

Academic Program Review

Music and Entertainment Business Program
(Music Industry Management 1995-2018)

September 2018

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Section 1

Program Overview

1A. Program Name and History

The **Music Industry Management** (MIM) program at Ferris State University was established in 1995 and was in existence until August of 2018. Originally, the MIM program was designed to serve students who participated in band, orchestra or choir with curricular concentration devoted to music arts. The MIM program evolved over time to include an overview of the music business in area of live music and basic event planning. The MIM program also provided an emphasis in marketing/retail to serve the Music Products Industry. In recent years, the program has experienced a drop in enrolled students.

In August of 2017, Paul Kwant was hired as the Program Director/Assistant Professor for the MIM program. The program was renamed **Music and Entertainment Business** (MEB) for fall 2018, to better align with the Sports, Entertainment and Hospitality Management Department and to establish academic relevance with current music business and entertainment industry needs. The music business has experienced significant changes in the past several years. For example, physical recorded product is no longer the preferred consumer music delivery platform as digital streaming is now the modern music consumption delivery model.

The MIM/MEB program has been revised in response to input from a newly formed advisory board, national and international trade and retail organizations representing the music products industry (National Association of Music Merchants - NAMM) <http://www.namm.org/> and Sweetwater Sound - <http://www.sweetwater.com> and the recorded music industry (Music Business Association – (Music Biz) <https://musicbiz.org/>, regional and local internship providers/employers, and overall student (alumni/current) desire for expansion of the scope of the program. Substantive relationships have developed between the National Association of Music Merchants, the Music Business Association and Sweetwater as a result of proactive contributions made by the Music and Entertainment Business Program Director and students who participate in the major trade shows/conventions and internships hosted by these industry associations. The MEB program enjoys a strong relationship with industry representatives in a variety of segments/positions.

The program now features an emphasis on marketing data analysis, marketing research, and consumer behavior as essential skills for the modern music industry. The program name change and subsequent curriculum redesign will provide students with enhanced course offerings in the major, and a declared minor/directed elective concentration to increase music and entertainment career options.

The MIM/MEB program is currently housed under the Sports, Entertainment and Hospitality Management department in the College of Business. The MIM/MEB program is a shared program between the College of Business and the College of Arts and Sciences. In the spirit of Ferris State University, the MIM/MEB program was designed to integrate a professional field of

study with collaboration from the liberal arts. The academic focus in business is complimented by appropriate studies in music and humanities courses to create musically aware business professionals to enter the multi-billion-dollar music and entertainment industry.

In addition to a strong academic business foundation, there are on-campus experiential learning opportunities that prepare students for various careers in marketing, management and sales with employers in the music products industry (manufacturers, distributors, retailers), the recording industry (record labels, digital streaming providers, terrestrial radio, distributors, retailers) artist management (agents, booking, publicity), and venue management (arenas, clubs).

Substantial opportunity for experiential learning is available to students via participation in the Music and Entertainment Business Association (MEBA). The MEBA Registered Student Organization functions as an event-based production company and provides experiential learning opportunities for its student members. MEBA produces music events on the campus of Ferris State University in collaboration with internal and external parties. The MEBA also focuses on student professional development by offering workshops and interaction with music and entertainment industry professionals. In a very real sense, Music and Entertainment Business is the degree (a list of courses) but the Music and Entertainment Business Association embodies the entire program.

The MEBA has evolved (as intended) by the Program Director and requires significant time and attention/advising from program faculty and staff. While there are other music business and entertainment industry studies degree programs available across the United States, we feel there is no equivalent experience currently available in regionally competing programs.

In addition, the MIM/MEB program provides dynamic internship opportunities. A minimum of two academic internships are required for graduation. Interns and graduates have participated in major domestic music and entertainment markets including Nashville, New York, Los Angeles, and regional markets that include Metro-Detroit, Chicago and Grand Rapids. In the past, there have been students who have secured internships outside of the contiguous United States and abroad. Program Director Paul Kwant, is the current President-elect (2018) of the National Society for Experiential Education (<http://www.nsee.org>) and remains up-to-date on internship best practices and standards.

The MIM/MEB program provides students with a foundation of music and entertainment industry knowledge, combined with relevant related experiences to advance opportunities for those involved in creative ventures. Some graduates of the program find opportunity for employment with companies that are not directly tied to the music and entertainment industry. Students earn a Bachelor of Science in Business and possess transferable skills that are common to multiple workplace environments. Prospective students and parents are pleased to learn that the MIM/MEB program does not limit program graduate employment opportunities. The MIM/MEB program does provide valuable context for all students whether they ultimately pursue a career in the music and entertainment industry or related business career. While on campus, the MIM/MEB program provides students the opportunity to apply theory learned in class to a specific industry for which they have a passion.

Lastly, the visibility, reputation and relevance of the MIM/MEB program should be highlighted. The program features a large student population from Michigan. The program is a point of pride within the College of Business as it is the only one of its kind offering a Bachelor of Science degree in the State of Michigan.

Please review the attached letters of recommendation from current Music Business Association President, James Donio, and current Sweetwater Senior Vice President of Human Resources, Jeff McDonald:



August 16, 2018

To Whom it May Concern:

I was very excited to hear the news about Ferris State's newly-named Music And Entertainment Business Program. This Program continues to evolve and expand to meet the current and future needs of its students. In particular, I see the addition of Marketing Data Analysis and Marketing Research courses as critically important enhancements to the curriculum.

Paul Kwant's leadership, vision, direction, and execution of this Program is quite impressive. For proof, you need look no further than the exceptional students who are benefiting from their education at Ferris. I have had the great pleasure of getting to know Paul and meeting many of the students in the Program during my two visits to the University over the past few years, as well as their active participation in the Annual Music Biz Conference in Nashville.

Simply put, Ferris State is doing great work and a laudable service to the music industry by helping to prepare the next generation of professionals. The Music Business Association looks forward to our continued relationship.

Sincerely,

A handwritten signature in black ink that reads 'James Donio'. The signature is fluid and cursive, with a prominent 'J' and 'D'.

James Donio
President



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June 28, 2018

To: Paul Kwant
Re: Ferris State Annual Review Process

Hi Paul,

I wanted to drop you a letter concerning your Annual Program Review for Ferris State. I've looked this over in detail and it all looks great to me---congratulations on an outstanding job of revising and enhancing the program.

