

Music Industry Management Program

Program Review Panel Report

September 14, 2000

Program Review Panel Members

1. Donald Flickinger, Chair of PRP - Humanities Department Head
2. Daniel Cronk, MIMG Coordinator, Faculty - Humanities/Business
3. Thomas Mehl, Faculty - College of Business
4. Ronald Greenfield, Faculty - College of Business
5. Lynn Asper, Grand Rapids Community College,
Chair - Music Department.
6. John R. Groves, Faculty - Humanities

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Program Overview

Mission Statement:

"Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education."

The Marketing Department of the College of Business, in cooperation with the College of Arts and Sciences, offers the Bachelors Degree in Music Industry Management. The program was implemented in the fall of 1995. This degree program prepares students for a variety of career paths in the multi-billion dollar global music and entertainment industry. *"The curriculum emphasis is on promotion, marketing, retailing and management in the recording, and music products industry. It offers the student an opportunity to gain an understanding of the principles of business while developing or continuing growth and participation in music. Additionally, music management majors are required to complete two internships during the program. They will work for companies in their music industry interest area. This experience offers the students the opportunity to learn about management, promotion, competition, distribution, pricing, markets, and sales in a professional environment."*

(FSU Catalog, August, 2000)

The MIMG Advisory Board was assembled in winter semester of 2000 - members include those who represent local, regional, national, and international music business entities. The board will be expanded as indicated by trends in placement of MIMG graduates.

NAMM - International Music Products Association and NAMBI - NAMM Affiliated Music Business Institutions, support this program. NAMBI includes 31 colleges and universities in North America whose music business programs have been approved by NAMM for preparing students for careers in the music products industry. Students who participate in the winter and Summer International trade shows sponsored by NAMM are given the opportunity to make direct contact with employers seeking full-time employees or interns. NAMM provides scholarship funds for students who plan on careers in the music products industry. Additionally, NAMM offers special rates for NAMBI member schools to facilitate participation in NAMM University Online - an interactive learning campus based on the music retail industry.

A 2+2 agreement exists between Ferris State University and Grand Rapids Community College whereas GRCC Music Merchandizing students (Associates Degree) may ladder into MIMG in order to earn the Bachelor of Science in Music Industry Management degree.

For those students who desire a career in the environment of the recording studio, GRCC has developed an Associates Degree in music with an Emphasis in Recording Technology. Ferris faculty and administration members Donald Flickinger and Daniel Cronk were recruited to serve on the program development advisory board for the GRCC Recording Technology Degree Program. As a result of this effort, the new program at GRCC will welcome the inaugural class in the fall of 2000. The existing 2+2 agreement

between FSU and GRCC has been extended to include this new degree program. This new program and the articulation agreement were developed in order to meet industry demand for recording technology specialists that also possess solid training and education in business. The initial enrollment cap of 30 students was reached in August of 2000.

A 2+2 agreement is also in place in order to receive Lansing Community College students into MIMG after completion of the LCC Associates in Music Management Applied Arts Degree.

The program will benefit from recent acceptance of MIMG faculty for membership in the Music and Entertainment Industry Educators Association - a partnership with The American Society of Composers, Authors, and Publishers, Broadcast Music Inc., and SONY Music Corporation and affiliate in membership in The National Academy of Recording Arts and Sciences - internationally known for the GRAMMY Awards.

Full-time employment and internships have been secured by MIMG students in areas of the music and entertainment industry that include: Major and Independent Record Labels, Music Publishing and Distribution, Live Performance Venues, Broadcast Radio, Artist and Repertoire- [for record producers], Recorded Music (pre-recorded music/retail), Music Products (retail), Booking Agencies, Music Product Manufacturers, and Recording Studios. Student interns have been placed in industry centers that include New York, Los Angeles, and Nashville.

At present the curriculum includes two courses created specifically for the program: MIMG 101 Music Business Orientation and MIMG 451 The Music Business. Internships appear as MIMG 192 Cooperative Education 1 and MIMG 292 Cooperative Education 2. Courses with the MUSI (Music) prefix are also included as required courses. These courses are included to help the student develop an understanding and empathy for the role of the artist in the industry, not to produce professional musicians or performers. Many MIMG students have had experience in and choose to continue the pursuit of music performance as a "part-time, joyful avocation." The role music performance and study plays in the MIMG Program is consistent with that of all programs offered by Ferris State University - courses and ensemble experiences are offered by the Department of Humanities and the Music Area as a supplement to the student's primary area of study.

The MIMG program is unique to the state of Michigan. While some institutions offer *music business related classes* via their schools of music, ours is the only **Bachelor of Science Degree in Business** for the Music and Entertainment Industry. A marketing campaign launched in the fall of 1999 (to be continued in Fall 2000) targeted Michigan High Schools and Community Colleges and has so far yielded over 600 inquiries and requests for information on the program and reflect interest from students who wish to enter the program in fall 2002. Exact figures for fall 2000 will not be available for inclusion in this report, however, estimates for fall enrollment are confidently projecting an MIMG freshman class of over 60 students - this reflects the second doubling of enrollment in as many years. MIMG total enrollment can be expected to exceed 110 by fall 2000.

Formerly, the program included an audition and music theory placement test. These have been eliminated as they were in direct opposition to the emphasis of the program i.e. business.

Budget

TO: Doug Haneline, Chair, Academic Review Committee
FROM: Donald Flickinger, Chair, PRP and Daniel Cronk, MIMG Coordinator
SUBJECT: Proposed Budget for MIMG Review
DATE: January 8, 2000

Below is the estimated budget for the Music Industry Management Program Review.

