of course action requests for three graduate level entertainment industry courses to be included as a module within the IMBA degree program.

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