I'm delighted that we were able to hire four of your students as a direct result of my visit to campus in early April. I greatly look forward to continuing to build our relationship and offer even more students from your program the opportunity to be employed at Sweetwater. I'm also delighted to continue to serve on the Advisory Board.

Sincerely,

A handwritten signature in blue ink that reads "Jeff McDonald". The signature is fluid and cursive, written in a professional style.

Jeff McDonald
Senior VP of Human Resources.

1B. Program Mission

Ferris State University mission statement

Ferris State University's Mission

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

Ferris State University's Vision Statement

Ferris State University will be: The recognized leader in integrative education, where theory meets practice throughout the curriculum, and where multi-disciplinary skills important in a global economy are developed with the result that Ferris State University will also be:

- The preferred choice for students who seek specialized, innovative, career- and life-enhancing education
- The premier educational partner for government, communities, agencies, businesses, and industries through applied research and joint ventures
- A stimulating, student-centered academic environment that fosters life-long engagement, leadership, citizenship, and continuing intellectual development
- A university that aligns its practices and resources in support of its core values of collaboration, diversity, ethical community, excellence, learning, and opportunity

Ferris State University's Core Values

- **Collaboration:** Ferris contributes to the advancement of society by building partnerships with students, alumni, business and industry, government bodies, accrediting agencies, and the communities the University serves.
- **Diversity:** By providing a campus which is supportive, safe, and welcoming, Ferris embraces a diversity of ideas, beliefs, and cultures.
- **Ethical Community:** Ferris recognizes the inherent dignity of each member of the University community and treats everyone with respect. Our actions are guided by fairness, honesty, and integrity.
- **Excellence:** Committed to innovation and creativity, Ferris strives to produce the highest quality outcomes in all its endeavors.
- **Learning:** Ferris State University values education that is career-oriented, balances theory and practice, develops critical thinking, emphasizes active learning, and fosters responsibility and the desire for the lifelong pursuit of knowledge.
- **Opportunity:** Ferris, with a focus on developing career skills and knowledge, provides opportunities for civic engagement, leadership development, advancement, and success.

College of Business mission statement

Mission (What we commit to)

We in the College of Business are committed to academic excellence, ethical conduct, and a learner-centered environment characterized by quality teaching, outcomes assessment, and continuous improvement. Our students can take pride in their developed competencies and the distinctiveness of the College's programs. We shall be noted for being responsive to changes in workforce needs; building/maintaining good relationships with employers and community; preparing our students to excel in a global environment; and providing high-quality interns and graduates who meet and exceed employer expectations, deal effectively with change, and are committed to lifelong learning.

Vision (What we aspire to be)

The College of Business will be distinctive for its provision of highly regarded career-oriented business education, adding value to our students through innovative teaching and learning processes, ensuring that they are well-prepared to make immediate contributions to their employers and society upon graduation. Our graduates will be sought because their competencies are of high quality and are consistent with current and future workplace needs.

Values embraced by the faculty, staff and students of the College of Business

- **Learning:** We value the development of competency through active learning. We believe opportunity, relevance and engagement are central to learning effectiveness.
- **Respect:** We value others and endeavor to treat them with dignity, respect, and equity, focusing on the development of constructive and collegial relationships.
- **Diversity:** We value diversity and strive to realize its synergistic benefit.
- **Integrity:** We value high standards of professional and ethical conduct. We will do the right things, in the right ways, for the right reasons.
- **Excellence:** We value excellence, expecting it of ourselves and of those with whom we interact.
- **Change:** We value change for the vitality it can yield, acknowledging its inevitability and uncertainty.

Continuous Improvement: We value continuous quality improvement and the use of systematic performance assessment in support of all that we do.

Sports, Entertainment and Hospitality Department mission statement

The SEHM Department does not currently have a mission statement.

Music & Entertainment Business mission statement

Inspire, educate and develop future leaders to excel in a career within the arts, music and entertainment industries.

PURPOSES

To provide an action guide to achieve mission.

1. To provide students with marketable skills directly/indirectly relating to the music and entertainment industry.
2. To assist students in becoming and remaining competitive in a rapidly changing and complex global economy.
3. To provide students with the basis for making sound decision making using the most appropriate information and technology, while considering the societal and ethical impact of those decisions.
4. To provide students with and opportunity for personal growth and the development of essential professional communication skills.
5. To provide students with a foundation of music business theory/practice and its application in today's modern music business and entertainment industries.

Incorporating the Music & Entertainment Business mission.

How is the program mission statement aligned with the mission of the department, college and university?

The MEB program's mission statement "Inspire, educate and develop future leaders to excel in a career within the arts, music and entertainment industries" is in line with Ferris' mission that states to "prepare students for successful careers, responsible citizenship, and lifelong learning." The College of Business mission statement also mirrors the university's mission statement in its mission and vision of providing career oriented programs and commitment to lifelong learning.

The MEB program is a career oriented degree, providing specific skills in a field of business that meets business, government and economic society needs. The MEB program proudly partners with the College of Arts and Sciences. The arts and humanities are celebrated throughout the entire educational experience providing a well-balanced, and cultured graduate. Our program graduates obtain employment in many different positions in the arts, music and entertainment industries and many often become entrepreneurs who start their own businesses.

How is the program's mission incorporated into decisions impacting the program (including curricular changes)?

To inspire, educate and develop future leaders. To achieve our mission and purpose, the MEB program has developed specific actionable program goals. Students are assessed in a variety of ways to evaluate student success in achieving these goals. The assessments are indicated after each outcome. See below Program Goals.

How is the mission of the program communicated to program stakeholders?

Prospective students are able to view the program mission and the program goals via the College of Business website under Music and Entertainment Business. Program faculty and staff

communicate the program mission through contact with prospective/current students, alumni and industry partners.

What policies or procedures are in place to monitor the program’s mission and its relationship to the department, college or university?

Twice a year, the program faculty reviews the program/courses outcomes and the result of assessment. The newly formed Music and Entertainment Business Program Advisory Board will meet annually to review the program providing feedback and suggestions for curriculum improvement.

How does the program further the department, college, and university missions?