Student Surveys

Copying Costs	10.00
Mailing Costs	50.00
Return Envelope Printing	10.00
Return Mailing Costs	50.00

Advisory Board Surveys

Copying and Mailing	25.00
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Student Wage Support

40 hours at \$6.00/hour	240.00
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<i>Phone Expenses</i>	50.00
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<i>Final Document Copying Costs</i>	200.00
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TOTAL	\$635.00
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Faculty Survey – Music Industry Management Program

First, please, your Department or area: Accounting ___ Management ___
 Marketing ___ CIS ___ Economics/Statistics ___

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Unknown
The MIM program is consistent with FSU's Mission Statement.	1	2	3	4	5	....
The MIM program is congruent with the offerings of the Marketing Department.	1	2	3	4	5	....
Inter-college co-operation in offering programs, such as the COB and Arts & Sciences offering the MIM degree, is beneficial to the University.	1	2	3	4	5	....
With the array of careers available in the industry, the major should offer students the option of a directed emphasis, as in Retail, Advertising, or P.R.	1	2	3	4	5	....
Student internships should be a program requirement . (FYI: two internships are required presently.)	1	2	3	4	5	....
The courses required in the major are probably consistent with industry needs in a marketing degree. (Please see attached check sheet.)	1	2	3	4	5	....
I am aware that executives of national and international corporations are members of MIM's professional advisory board.	1	2	3	4	5	....

What do you see as strengths of the MIM Program?

Do you see weaknesses to address in the MIM program?

Other comments?

THANK YOU!

Please return your survey to Tom Mehl in B-124 by May 4, 2000.

Faculty Survey – Music Industry Management Program

RESULTS

28 of 110 business faculty responding

First, please, your Department or area: Accounting 2 Management 5
Marketing 10 CIS 3 Economics/Statistics 1

Response Averages appear to the right and below of rating scale (each question).

The response of "Unknown" was not chosen often enough to be of statistical significance.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Unknown	
The MIM program is consistent with FSU's Mission Statement.	1	2	3	4	5	....	<u>Response Average: 4.11</u>
The MIM program is congruent with the offerings of the Marketing Department.	1	2	3	4	5	....	<u>Response Average: 3.86</u>
Inter-college co-operation in offering programs, such as the COB and Arts & Sciences offering the MIM degree, is beneficial to the University.	1	2	3	4	5	....	<u>Response Average: 4.41</u>
With the array of careers available in the industry, the major should offer students the option of a directed emphasis, as in Retail, Advertising, or P.R.	1	2	3	4	5	....	<u>Response Average: 4.02</u>
Student internships should be a program requirement . (FYI: two internships are required presently.)	1	2	3	4	5	....	<u>Response Average: 4.09</u>
The courses required in the major are probably consistent with industry needs in a marketing degree. (Please see attached check sheet.)	1	2	3	4	5	....	<u>Response Average: 3.84</u>
I am aware that executives of national and international corporations are members of MIM's professional advisory board.	1	2	3	4	5	....	<u>Response Average: 3.44</u>

What do you see as strengths of the MIM Program?

1. *Strong, specific, thriving vocation, dedicated faculty.*
2. *Job opportunities, placement.*
3. *Coordinator and faculty well connected to industry needs.*
4. *Uniqueness.*
5. *Vocationally specific. A strong field of employment.*
6. *The business degree.*

(strengths of MIM program - continued from page ?)

7. *The students sell it!*
8. *Student interest. Combines avocation with vocation.*
9. *Highly targeted, unique program.*
10. *You attract good students.*
11. *Marketplace need.*
12. *Music Courses*

Do you see weaknesses to address in the MIM program?

1. *Too much retailing.*
2. *More emphasis should be placed on exploring with major just what their options are in the work-a-day world.*
3. *Would benefit from more flexibility.*
4. *Not well known - need more publicity, more technology, i.e. data bases.*
5. *Enough financial support and staff to run the program in a 1st class manner.*
6. *Should offer a more structured option in PR consisting of 4 courses comprising the PR certificate.*
7. *Lack of communications courses (Comm 305, 325, 332, 336, 365, 380, or 385). I also strongly suggest a course such as OSYS 209 and maybe 409.*
8. *Lack of publicity.*
9. *Too limited in options. No elective possibilities.*

Other comments?

1. *Maybe the recommendations of each area's advisory committee should be shared within the COB. May provide better understanding and cooperation.*
2. *Looks like a good program. Let's not milk it, let's make it the BEST.*
3. *Pleasant surprise as a program.*
4. *Good offering - Dean Housen provided good leadership in setting up this program!*

GRADUATE SURVERY OF THE FSU MUSIC INDUSTRY MANAGEMENT PROGRAM

When did you graduate? (month/year) _____/_____

Are you presently employed in the Music Industry? YES NO

Who do you work for? _____

What is your position? _____

Response Options Key:

1) Strongly Agree 2) Agree 3) Neutral 4) Disagree 5) Strongly Disagree 6) *Unknown*

1. My FSU MIMG Degree is helping meet my career goals. _____
2. I was satisfied with the training I received in the MIMG Program. _____
3. I was satisfied with the academic advising I received. _____
4. I would recommend MIMG to prospective students. _____
5. The required courses were, in general, beneficial. _____
6. More courses in microcomputer applications (such as ISYS 105) should be added to the curriculum. _____
7. With an array of careers available in the industry, the major should offer the option of a directed emphasis, as in Retail, Advertising, Public Relations, or Management. _____
8. The MIM Program includes enough courses to develop adequate written communication skills. _____
9. The MIM Program includes enough courses to develop adequate oral communications skills. _____
10. The MIM Program included enough courses to help develop critical thinking or problem solving skills. _____
11. What were the most beneficial aspects of the MIM program?
12. How could the MIM program be improved?
13. Do you have any additional comments or recommendations?

GRADUATE SURVERY OF THE FSU
MUSIC INDUSTRY MANAGEMENT PROGRAM

RESULTS

4 of 5 graduates responding

When did you graduate? (month/year) (1) 5/97 (1) 12/99 (2) 5/00

Are you presently employed in the Music/Entertainment Industry? 3 YES 1 No

Who do you work for? / What is your position?