The MEB program relates to all institution mission statements. The program offers a robust business core and relevant major that meets the needs of current industry partners. We feel that the program is a complete and well-rounded business program providing a Minor/Concentration for a personalized educational experience. The MEB program is a career oriented degree that one can build upon to advance to higher career levels in any organization. It fits within the Ferris State University mission providing “career-oriented, broad-based education, serving (*paraphrased*) our rapidly changing global economy and society”.

1C. Program Goals

Describe what the program hopes to accomplish

It is important to review past (2013-2018) program goals for an overall understanding of what the program strived to achieve. The current MEB program goals have changed since submitting for APR in 2013 under the Music Industry Management program.

Music Industry Management (MIM) Program Goals/Outcomes (2013-2018):

1. Network and move-freely in career paths between major interdependent divisions of the music and entertainment industry including live music, recorded music, broadcast music, and music products.
2. Effectively communicate with specialty areas of the music industry including licensing, publishing, accountancy, and legal
3. Select/purchase/utilize current and emergent technologies core to the music and entertainment industry
4. Exploit the knowledge that recreational/amateur musicians consume the majority of the goods and services provided by the music industry

The above goals focused on student ability to demonstrate additional knowledge/experience/professional development in the following areas:

Develop and maintain/update the basic tools of the job applicant i.e. resume and cover letter to

prepare for internship(s). Identify potential career paths and research requirements for eventual internship/employment in that area. This process begins in the Music Industry Management Orientation class taken by all freshmen and in the first semester on campus for transfer students.

Realize that the music and entertainment industry is driven by technology underscoring the competitive advantage of knowledge/experience with the “tools of this trade” (MUSI 458 – “Music Technology”)

Understand and apply knowledge of Sound Reinforcement, Digital and Analog Recording Techniques, electric instruments including Guitar, Electro-Acoustic Guitar, Bass, Synthesis, MIDI (Musical Instrument Digital Interface) and percussion of both acoustic and electronic varieties.

Create a digital recording of an artist/artists modeled after the parameters of a typical commercial recording studio (via Music Technology Lab located in the College of Business)

Differentiate between the national and international organizations of The National Association of Music Merchandisers (International Music Market), the National Association of Recording Merchandisers, the National Academy of Recording Arts and Sciences, each of which represent one of the primary branches of the Music and Entertainment Industry.

Musical literacy defined as the ability to read, write (notate) and perform music to the extent that students may be conversant and have an affinity for and understanding of the role of the creative artist.

Articulate the role of music in society via the contexts of the historical, social, political, and anthropological.

Acknowledge the contribution to the total industry by amateur/recreational musicians.

Define the intersection of and differentiate between the branches of:

Recording, Music Products, Venue and Talent Management, Songwriting, Music Publishing (including publisher administrative structure) Music Copyright, Music Licensing including:

- o Performance royalties via ASCAP, BMI, SESAC
- o Mechanical Royalties via the HFA
- o Other related licensing

Broadcast music (including Administrative Structures)

- o Radio
- o Television
- o Internet

Recording company/label Structure and Procedures

Entertainment Agents and Agencies

Personal Managers

Concert Promotion

Tour Promotion/Management

Music merchandising (the promotion and sales of music-related products including instruments, recorded music, printed music, and internet distribution of recorded music)

Current problems and issues in the music business spurred by continued technological advances that result in new methods of distribution of all music related products

Participation in student produced, on-campus music and entertainment events
Curricular development, the continued infusion/expansion of professional development (NAMM, Music Biz), *learner centered teaching* activities (MIMA), and networking by both the Program Director/Staff and MIM graduates and students, will converge with academically superior enrollees to create a music business program unique in the United States:

1. To provide students with the knowledge and skills to enter the marketing professions

Expected Outcome: Successful completion of program, student placement

2. To provide students with business-oriented communication and decision making experiences

Expected Outcome: Ability to communicate effectively

3. To provide student exposure to various music business related career paths, intern possibilities and potential employment opportunities

Expected Outcome: Ability to select a career path, complete music business internships and secure employment.

4. To increase student awareness of and use of current and future business and music technology

Expected Outcome: Ability to understanding and use technology in the work place

5. To enhance MIM students interest in, passion for, and understanding of music and the role it plays in all cultures in preparation for music business employment opportunities

Expected Outcome: Successfully employment/Musical Literacy

Music and Entertainment Business (MEB) Program Goals/Outcomes: (2018–present)

Program Goal 1 – Formulate career paths within interdependent divisions of the music and entertainment industry.

Expected Outcome: Successful completion of program. Ability to select a career path, complete music business internships and secure employment.

Program Goal 2 - Interpret current and emerging technologies pursuant to the music and entertainment industry.

Expected Outcome: Ability to understand past, present and future technology/terminology related to the music and entertainment industry. Ability to understand and use technology in a work setting relevant to the music and entertainment industry.

Program Goal 3 – Develop and employ marketing plans and sales strategies.

Expected Outcome: Ability to understand marketing plans and sales strategies related to the music and entertainment industry.

Program Goal 4 – Differentiate systems and sub-systems within the music and entertainment industry.

Expected Outcome: Ability to communicate effectively across the music and entertainment industry. Understand interconnectivity and dependence within music and entertainment business systems.

Program Goal 5 – Evaluate and interpret research for strategic decision making.

Expected Outcome: Ability to make sound decisions and understand consumer behavior related to the music and entertainment industry.

Students participate in multiple music business and entertainment industry topics and related business projects. Professional development opportunities, career path mobility, and relevancy remain core to our mission of inspiring, educating and developing future leaders. The music business is constantly evolving and dynamic in nature. One must be a life-long learner to remain relevant in the music and entertainment fields. Outside advisory involvement and industry conference attendance will continue to provide ample opportunities for growth and development.

Program goals are viewable on the MEB program check sheet. Goals are shared with stakeholders through annual advisory board involvement and program website.

Twice a year, the program faculty reviews the program/courses goals and the result of prior assessment. Annually, the Music and Entertainment Business Program Advisory Board meets and reviews the program providing feedback and suggestions for curriculum improvement.