1. *Olympia Entertainment, Detroit / Account Executive - Group Sales*
2. *Citadel Broadcasting Company, Lansing / Traffic Coordinator (Commercial Spots)*
3. *Palace Sports and Entertainment, Detroit / Guest Services*
4. *Art Gallery, Traverse City / Retail Sales Manager*

** Respondent #4 is in the present position because of familial obligations.*

Response Options Key:

1) Strongly Agree 2) Agree 3) Neutral 4) Disagree 5) Strongly Disagree

	<u>Response Averages</u>
1. My FSU MIMG Degree is helping meet my career goals.	<u>1.57</u>
2. I was satisfied with the training I received in the MIMG Program.	<u>2</u>
3. I was satisfied with the academic advising I received.	<u>2.25</u>
4. I would recommend MIMG to prospective students.	<u>1.25</u>
5. The required courses were, in general, beneficial.	<u>1.75</u>
6. More courses in microcomputer applications (such as ISYS 105) should be added to the curriculum.	<u>2</u>
7. With an array of careers available in the industry, the major should offer the option of a directed emphasis, as in Retail, Advertising, Public Relations, or Management.	<u>1.75</u>
8. The MIM Program includes enough courses to develop adequate <u>written</u> communication skills.	<u>2.75</u>
9. The MIM Program includes enough courses to develop adequate <u>oral</u> communications skills.	<u>2.5</u>
10. The MIM Program included enough courses to help develop <u>critical thinking or problem solving</u> skills.	<u>1.75</u>

11. What were the most beneficial aspects of the MIM program?

1. *I feel that some of the most beneficial aspects of the MIM Program were, of course, most of the classes. But more important than that was the chance to gain networking experience and to make contacts - I have gotten both through my internships. I feel that with the help of Professor Cronk, students will be better able to make such contacts. This is where you gain the real experience (internships) - you gain skills, which cannot be attained in a classroom. I wish I had all the opportunities that today's students have - Mr. Cronk has made tremendous gains with the internships - this is one of the most important aspects of the program.*
2. *Variety of Classes - learning just enough about Retailing, Advertising and Marketing to understand what is going around you and understand the "lingo." Being able to participate in a variety of musical groups and earn credit for them. Learning enough about the business industry to be marketable there also - the musical knowledge is just a bonus!*
3. *Internships*
4. *The capstone business courses proved to be greatly beneficial, i.e. Marketing Policy, Retail Management, Retail Promotion. Internships are a must! Advanced Writing in Business - excellent! I feel I have a solid background in business and marketing in general.*

12. How could the MIM program be improved?

1. *The program could improve by offering a variety of tracts for the students (Ex. Question 7 on page 1 of survey). This would be beneficial because come of the classes do not apply to everyone in the program i.e. retailing courses. This is fine if you wish to have your own store or "whatever" in retail, but for me I would have been better served by more marketing or advertising, promotion, communication, courses.*
2. *Due to the "newness" of the program in '97, there weren't a lot of internship possibilities for the MIM majors. I hope the accessibility of the positions has changed so students are able to benefit from their internships. Also, I think students need to learn more "hands-on" training and more information and teaching on what's actually being done in the music field. They need to have more first-hand experience (setting up for concerts, lighting, etc...)*
3. *By adding ISYS 105 and diversifying the major to fit career goals.*
4. *(* this respondent commented negatively on a member of the Music Area faculty. This faculty member has since left the employ Ferris State University).*

13. Do you have any additional comments or recommendations?

1. *Keep an open mind with all the students - realize that the ability to network and communicate your ideas within a working environment could prove to be some of the most valuable skills attained - the ability to relate with others and communicate ideas.*
2. *Maybe this is already being done, but I think a tour of a radio station would be beneficial. It's amazing the amount of work that's put into a successful station , as well as the array of jobs.*
3. *(respondent had no additional comments)*
4. *While I was at FSU there were few extra-curricular activities offered for MIM students - to learn "hands-on." Down the road it would be great for students to have specific classes in specific areas of music business: concert promotion, music publishing, A+R, Arts Administration. Also - get MIM students to intermingle and share ideas and experiences. It's all about "who you know" in the music industry. Go to conferences - take students. From what I've seen since I left FSU I can tell that changes are already being made and the program is really taking off. I get numerous e-mails from interested students who see my resume on-line and I always send them your way. Best of luck! Always willing to help!*

Student Evaluation of the Music Industry Management Program

Are you a transfer student: Yes No

What area of the music industry
are you thinking of entering? _____ Undecided

Are you currently pursuing a minor? Yes No

Are you aware that by taking a few additional courses you can earn a certificate in a MIM-related
area such as Advertising or Public Relations? Yes No

If "no", would you appreciate information about such certificates? Yes No

Do you know where to get information about certificates? Yes No

**What is your impression of the way FSU is preparing you in areas related to your major? (If you
have no opinion, please mark "n/a".)**

	N/A	Poor			Excellent	
<u>Fundamentals:</u>						
Writing skills	...	1	2	3	4	5
Speaking skills	...	1	2	3	4	5
Problem-solving/critical thinking skills	...	1	2	3	4	5
General business skills	...	1	2	3	4	5
<u>Using computers for:</u>						
Creating written reports	...	1	2	3	4	5
Creating presentations	...	1	2	3	4	5
Using spreadsheets/handling numbers	...	1	2	3	4	5
Using the Internet to locate information	...	1	2	3	4	5
<u>Marketing:</u>						
Knowledge of marketing principles	...	1	2	3	4	5
Global marketing understanding	...	1	2	3	4	5
Case analysis/problem-solving skills	...	1	2	3	4	5
E-business/e-commerce understanding	...	1	2	3	4	5
<u>Quality of the faculty teaching:</u>						
Accounting	...	1	2	3	4	5
Advertising/public relations	...	1	2	3	4	5
Computer information systems	...	1	2	3	4	5
Economics/statistics	...	1	2	3	4	5
Management	...	1	2	3	4	5
Marketing	...	1	2	3	4	5

Have you completed an internship? Yes No

If “yes”, please tell us which aspects were most helpful to you:

Were there any aspects of your internship that you feel weren’t much help? Please tell us which:

List three strengths of the MIM program:

Do you have any improvements to suggest for the program?

Student Evaluation of the
Music Industry Management Program

RESULTS

17 of 47 enrolled students responding

Are you a transfer student: 5 Yes No 12

What area of the music industry
are you thinking of entering? * individual responses listed below 3 Undecided.

1. Production
2. Production
3. Production/Writing
4. Management/Independent Recording Label
5. Producing/Engineering
6. A&R/Promotion
7. Promotion
8. Promotion/Advertising
9. Music Products/Radio
10. Recording
11. Promotion
12. Public Relations
13. Studio Engineering
14. Promotion/Advertising

Are you currently pursuing a minor? 2 (CIS, Spanish) No 15

Are you aware that by taking a few additional courses you can earn a certificate in a MIM-related area such as Advertising or Public Relations? 11 Yes No 6

If "no", would you appreciate information about such certificates? 6 Yes

Do you know where to get information about certificates? 8 Yes No 9

What is your impression of the way FSU is preparing you in areas related to your major? (If you have no opinion, please mark "n/a".)

	N/A	Poor			Excellent	
<u>Fundamentals:</u>						<u>Response Average</u>
Writing skills	...	1	2	3	4 5	3.8
Speaking skills	...	1	2	3	4 5	3.8
Problem-solving/critical thinking skills	...	1	2	3	4 5	4.0
General business skills	...	1	2	3	4 5	3.9

	N/A	Poor				Excellent	
Using computers for:							<u>Response Average</u>
Creating written reports	...	1	2	3	4	5	3.6
Creating presentations	...	1	2	3	4	5	3.8
Using spreadsheets/handling numbers	...	1	2	3	4	5	3.1
Using the Internet to locate information	...	1	2	3	4	5	4.0
Marketing:							
Knowledge of marketing principles	...	1	2	3	4	5	4.0
Global marketing understanding	...	1	2	3	4	5	3.3
Case analysis/problem-solving skills	...	1	2	3	4	5	3.8
E-business/e-commerce understanding	...	1	2	3	4	5	3.2
Quality of the faculty teaching:							
Accounting	...	1	2	3	4	5	3.2
Advertising/public relations	...	1	2	3	4	5	4.5
Computer information systems	...	1	2	3	4	5	3.1
Economics/statistics	...	1	2	3	4	5	3.3
Management	...	1	2	3	4	5	4.0
Marketing	...	1	2	3	4	5	4.2

Have you completed an internship? 4 Yes No 13

If "yes", please tell us which aspects were most helpful to you.

1. *The [application of] marketing and promotions as well as problem solving and management techniques.*
2. *The "real world" factor - talking to people doing what I want to do - application of principles - being paid.*
3. *Working for a major player in the industry gave me a real world experience. I learned more during my two internships than I have during any part of my schooling.*
4. *Marketing research project at the establishment. [consideration of] Personality aspects of the "real world."*

Were there any aspects of your internship that you feel weren't much help? Please tell us which.

1. *Statistics and wide range of economics weren't used during the retail internship.*
2. *Not enough variation in duties on my 1st internship.*
3. *Lack of direction in my 1st internship- conflicting expectations by employer.*

List three strengths of the MIM program:

(Respondent #)

1. *Ability to work with artists performing on campus. Networking. Experience.*
2. *Faculty: Daniel Cronk, Harry Dempsey, Tom Mehl. Business emphasis. Hands-on experience through the Music Industry Management Association (RSO of the MIM Program).*
3. *It's growing! Great people (those who care). MIMA.*
4. *Great instructors. Very helpful information. It's the only program in the state.*
5. *Business core. Music Technology course. Marketing classes.*
6. *Great involvement (MIMA). Getting experience in concert promotion through MIMA.*

(strengths of MIM program - continued from page ?)

7. *Good classes in business and music. Opportunities to get experience. All the people in the program, especially [those in] MIMA, are very united.*
8. *It's a business program. We are required to participate in ensembles. Many good "advisors" are available.*
9. *The internship requirement. The MIMA.*
10. *MIMA. Advisor for the program.*
11. *Opportunity for networking and project involvement (MIMA). Marketing/business training.*
12. *Mr. Cronk is a good advisor.*
13. *It's a business program - lots of opportunities (in the field).*
14. *Excellent faculty and staff. MIMA provides more entertainment than ever at FSU! Opportunity for all Ferris students to become musically enriched even if it's not applicable to their major.*
15. *MIMA is great hands-on! Internships. Career opportunities.*

Do you have any improvements to suggest for the program?

(Responses)

1. *Upper level administration should listen to the students more, or at least take their opinions into consideration (past the coordinator). There are students with great ideas that are overlooked on a regular basis. This program attracts very talented individuals, please give them some credit.*
2. *Additional classes in music industry theories in all aspects of the business. Also placing more [emphasis] on using the technology for production and creativity.*
3. *More learning sessions with sound and MIDI.*
4. *Have a list of good teachers to take - especially in accounting.*

5. *Additional [music] theory classes. Make minors/certificates information more available. More courses in management need to be added. More computer classes need to be added.*
6. *ISYS 105 should be added to the program. Upper level retail classes should be electives - not all of us need those. More management classes should be added in place of some of the marketing classes (management policy instead of marketing policy). This is a "management degree" and should be treated as such. Although, I don't dispute that marketing is important to this industry.*
7. *More computer classes! Let marketing/business professors know how many options we actually have available in the music industry. We aren't just music store operators!*
8. *Get more students involved. Allow select students to take leadership roles. Bring in more "hands-on" material. Present current equipment and learn/teach how it is used and various applications of device. KEEP CRONK!*
9. *Maybe different tracks of courses for those that are pursuing different areas of the music biz. For instance, those not wishing to do retail - replace the classes [with others] or maybe not stress marketing as much.*

Employer Perceptions

Because this is a new program, only 2 graduates have been in the field for more than 6 months. A meaningful survey of employers in regard to preparedness of graduates is premature for this Program Review cycle.