Strategic Plans

MEB Strategic Plan

The Music and Entertainment Business program's overarching mission is to provide students with a relevant curriculum, academic and career advising assistance relating to the major and the opportunity to develop and demonstrate skills within the MEBA registered student organization. Professional development opportunities for faculty and staff will be supported. Faculty service to the College of Business and the University is required to maintain accreditation in good standing.

Curriculum

- Evaluate and provide a relevant curriculum focusing on theory, concepts and practical application.
- Continuously assess curriculum when considering future implementations to meet current and future industry need.

Advising

- Provide students with the tools to successfully navigate and understand the required MEB curriculum and assist with elective selection.
- Prepare students for their future careers by discussing career plans, pathways and options,

emphasizing the importance of internships/job shadow experiences and assisting students in securing experiential opportunities.

Professional Organizations (RSO)

- Develop student leaders through experience with the Music and Entertainment Business Association.
- Encourage participation in campus-wide programming events to add experience to their resumes.

Faculty Development

- Provide opportunities for faculty and staff to enhance their skills by attending conferences, workshops, and seminars.
- Maintain memberships in related professional organizations to enhance networking and gain industry knowledge in specialty areas.

Faculty Service

- Utilize the talents of current MEB faculty to promote the MEB program, College, and University to prospective students, employers, local communities and to the general public.
- Faculty will serve on at least one department, College, or University committee to increase program visibility.

Specific goals related to this plan are developed each semester and revised as necessary to implement continuous improvement in the MEB program.

In addition, the 2018 APR process has served to clarify to MEB program **Strengths, Weaknesses, Opportunities, and Threats**. Goals will be evaluated to ensure future strategic planning is effective.

Program Strengths

- Program location in the College of Business which is rare for this type of program – MEB students participate in full Business Core utilization
- Music and Entertainment Business as a degree name and focus. The only one of its kind in the State of Michigan
- Dedicated faculty with direct and relevant experience in the field
- Program Director Paul Kwant is the current National Society for Experiential Education President-elect
- Faculty provide music publishing, artist management, account management, and internship expertise
- Small class sizes (especially compared with larger state school competition)
- Personal relationships with students through advising, meetings, classes, RSO advising, and on-campus experiences
- Significant recent curriculum updates to meet current needs of the marketplace
- Established advisory board formed in 2018
- Required courses in marketing analytics, consumer behavior methods, marketing research
- Required internships that guarantee real-world experience for graduates
- Minor, directed electives and certificates available in the degree providing focus on personal

career emphasis. Potential areas include: digital marketing, marketing/sales, and small business and entrepreneurship

- Successful alumni in major cities such as Chicago, Detroit, Los Angeles, Nashville as well as smaller regional markets such as Grand Rapids and Traverse City

Program Weaknesses

- Program is in a small town/rural community. Hosting the program in a larger city (Grand Rapids) would provide greater access to live music venues/events and industry
- Program has not effectively employed structured recruiting plans or increased visibility/awareness efforts
- Program has one faculty member with limited time to devote to recruitment
- Program has not partnered with community colleges for ease of transfer student access
- Program is provided minimal financial support by the College of Business or SEHM Department
- University administration lack understanding of the program and provide little or no financial support
- Program has not received equipment upgrades in over 5 years. Instruction on outdated equipment.
- Program currently offers 4 credits of music and/or entertainment related courses. National competing programs offer 6-8 courses (18-24 credits) in the major
- College of Business academic program landing page/website is not dynamic and does not portray the quality of the program

Program Opportunities

- Program has the opportunity to develop structured recruitment and marketing initiatives to increase enrollment
- Program has the opportunity to develop community college transfer guides to increase ease of access for transfer student population
- Program has the opportunity to develop additional courses that are relevant to the degree
- Program has the opportunity to create a dynamic website within the College of Business landing page
- Program has the opportunity to grow with input from the program advisory board
- Program has the opportunity to further develop professional relationships with Sweetwater Sound, NAMM and the Music Business Association
- Program has the opportunity to collaborate with existing Ferris State University related programs/staff

Program Threats

- Wayne State University and Detroit Institute for Music and Entertainment are Michigan-based academic competitors
- Prospective students have educational provider choices that include larger facility and additional relevant courses in academic major
- Program Director is minimally qualified by current ACBSP/HLC standards
- Decreasing eligible FTIAC student population in Michigan
- Decreasing eligible transfer student population in Michigan

Moving forward, the SWOT analysis provides many strengths and opportunities for the MEB program. The current Program Director has worked diligently with MIM program alumni, current MIM/MEB students and the MIM/MEB advisory board to establish program relevancy and effective partnerships. To assist in overcoming weaknesses and threats, short-term strategic planning efforts should be specific, measurable, attainable, relevant and timely.

Short-term strategic planning

Issues

The MEB program is currently influenced by the following forces:

1. Declining enrollment
2. Changing industry needs
3. Minimal program funding
4. Outdated Equipment

Efficient, effective and realistic program growth is the goal. The music and entertainment industry is dynamic by nature and is in a constant state of change. It is our focus to remain innovative in our curricular design and implementation. To adjust to current industry needs, the Music Industry Management program has been re-designed to better serve internal and external stakeholders. Advisory board input, along with current students, alumni and direct industry feedback provided a framework for Music and Entertainment Business program implementation in fall of 2018.

Year One:

The following strategic MEB program curriculum changes have been approved (2018) by the University Curriculum Committee and the Academic Senate.

This section outlines the MEB program's initiatives and strategies that directly support achievement of the program's mission, vision and address the issues noted in the previous section.

As technology advances, the needs of industry change. Through support of the current MIM/MEB Program Advisory Board, the MIM/MEB program has recently undergone a curricular re-design.

Advances in technology are changing the future of the music and entertainment business. The need for students with marketing research and consumer behavior foundations will be accompanied by an increase in the need for marketing data analysis.

Recent responses are noted in **Initiative 1**.