Advisory Board Perceptions

The Music Industry Management Program Advisory Board was assembled in the winter semester of 2000. Those who have agreed to serve on the board did so based on a thorough examination and discussion of all aspects of the program - their willingness to participate can therefore be interpreted as a general endorsement of this relatively new program.

Music Industry Management Program Advisory Board

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Market Analysis

INDUSTRY DIMENSIONS & EMPLOYMENT IMPLICATIONS

Size By Revenue

This industry generates annual sales of **44 billion dollars** at a minimum, including an estimated **\$38.5 billion worldwide** market for CDs, DVDs, and tapes. Domestically, such products last year sold to the tune of **\$14.6 billion dollars**, according to the Recording Industry Association of America. (http://www.riaa.com/PR_story.cfm?id=13)

Just as impressive is the **growth rate of 20%** for such products over the last two years.

"The nearly 20% growth in list dollars that the industry experienced over the last two years is a clear indication that despite the ever-increasing competition for the consumer's entertainment dollar, music has an intrinsic value that touches Americans -- they love music and they want more,"

Hilary Rosen, RIAA President and CEO.

In addition to CD and tape sales, an additional **5.6 billion dollars**, of musical instruments and related equipment, according to the International Music Products Association, (IMPA) was shipped to the nation's 8,400 specialized music and sound retailers in 1999. (www.piano300.com)

It should be noted that this is a decidedly conservative figure in that it does not include instrument sales (electronic keyboards, etc.) or equipment (microphones, amplifiers, etc.) sold through consumer electronics retailers and other mass merchants. Further, sales of used instruments and equipment are not reflected here, which while "extremely substantial", in the words of IMPA, are difficult to measure with a semblance of accuracy.

Another indicator of the importance and size of the industry, and therefore its human resource needs, is that The Music Yellow Pages (www.musicyellowpages.com) lists **145 trade or consumer magazines** targeted specifically at the industry or to consumers of its products.

Demand for Interns

The Music Yellow Pages also lists **119 advertising and public relations firms** which specialize in the promotion of music, musicians, and/or music products.. Indeed, so central is advertising, public relations, and marketing to the industry that music industry web sites typically contain conspicuous links to the **American Advertising Federation, the American Marketing Association, and the Public Relations Society of America**. This fact puts sharp focus on the desirability making sure that such tracks

of study are made clear as options for the MIM degree, as alternatives to the similarly suitable retail track presently built in.

In the words of the Fall 1999 edition of the Music & Entertainment Industry Internship guide:

“Publicity and promotion companies constitute important vehicles for the dissemination of information and the provision of ‘spin control’ management with respect to information projected through the broadcast and print media pertaining to personalities, projects and events occurring in the entertainment field.”

So saying, it then lists **45 companies** offering internships specifically focused on this industry’s advertising, publicity, or marketing. These are listed separately from the **79 record companies** offering internships, including internships centered on promotion, and there are several other categories listed that do the same thing. A clear indicator of demand for college-educated personnel is that this guide is **published twice a year** and is **more than 450 pages thick**. There are literally hundreds of organizations actively seeking interns to serve this industry’s needs.

U. S. Department of Labor Employment Projections

While the Bureau of Labor Statistics lists and discusses musicians, management, marketing, advertising and public relations as categories, it does not deal with “music industry management” as a category, so far as we have been able to determine through exploration of its seemingly endless array of pages and reports. Its data can, however, be used to infer projections for the field, particularly when viewed in context with other the indicators such as demand for interns and the sheer size and growth of the field.

The following information, then, has been culled from the **2001 editions of the U.S. Occupational Outlook Handbook and the 2000 - 2001 Career Guide**, both published by the Bureau of Labor Statistics. (<http://stats.bls.gov:80ocohome>.)

“Marketing, advertising and public relations are expected to be among the fastest growing occupations for persons with bachelors degrees or higher.”

Growth in employment for marketing, advertising, and public relations is projected by the Dept. of Labor Statistics at 28.5% -- more than double the rate for all occupations (combined) through the year 2008. For the field of public relations, the growth rate is projected to be 45% in the same period.

(continued)

**Among the fastest growing fields germane to the Music Industry
are those of:**

- ...Actor, Director, Producer**
- ...Entertainment Industry**
- ...Advertising**
- ...Public Relations**
- ...Marketing**
- ...Communications & Entertainment**
- ...Computer occupations**

Curriculum Evaluation

The present curriculum for MIMG meets or exceeds the requirements for accreditation by the National Association of Music Merchants and the National Association of Music Business Institutions whose mission is to support the music products industry. The present curriculum requires no revision for students who wish to pursue careers in the **retail** (as opposed to A+R, publicity, or promotion, etc.) branch of the music products industry.

For students seeking careers in areas other than those closely associated with the retail music products industry, an existing College of Business mechanism for course substitution has been used in some cases (academic year 1999-2000). This procedure requires a written request and rationale statement from the student to support the substitution. The Marketing Department Chair and the Program Coordinator also require the student to include a letter of support for the substitution authored by the student's most recent internship supervisor. The request is evaluated by the Program Coordinator and final authorization is at the discretion of the Marketing Department Chair.

The subject of curriculum revision has been addressed in the Labor Market Analysis and is further discussed in our Recommendations.

Ferris State University - College of Business
MUSIC INDUSTRY MANAGEMENT MAJOR

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()		S.H.	GRADE	GR. PTS.
MUSIC INDUSTRY MANAGEMENT MAJOR - 32 Credits Required					
ADVG	485	Retail Promotion - (ADVG 222 & RETG 337 or permission of the professor)	3		
MIMG	101	Orientation - (Music Industry Mgt. majors only)	1		
MIMG	192	Cooperative Education 1 - (Music Industry Mgt. majors only)	2		
MIMG	292	Cooperative Education 2 - (Music Industry Mgt. majors only)	2		
MIMG	451	The Music Business - (None)	3		
MKTG	322	Consumer Behavior - (MKTG 321, PSYC 150)	3		
MKTG	425	Marketing Research - (MKTG 321, STQM 260)	3		
PREL	340	Public Relations Principles - (ENGL 150)	3		
RETG	229	Visual Merchandising - (None)	3		
RETG	337	Principles of Retailing - (MKTG 321)	3		
RETG	339	Retail Merchandising - (RETG 337)	3		
RETG	438	Retail Management - (RETG 339)	3		
BUSINESS CORE - 30 Credits Required					
ACCT	201	Principles of Accounting 1 - (MATH 110 with a grade of C- or better)	3		
ACCT	202	Principles of Accounting 2 - (ACCT 201 with a grade of C- or better)	3		
BLAW	321	Contracts and Sales - (None)	3		
ENGL	325	Advanced Writing for Business - (ENGL 250)	3		
FINC	322	Financial Management 1 - (ACCT 202, MATH 115)	3		
ISYS	202	Principles of Information System - (None)	3		
MGMT	301	Applied Management - (Junior standing or permission of professor)	3		
MKTG	321	Principles of Marketing - (ECON 221)	3		
MKTG	499	Marketing Policy - (Last semester senior or approval of professor)	3		
STQM	260	Introduction to Statistics - (MATH 115)	3		
RELATED COURSES - 25 Credits Required					
ADVG	222	Principles of Advertising - (None)	3		
MKTG	231	Professional Selling - (COMM 121 highly recommended)	3		
MUSI	121	Fundamentals of Music - (None)	2		
MUSI	221	Music Appreciation - (None)	3		
MUSI	228	American Pop Music Since 1900 - (None)	3		
MUSI	232	Music and Culture - (None) - (G)	3		
MUSI	458	Music Technology - (None)	3		
MUSI		Music Ensemble Elective	2		
MUSI		Music Ensemble Elective	1		
MUSI		Music Ensemble Elective	1		
MUSI		Music Ensemble Elective	1		

(G) Meets Global Consciousness requirement.

NOTE: A 2.00 GPA is required for both the major and business core.

Ferris State University - College of Business
MUSIC INDUSTRY MANAGEMENT MAJOR

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()		S.H.	GRADE	GR. PTS.
MUSIC INDUSTRY MANAGEMENT MAJOR - 32 Credits Required					
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MIMG	101	Orientation - (Music Industry Mgt. majors only)	1		
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(G) Meets Global Consciousness requirement.

NOTE: A 2.00 GPA is required for both the major and business core.

Appendix A
ADMINISTRATIVE PROGRAM REVIEW: 2000

Program/Department: Music Industry Management Program Date Submitted: September 14, 2000

Dean: James Maas

Enrollment

	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
Tenure Track FTE	.25	.25	.25	.25	.25
Overload/Supplemental FTEF					
Adjunct/Clinical FTEF (unpaid)					
Enrollment on-campus*	10	15	35	49	* 78
Freshman	6	5	17	22	* 34
Sophomore	1	3	3	11	* 19
Junior	1	2	6	1	* 9
Senior	1	3	9	15	* 16
TBD	1	2			
Doctoral					
Pre-Professional Students					
Enrollment off-campus*					
Traverse City					
Grand Rapids					
Southwest					
Southeast					

*As of August 18, 2000

Capacity:

Estimate program capacity considering current number of faculty, laboratory capacity, current equipment, and current levels of S&E.

120 students

Financial

Expenditures*	FY 96	FY 97	FY 98	FY 99	FY 00
Supply & Expense				* \$4,000	
Equipment					
Voc. Ed. Funds					
General Fund					
In-Kind					
Non-General Fund					
Revenues					
Clinic Income					
Scholarship Donations			1,000.00	1,000.00	1,000.00
Gifts, Grants & Cash Donations					

* Marketing Grant from Office of the Vice President.
To continue this marketing campaign in 2000-01, an estimated \$3,000 will be required to cover the cost of printing and postage.

Other

	AY 95/96	AY 96/97	AY 97/98	AY 98/99	AY 99/00
Number of Graduates* - Total			1	1	3
- On campus					
- Off campus					
Placement of Graduates			100%	100%	100%
Average Salary *not reported					

Conclusions

The Music Industry Management Program supports the university mission statement: students receive a quality education in business [marketing emphasis] in order to enter a specific industry. While the choices for areas of application in the music and entertainment industry are many, the program is producing the kind of graduates the market seeks; students with substantive training in business complimented by an affinity for and an understanding of arts and entertainment. The program is unique to the state - no other institution offers this kind of degree program. Evidence of this can be seen in the response to the comparatively modest marketing campaign of fall 1999, which resulted in over 600 requests for additional information about the program. Enrollment trends indicate that steps need to be taken in order to accommodate this fast growing program - this subject is addressed in the next section (* Recommendations). As of this writing, all graduates of the program are currently employed in the state of Michigan. It can be expected that future graduates will find positions out of state as more of them complete internships in the major music and entertainment centers [New York, Los Angeles, Nashville, etc].