Initiative 1	Measure of Success			
Current Industry Needs				
Strategy: Academic Leadership by continuous evaluation and updating of the market, courses and curriculum	Target Date	Responsible	Collaboration Needed	Status
Name Change to Music and Entertainment Business Program	Fall 2018	Paul Kwant	No	Completed
Add a built-in Minor or 18 directed elective credits as degree requirement	Fall 2018	Paul Kwant	No	Completed
Add MKTG 378 - Marketing Data Analysis	Fall 2018	Paul Kwant	No	Completed
Add ISYS 103/104/105	Fall 2018	Paul Kwant	No	Completed
Add FSUS 100 as a degree requirement	Fall 2018	Paul Kwant	No	Completed
Restructure MEBM 101 – Industry Fundamentals as a degree requirement	Fall 2018	Paul Kwant	No	Completed
Re-design current MIMG 451 course to MEBM 351 – The Music and Entertainment Business.	Fall 2018	Paul Kwant	No	Completed
Add course pre-requisites in MEBM courses (C- or better)	Fall 2018	Paul Kwant	No	Completed
Restructure MIMG 497 – Special Studies in Music Industry to MEBM 497 – Special Studies in Music and Entertainment Business	Fall 2018	Paul Kwant	No	Completed
Remove AIMC 300, MGMT 302 from MEB curriculum	Fall 2018	Paul Kwant	No	Completed
Develop partnership with Williams Auditorium for student opportunities	Fall 2017	Paul Kwant	No	Completed
Collaborate with Entertainment Unlimited	Fall 2018	Paul Kwant	Yes	Ongoing
Establish Program Advisory Board	Fall 2017	Paul Kwant	Yes - partners	Completed

Additional year one strategic planning goals include:

- Collaborate with the Music and Entertainment Business Program Advisory Board to enhance and improve program deliverables. Meeting every year with the advisory board will offer a chance to share MEBM course contents with knowledgeable industry professionals to learn if any changes should be made with respect to the MEBM Program

- Continue to develop music business and entertainment industry relationships and pursue potential student internship host site opportunities
- Develop West Michigan based recording studio partnerships with Third Coast Recording Company to offer students interested in recording/sound engineering and artist management the opportunity for internship and/or additional recording learning opportunities

Year Two planned implementation:

Increase MEB program student enrollment

The MIM/MEB program is subject to declining enrollment due primarily to the following factors: 1) an overall decline in the number of students eligible to enter a Michigan higher education institution; 2) Lack of program awareness/visibility; 3) Difficulty for transfer student access; 4) Curriculum under developed.

The MEB program has re-designed its curriculum to attract future FTIAC and transfer students by offering an enhanced focus on the business side of music and entertainment. Additionally, a Minor/Directed Elective option has been created to increase industry relevance and value.

- Market MEB program to Michigan community colleges offering music/recording/audio technology related associate degrees. Develop transfer guides as a resource for applicable community college partners
- Create current MEB student recruitment team (student volunteers) to visit their high schools as a MEB Program Ambassador
- Visit high schools (within a 100-mile radius) that offer band, music or choir opportunities
- Enhance MEB program web and social media presence by redesigning landing page, website, and social media activities

Initiative 2	Measure of Success			
Declining Enrollment				
Strategy: Academic Leadership by continuous evaluation and updating of technology, courses and curriculum	Target Date	Responsible	Collaboration Needed	Status
Evaluation of MIM degree relevance, technology changes, industry changes, program visibility and accessibility	Fall 2018	Paul Kwant	Yes, Advisory Board	In Process Ongoing
Partner with Michigan Community Colleges that have relevant areas of study (Recording Technology/Media)	Fall 2019	Paul Kwant	Yes, with Community Colleges	In Process Ongoing

Create transfer guides and clear expectations				
Establish high school recruitment initiative with current MEB students	Fall 2019	Paul Kwant	Yes, SEHM/COB/and MEBA student group	In Process Ongoing

Initiative 3	Measure of Success			
Minimal Program Funding				
Strategy: Program Leadership by exploring new markets and opportunities to partner	Target Date	Responsible	Collaboration Needed	Status
Create partnerships with off-site internship and experiential learning providers	Fall 2019	Paul Kwant	Yes	In Process Ongoing
Work with UAM on Featured Program Opportunity for recruitment initiative	Fall 2019	Paul Kwant	Yes	Begin planning Fall 2018
Encourage MIM Alumni to provide professional development	Fall 2018	Paul Kwant	Yes, alumni	In Process Ongoing

Initiative 4	Measure of Success			
Outdated Equipment				
Strategy: Technology Leadership by continuous evaluation and updating of technology	Target Date	Responsible	Collaboration Needed	Status
Work with SEHM Department and College of Business to provide updated equipment fund	By Fall 2020	Paul Kwant	Yes	Begin planning Fall 2018
Request upgrades to live sound production equipment	ASAP	Paul Kwant College of Business	Yes	Begin planning Fall 2018
Initiate fund raising campaign	Fall 2019	Paul Kwant College of Business	Yes	Begin Planning Fall 2018

Additional Year Two and Year Three planned goals:

- Consistent and timely reporting of student-learning outcomes and assessment metrics via TracDat/Nuventive Improve
- Consistent and timely reporting of student internship outcomes and assessment
- Collaborate with Hospitality Management/College of Business on Event/Risk Management mixed delivery course

- Collaborate with existing Ferris State University related programs to collaborate on innovative opportunities. For example, a music related television show with Television Digital Media Production
- Develop international institutional education partnerships with music business/recording programs for lower cost student exchange experiences. For example, Limerick Institute of Technology in Limerick, Ireland and Humber College in Toronto, Canada
- Develop an online Music and Entertainment Business Capstone/Exit Exam course to measure retention and core music and entertainment business knowledge prior to graduation.
- Obtain outside funding for necessary program equipment updates. For example, a digital mixing console versus an outdated analog mixing console.
- Obtain outside funding for necessary program student scholarships for professional organization financial assistance. (NAMM, Music Biz, GearFest)

Long-term strategic planning

Long-term strategic planning goals focus on providing a relevant major in for students interested in learning about the music and entertainment business. Relationships and external/internal partnerships are essential to the continued success of the MEB program.

- Create educational partnership with CMA EDU (Country Music Association Education) increasing opportunities for MEB students.
- Maintain an ongoing relationship with related industry businesses, develop internship opportunities and industry-related partnerships.
- Create *Fidelity Records*, a student-run record label housed in the Music and Entertainment Business Office.
- Develop an Artist Management course in mixed delivery format.
- Develop a Live Production Fundamentals course in mixed delivery format.