Visibility and awareness of this program is increasing as evidenced by recruiters contacting the MIM Program seeking interns and employees. The most recent of these companies is Handleman Company, headquartered in Troy, Michigan seeking candidates for their Management Associate Training Program. Handleman Company is a major distributor of recorded music (CD's, cassettes) and controls between 16 and 23% of market share for releases by some of today's top contemporary recording artists including Britney Spears, Ricky Martin, and the Backstreet Boys. The Handleman 2000 Annual Report posts a net income of 38.6 million dollars. Similarly, corporate entities represented on the MIM Advisory Board have requested that interns and graduates be directed to them first. Also, the MIM Program benefits from presence on the World Wide Web via links from the National Association of Music Merchants and the National Association of Music Business Institutions. Further exposure is anticipated as a result of the Program Coordinator's recent acceptance as an Associate Member of the National Academy of Recording Arts and Sciences and the Music and Entertainment Industry Educators Association. Both of these organizations are nationally recognized and sponsor industry exclusive conferences, seminars and training for students and faculty. Both organizations provide information on employment opportunities.

This is a new program and has produced 5 graduates. All the students are currently employed in the industry, with exception of 1 who is temporarily living in an area where degree related employment is not available.

The National Association of Music Merchants and the National Association of Music Business Institutions accredit the quality of instruction/curriculum of the MIM program. The NAMM Project 2000 was executed in order to insure that member schools offer a legitimate music business program. The FSU MIM Program has met the criteria for continued association with both NAMM and NAMBI (2000-2001).

The MIM Program serves non-majors and the campus community at large via the Music Industry Management Association, the Registered Student Organization of the MIM Program. One goal of the organization was developed in response to student surveys that indicated dissatisfaction with the quality and quantity of on-campus programming. As part of their mission the MIMA chooses to serve as an on-campus

production company to provide high quality entertainment for the FSU community. Programming choices are made with attention paid to university goals of diversity and inclusion. The MIM students benefit directly as they are responsible for all aspects of the production process (with the exception of contract authorization which is the exclusive responsibility of the Director of Student Activities) from contacting agents, negotiating contracts, promotion and advertising, event and venue management, to on site sales of the visiting artists' merchandise. This "practicum/lab" component provides the invaluable "hands-on" experience sought by students and expected by prospective employers. Additionally, the MIMA students are able to take advantage of networking opportunities as these events are produced in cooperation with genuine entertainment business entities - including those not directly related to the artists i.e. sound and lighting contractors, media (radio, print), etc. The efforts of the MIMA are high profile in terms of coverage in the campus and local media (radio, print).

The Music Industry Management Program is market driven, is comparatively inexpensive, and supports the mission statement of the university.

Artist/Management comments on MIMA/SAFAC Concert Series:

"I want to thank you for a great, warm welcome. I've been doing college shows for about three years and I rank Ferris State as one of my favorite places to play. The sound was great [MIMA member technician] and the turnout amazing! I've been to plenty of schools who don't publicize their shows nearly as well as you clearly have.... You've done a great job..."

Jen Cohen, "little bit" Records

"IMANI greatly appreciates your professionalism. It is rare that we go to a school where the students are so experienced in the technical area. It would be a blessing if you guys [could] do a workshop at a National Association for Campus Activities [conference] – teaching others how to treat an artist. It really helps us to give the best show possible when things run so smoothly. There was someone available for technical need. Sound – one of the best experiences we've had on the college circuit – to come in and complete a sound check in 5 minutes is fantastic. Hospitality – hotel and food excellent. Over-all, premier treatment."

IMANI, Auburn Moon Agency

"Thanks MIMA! This was really a "night off" for me. This group was well organized - better than some of the major venues we play. Thanks again!"

Mike Moran - Road Manager for Train, Columbia Records

"Thanks for a fantastic time!"

5 o'clock Shadow, Hot Lips Records

Recommendations

Curriculum

The emphasis the industry places on marketing, public relations, and advertising -- vividly revealed in face-to-face discussions and by the internships the industry offers -- persuades us that we would be remiss in our obligation were we not to include these as **additional track options** to compliment the present configuration. This done, the program affords the flexibility that both the students want and the industry are calling for. Fortunately, the individual courses and certificate programs to accomplish this already exist, with no additional personnel or resources needed for implementation.

With the endorsement of the Academic Program Review Committee, the next step to these improvements is present them with revised check sheets in requisite form, to the College of Business Curriculum Committee for review and approval - a straightforward process expressly designed to expedite fulfillment of the University's mission statement of national leadership in career-oriented education.

Marketing

Posters placed in Michigan High Schools and Junior Colleges have produced a phenomenal number of inquires from prospective students and significant actual enrollment in the program. For continued growth, budget support for this proven method of recruitment should be allocated by the University. Incidentally, the existing MIMG e-mail link from the FSU Homepage has produced only 2 inquiries.

Program Growth/Quality Control

We have calculated that present resources can accommodate a total enrollment up to 120 students. When that figure is exceeded, additional sections of MIMG 101, MIMG 451, and MUSI 458 (taught by music faculty) will need to be added, with a section of each being offered both Fall and Winter semesters. Enrollment trends indicate that this adjustment will need to take place in the next 2 to 3 years. Further, this adjustment will require the hire of additional music faculty because present music faculty teaching the above mentioned courses already have full loads. To meet the demand for music classes -- for MIMG and the University at large -- the Humanities Department has determined the need for the following:

1. The existing 9-month Temporary position be upgraded to a tenure track position.
2. The existing Semester by Semester position is upgraded to a tenure track position.

Administration: the position of MIMG Coordinator will need to move to .5 from .25 released time. Also needed will be budget support for supervision of the growing number of students on internships (there is no funding for this at present). (continued)

The robust student demand for the program affords the opportunity to manage its growth and assist the university at large in achieving three additional objectives identified by it as priorities. With the establishment of two straightforward devices we can:

1. Regulate program growth
2. Help enhance the University's reputation
3. Increase retention
4. Attract more capable students

Points two, three, and four are of course linked; each bolsters the other.