Strategic planning initiatives are consistently reviewed and evaluated by the program director and department chair of the Sports, Entertainment, and Hospitality Management department. Strategic planning efforts are shared with external stakeholders via annual advisory board meeting during each academic year.

Evaluate the program's success in achieving the stated program goals.

The Music Industry Management program has undergone multiple changes upon the hiring of current Program Director/Assistant Professor Paul Kwant in August of 2017.

Since August 2017, the following program goals *have been met*:

- Program name change to Music and Entertainment Business Program
- Curriculum redesign adding MKTG 378 (Marketing Data Analysis)

- Curriculum redesign adding ISYS 105 (Intro to Micro Systems Software)
- Curriculum redesign adding a built-in Minor or 18 directed elective credits of approved courses
- Curriculum redesign to include College of Business FSUS 100 as a stand-alone Clifton Strengths-based seminar course
- Curriculum redesign offering MEBM 101 – Industry Fundamentals as an integration course to develop and enhance student professionalism and industry connections
- Course redesign of MEBM 351 – The Music & Entertainment Business
- Course redesign to add pre-requisites in MEBM courses (MEBM 101, 192, 292, 351)
- Established a formal Music and Entertainment Business Program Advisory Board meeting on main campus to ensure program relevance
- Developed a working relationship with Williams Auditorium collaborating on productions, shows and experiential learning opportunities
- Initiated dialogue with related Michigan community college programs increasing awareness of transfer student enrollment and educational opportunities – Grand Rapids Community College, Westshore Community College etc..
- Internship process has been revamped to ensure proper legal procedures are met and proper assessment metrics recorded - established a partnership with the High Five Program and Electric Forrest Music Festival to provide multiple internship opportunities, partnered with 20 Monroe Live/Live Nation Grand Rapids to provide multiple internship opportunities
- Established professional membership/program listing with the Music and Entertainment Industry Educators Association (http://www.meiea.org/member_schools)
- Partnered with Careers in Music to be featured on website: (<https://www.careersinmusic.com/music-schools-michigan>)
- Music Biz annual conference participation, (2017, 2018) Summer and Winter NAMM conferences, (2017, 2018)
- Sweetwater “GearFest” participation 2017, and in 2018 as an educational partner/session presenter
- Attended National Association of College Activities (NACA) Concert Management Institute, (2018)
- National Society for Experiential Education annual conference session presenter. (2017, 2018)

How does the program plan to address both met goals (reflection) and goals not realized (action?)

Achieved goals will be recorded for future program reflection, review and modification. Program

updates will be conveyed to internal and external stakeholders. Unrealized short term and long term goals will be continuously monitored to ensure completion and relevance. Advisory Board input will be considered for relevancy.

1D. Curriculum

Overview of program check sheets

Music Industry Management (1995-2018)

https://www.ferris.edu/checksheets/checksheets/BU/MIM/BS/MIM_BS_BU_2017-2018.pdf

Music and Entertainment Business (fall 2018)

https://www.ferris.edu/checksheets/checksheets/BU/MEBM/BS/MEBM_BS_BU_2018-2019.pdf

Link to syllabi for program courses (fall 2018)

[MEBM 101](#)

[MEBM 192/MEBM 292](#)

[MEBM 351](#)

Evaluate program policies and procedures implemented to ensure quality, consistency, and currency related to content within each course within the program.

Each semester, as part of the assessment process, the Program Director will review the results of the program and course assessments. Syllabi, course content, course tools and course outcomes are reviewed to ensure that the MEB program is relevant and up-to-date with current music and entertainment industry needs.

Since August of 2017, the program has been redesigned and renamed to increase relevance, effectiveness and public awareness. Program faculty (Paul Kwant) consistently monitors changes in the workplace by seeking input from advisory board members, internship providers, industry professionals, program alumni and employers. Program faculty monitor competing regional academic programs to ensure relevance. Program faculty attend professional meetings and conferences to stay on top of current industry trends and educational delivery methods.

Evaluate general education requirements, co-curricular experiences, and service-learning or other experiential education experiences incorporated into the curriculum.

In regard to general education, communication course requirements help prepare students to present information in class and work with teams by communicating effectively in a variety of settings. These foundational skills are needed to perform activities in future MEBM courses that require in class presentations and team-based projects.

Analysis of input from industry partners and the MEB Program Advisory Board, combined with program faculty experience and observation, lead the program director to determine that a large majority of college students need continued practice and refinement relating to presentation skills.

MEB students are required to provide written reports along with their presentations. Students in the MEB program are typically placed in COMM 121 – Fundamentals of Public Speaking, and have the choice of ENGL 211 – Industrial and Career Writing/ENGL 250 – English 2. Lastly, ENGL 325 – Advanced Business Writing is a program requirement.

Beginning Fall 2018, students enrolled in the MEBM 101 – Industry Fundamentals course will be required to participate in a minimum of 10 hours of volunteer/service as a course requirement. Students will have the opportunity to volunteer with a non-profit organization, assist in local music productions, theater performances, or community need based programs to attain the minimum required participation hours.

The MEBM 192 and 292 internship courses provide students with the opportunity to participate with music and entertainment industry field experiences. The internship opportunities are invaluable to our students. This required form of experiential learning reinforces multiple transformational skills including: critical thinking, problem solving and teamwork.

How is the importance of general education requirements, co-curricular experiences, and service-learning or other experiential education experiences communicated to potential students, currently enrolled students, and other stakeholders?

The importance of general education requirements is addressed primarily during new student orientation. First semester MEB students are advised to enroll in general education classes. The need to enroll in, and the benefit of, general education classes is also stressed in MEBM classes and during the advising current MEB students receive prior to registration each semester. During interactions with students, Program Faculty stress the importance of university General Education as well as the COB Core Curriculum. Program Faculty stress the need for MEB professionals to be able to effectively communicate with business professionals in varied industries. Program Faculty also help students analyze the ways in which music and entertainment industry careers have changed over the past years.

Program Faculty participate in Dawg Days recruiting events to introduce current curriculum offering and experiential learning opportunities to prospective students. General education requirements are presented along with College of Business Core Curriculum and the MEB major.

Program Faculty communicate general education requirements, core curriculum, and MEB major requirements to current program advisory board members, internship providers, and employers through the program check sheet, College of Business MEB program website, and University website.

MEB students will attend professional development opportunities outside of the classroom. Such trips allow students to hear directly from industry insiders and professionals on the importance of internships, experiential learning and business professional communication skill sets.

How are program requirements communicated to potential students, currently enrolled students, and other stakeholders?

Communication of MEB program requirements to perspective students is primarily based on the current program check sheet and the program landing page on the College of Business website. The information for perspective F.T.I.A.C. students is clarified during Dawg Days and on-site campus visits. Multiple perspective students will meet with the Program Director and current MEB students on a program visit. The primary source of information on program requirements is the Program Director and Clerical Support. Students and parents have time to visit a class (when available) and eat lunch with current MEB students.

Currently enrolled students are advised by Program Faculty. MyDegree is used as the primary communication tool with advising. Advising of MEB students is required of all students each semester. Registration Holds are lifted by the advisor after the required advising appointment.

For potential students, the information on the program web-site and Program Faculty attending Dawg days provide the information potential students and their parents require. Program Faculty also communicate with potential community college educational providers to establish partnerships and clear communication of program requirements.

Evaluate curricular changes that have been implemented in the last five years.

Unfortunately, the current Program Director was not provided any information on curricular changes implemented in the last five years. To the best of my knowledge, the program has remained unchanged since the 2013 Annual Program Review.

Since starting as Program Director/Assistant Faculty in August 2017, the following curricular changes have been implemented, effective fall 2018:

- Program name change to Music and Entertainment Business
- Add MKTG 378 - Marketing Data Analysis
- Add ISYS 105 – Intro to Micro Systems Software
- Add a Minor or 18 directed elective credits of approved courses in degree
- Add FSUS 100 seminar course
- Remove AIMC 300 - Principles of Advertising
- Remove MGMT 302 – Team Dynamics
- Remove RETG – Principles of Retailing
- Re-design MEBM 101 – Industry Fundamentals as an integration course
- Re-design MIMG 451 – the Music Business to MEBM 351 – The Music & Entertainment Business
- Add course pre-requisites (C- or higher) in MEBM courses (MEBM 101, 192, 292, 351)
- Change MIMG 497 – Special Studies in Music Industry to MEBM 497 – Special Studies in Music and Entertainment Business

All curriculum modifications are based on current industry trends, relevance, collaboration and support from current students, alumni, advisory board members and external stakeholders.

Evaluate curricular changes currently under consideration.

There are no curricular changes currently under University Curriculum Committee consideration. All of the curricular changes have been approved by the UCC and Academic Senate and are effective Fall 2018 for the Music and Entertainment Business program.

Evaluate program policies and procedures implemented to ensure quality, consistency, and currency of the curriculum.

The music and entertainment industry is continuously changing. It can be difficult to remain relevant when financial limitations are expressly imposed. Many of the larger and more prominent music business/entertainment industry academic providers feature large studios, modern digital equipment, and an operating budget for additional faculty/staff to increase course offerings and provide professional development opportunities for students.

Program Faculty have made considerable effort to develop a current and relevant academic offering on very limited University provided financial support. The first MEB program Advisory Board met in April, 2018. Many of the proposed curriculum changes were discussed to allow recommendations and provide feedback relating to current industry and student needs.

External stakeholders (such as internship hosts) provide feedback/evaluation of student internship participation. Feedback is assessed at the end of each semester to ensure that skills are relevant and MEB students meet the needs of industry.

1E. Assessment of Student Learning

Program-Level Student Learning Outcomes

Include program-level student learning outcomes (that is, when a student graduates from the program, what should they know, be like, and be able to do?)

1. Formulate career paths within interdependent divisions of the music and entertainment industry
2. Interpret current and emergent technologies pursuant to the music and entertainment industry
3. Develop and employ marketing plans and sales strategies
4. Differentiate systems, sub-systems within the music and entertainment industry
5. Evaluate and interpret research for strategic decision making

Identify and evaluate the assessment measures that are used to gauge overall student success in accomplishing established program-level learning outcomes (for example - capstone assignment, internship evaluation, national examination pass rates, etc.)

All MEB students are required to complete two internships (MEBM 192, 292) to meet graduation requirements. Interns are evaluated by host-site supervisors who report performance

at the end of student internship participation.

The MIMG 451 was changed to MEBM 351 (Fall 2018) to make room for a future online MEBM 499 Music and Entertainment Business capstone course. Program Faculty are aware that it is difficult to measure program-level outcome success utilizing the current program assessment practices. Program Faculty will utilize assessment data provided by colleagues teaching in marketing disciplines. Student success will be measured by academic performance in MKTG 231-Professional Selling, MKTG 378 – Marketing Data Analysis and MKTG 425 – Marketing Research

Identify and evaluate program policies and procedures designed to formalize the process of establishing, monitoring, and updating program-level student learning outcomes.

Feedback from students, employers, and faculty are evaluated and considered when making course and curriculum changes. Program outcomes are updated as needed to reflect feedback from the sources mentioned previously and as a result of changes in the music and entertainment industry.

How is the process of measuring and monitoring program-level student learning outcomes for making program improvements communicated to program stakeholders (including students, advisory members and employers, community members, and the University?)

Course syllabi contain the outcomes for each course so that students know of expectations. Student assessments of instruction provide valuable feedback for instructor and academic modification. Curriculum and course content are shared with the current MIM/MEB advisory board.

The MIM program has been unsuccessful in measuring and monitoring program level student learning outcomes using TracDat or data recording methods in the past. MEB Program Director has entered recent assessment results into TracDat in 2017. The MEB program has a renewed commitment in using program-level student learning outcomes as one way to make program improvements. Program-level student outcomes are shared with all internal and external stakeholders and listed on our program website.

Link to Trac Dat results that show the program’s continued use of program-level student learning outcomes as one way to make program improvements.

Appropriate data to answer this question was not available through any past TracDat reporting or documentation storage.

Link to a curricular map outlining how program outcomes are addressed throughout the curriculum.

[See Appendix E.](#)

Evaluate positive program improvements made over the last three years as a result of measuring program-level student learning outcomes.