These are achieved if we:

- A. Mandate of a 2.5 high school gpa as an entrance requirement. (Presently, 70% of program enrollees have a high school gpa of 2.5 or higher. 8 other COB Programs currently require a 2.5 high school gpa.)

and

Require minimum ACT scores of 14 in English, 19 in Math, and 17 in Reading. This ACT score requirement is in keeping with and anticipates the College of Business initiative to adjust admission standards to insure the success of students. Adjusted admission standards are slated to be implemented college-wide by 2002.

- B. Require MIMG students to maintain a minimum FSU cumulative gpa of 2.25.

Library Resources

Subscriptions to the following industry periodicals should be purchased yearly:

Billboard	275.00
Pollstar	339.00
Mixdown	19.95
Music Inc.	29.95
Rolling Stone	15.95
TOTAL	\$679.85

Appendix H

PROGRAM REVIEW PANEL EVALUATION

Program: Music Industry Management Program

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction Average Score 4

5	4	3	2	1
---	---	---	---	---

Currently enrolled students rate instructional effectiveness as extremely high.

Currently enrolled students rate the instructional effectiveness as below average.

2. Student Satisfaction with Program Average Score 4

5	4	3	2	1
---	---	---	---	---

Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum.

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum.

3. Advisory Committee Perceptions of Program Average Score 3.75

5	4	3	2	1
---	---	---	---	---

Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality.

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement.

4. Demand for Graduates Average Score 4.8

5	4	3	2	1
---	---	---	---	---

Graduates easily find employment in field.

Graduates are sometimes forced to find positions out of their field.

5. Use of Information on Labor Market Average Score 4.8

5	4	3	2	1
---	---	---	---	---

The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop and evaluate the program.

The faculty and administrators do not use labor market data in planning or evaluating the program.

6. Use of Profession/Industry Standards **Average Score 5**

5	4	3	2	1
----------	----------	----------	----------	----------

Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.

7. Use of Student Follow-up Information **Average Score 4.6**

5	4	3	2	1
----------	----------	----------	----------	----------

Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program.

Student follow-up information has not been collected for use in evaluating this program.

8. Relevance of Supportive Courses **Average Score 3.9**

5	4	3	2	1
----------	----------	----------	----------	----------

Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.

Supportive course content reflects no planned approach to meeting needs of students in this program.

9. Qualifications of Administrators and Supervisors **Average Score 5**

5	4	3	2	1
----------	----------	----------	----------	----------

All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability.

Persons responsible for directing and coordinating this program have little administrative training and experience.

10. Instructional Staffing **Average Score 4.2**

5	4	3	2	1
----------	----------	----------	----------	----------

Instructional staffing for this program is sufficient to permit optimum program effectiveness.

Staffing is inadequate to meet the needs of this program effectively.

11. Facilities **Average Score 3.1**

5	4	3	2	1
----------	----------	----------	----------	----------

Present facilities are sufficient to support a high quality program.

Present facilities are a major problem for program quality.

12. Scheduling of Instructional Facilities

Average Score 4.8

5	4	3	2	1
----------	----------	----------	----------	----------

Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.

Facilities and equipment for this are significantly under-or-over scheduled.

13. Equipment

Average Score 4.1

5	4	3	2	1
----------	----------	----------	----------	----------

Present equipment is sufficient to support a high quality program.

Present equipment is not adequate and represents a threat to program quality.

14. Adaption of Instruction

Average Score 4

5	4	3	2	1
----------	----------	----------	----------	----------

Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination).

Instructional approaches in this program do no consider individual student differences.

15. Adequate and Availability of Instructional Materials and Supplies

Average Score 3.9

5	4	3	2	1
----------	----------	----------	----------	----------

Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction.

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs.

**Program Review Panel
Additional Comments**

In response to:

Question 8 "Relevance of Supportive Classes"

Other tracks need to be incorporated.

Question 10 "Instructional Staffing"

**Optimum isn't good enough. I know the program administrators.
They are working for maximum effectiveness.**

Question 13 "Equipment"

**The Music Center needs air conditioning. This isn't a frivolous remark -
one has first-class environs or one doesn't. Students and visitors are sensitive
to this.**

Question 15 "Adaptation of Instruction"

We all know that some people aren't as dedicated as they ought to be.

Music Industry Management

APRC 2000-2001

Extra pages: 1

**COLLEGE OF ARTS AND SCIENCES
FERRIS STATE UNIVERSITY**

To: Vincent King, Chair, Academic Program Review Council
From: Sue K. Hammersmith, Dean
Date: September 18, 2000
Re: MIM Program Review

I have reviewed and concur with the report written by the MIM Program Review Panel. This is a wonderful program and a good example of positive collaboration between different colleges.

I would, however, like to submit one additional recommendation regarding the program facilities. Namely, the Music Center is sorely in need of air conditioning. Not only is temperature and humidity control important for the physical comfort of our MIM students and faculty, it also is critical to preserving the University's musical instruments and practice rooms in good working order. The level of heat and humidity in that building is particularly hard on the several pianos and on the woodwind instruments which are stored there. For example, FSU can spend hundreds of dollars on piano tunings only to lose the proper turnings within a week of warm weather. These are delicate and expensive instruments, and for a program like MIM they constitute essential teaching equipment. We should model for MIM students the responsible professional practice of providing the "housing" that such instruments require. The heat in the Music Center is a problem not only during the summer months but also during the fall and spring, and it is persistent enough to warrant serious attention.

Could you please forward this note to the other members of the ARPC? Thank you.

Cc: Dan Cronk, Coordinator, Music Industry Management
Donald Flickinger, Humanities Department Head
James Maas, Acting Dean, College of Business
Stu Travis, Marketing Department Chair