As a result of the evaluation of the program outcomes, changes have been made to the upper level courses to better prepare students overall. The MEBM 451 course was redesigned and changed to MEBM 351 to ensure students had sufficient music business knowledge prior to internship participation. The course was then further refined to require pre-requisite C- or higher grade proficiency to ensure student's ability to perform at a higher competency within the music and entertainment environment.

The ISYS 103/104 or ISYS 105 as a Computer Literacy requirement provides essential spreadsheet and data processing foundations for our students. The ISYS course(s) are in line with current business practices. To better meet the MEB program's outcomes and prepare students for practical workplace standards, the database and intro courses are now required.

Has analysis of program-level student learning outcomes informed the program's short and long-term strategic plans?

Yes. In the short term, it has influenced the course content and how the material is presented in class. The outcomes require continued re-evaluation of course content to remain current in today's music and entertainment industries. Changes in course content require a re-examination of how material is presented and student proficiency is assessed. In the long term, it requires faculty to undertake continued research in order to create short term planning changes. See SWOT analysis in the section on Program Goals.

What assistance from the University would be valuable in the establishment, monitoring, and reporting of program-level student learning outcomes?

The university could assist the MEB program by providing a standard survey and statistical support. Standardized student surveys would help the program to compare and contrast data in relation to the other programs within the College of Business and across campus. It would be beneficial to develop an office or division that would be responsible for sending out, collecting and tabulating surveys to employers and graduates. The surveys would focus on employer and graduate experience as related to the skill sets represented by the program outcomes. Additionally, it would help maintain contact with employers and graduates on an annual basis. Uniformity would be a key directive, in the collection, delivery and presentation of program-level student learning outcome reporting.

Past program graduate input would be extremely useful to incorporate in the creation of relevant program-level student-learning outcomes. The university could assist with providing programs with annual alumni survey results. Alumni surveys would allow programs to gauge current student outcomes pursued in the program are serving students immediately after graduation, as well as providing a holistic view of the relevance of program outcomes.

One area that is often overlooked is the visitation of interns and evaluation of student performance by internship host-site providers. The MEB program requires two internships for

graduation. The internship experiences shape future leaders and provide realistic career pathway exposure for our students. The University could gain considerable performance data based on internship provider feedback, performance reviews using a standardized reporting process. Without internships, our students would have an extremely difficult time securing employment in the music and/or entertainment business. Relationships are key to internship access and the University should provide financial support for faculty to visit the student internship sites.

1F. Program Profile

Apps, Admits, and Enrolled

Report the number of applications to the program over the past five years:

ON CAMPUS

Program	2013	2014	2015	2016	2017
MIM - BS	121	111	124	84	72
TOTAL	121	111	124	84	72

- Report the number **admitted** to the program over the past five years.

Program	2013	2014	2015	2016	2017
MIM - BS	89	82	92	64	45
TOTAL	89	82	92	64	45

- Report the number **enrolled** into the program over the past five years.

Program	2013	2014	2015	2016	2017
MIM - BS	194	160	154	131	114
TOTAL	194	160	154	131	114

- Report the total number of students enrolled in the program.

ON CAMPUS

Program	2013	2014	2015	2016	2017
MIM - BS	194	160	154	131	114
TOTAL	194	160	154	131	114

Evaluate the ideal number of enrolled students given the available faculty, physical resources, and other present limitations or requirements. Provide a complete explanation as to how the number presented was determined.

The ideal enrollment for students in the MEB program is 175 based on program capacity and faculty resources available. The ideal number would include 40 first year students, 50 second

year students, 50 third year students and 35 fourth year students.

The advising load on one faculty member is worth noting. It is challenging to be the primary advisor to students in the MIM/MEB program and to students who are not academically qualified to enter the MEB Program directly (Marketing Associate degree students).

The current Ferris State University student teacher ratio is 16/1.

2018 current enrollment: 114

Current number of faculty: 1

Short-term enrollment goal: 175

If the current number of enrolled students is less than the ideal number, outline program plans to increase student enrollment.

The current number of enrolled students is less than the ideal number of 175. The MIM/MEB Program currently has 114 students enrolled on-campus. Increased awareness of the program, rebranding and web-presence will help. Curriculum redesign and relevancy will also assist in the recruitment initiative. Lastly, the Program Director has been diligent in establishing internship and entertainment related partnerships with internal and external stakeholders.

Recruitment: The current MEB Program Director has Ferris State University enrollment services experience (2003-2014) directly in the offices of admissions and financial aid.

- a. **High School Visits:** Visit high schools with music/theater/arts extra-curricular activities. High schools within a 100-mile radius of Big Rapids should be scheduled for visitation in AY 2018-2019 to increase program visibility awareness. Visits should be scheduled by the MEB program secretary and attended by the program director and/or current students in the program.
- b. **Dawg Days:** All Dawg Days recruitment opportunities will be attended by the program director and current student program ambassadors. It is imperative that we continue to meet with perspective students (and their parents) to share our story.
- c. **On-Campus Visits:** the program will work with the admissions office to invite perspective students (and parents) to visit our program and interact with students/faculty. MEB class visitations are standard practice for guests.
- d. **Web-site:** The current College of Business MEB program landing page will provide current program spotlight, curriculum check sheet information, links to past noteworthy events, student organization information and supportive companion information regarding the MEB program.
- e. Increase external partnerships with music and entertainment business related organizations to provide enhanced professional development opportunities.

If the current number of enrolled students is equal to or greater than the ideal number, answer the following:

Evaluate the determination that the program is at or has exceeded capacity in relation to stated programs goals and strategic plan(s).

The MEB program is not at or exceeding capacity at this time. The MEB program will focus on stabilizing enrollment as a reasonable course of action.

Evaluate the option of increasing student enrollment in relation to stated program goals, program strategic plan(s), and current and projected market conditions.

The option to increase student enrollment would not adversely affect the stated goals of the MEB program. Increased enrollment is obtainable and sustainable with the current number of tenure-track faculty. The MEB program offers a competitive advantage over competing music industry *type* programs in the State of Michigan. Our Bachelor of Science in Business is key. The Music and Entertainment Business program is currently the only program offering a Bachelor of Science in Business foundation in Michigan. Graduating students are able to move freely between career paths (directly or indirectly in the music business or business related opportunities). Graduates are not limited to only music related careers. Market conditions have remained favorable to graduates with business degrees.

What resources (facility, staff, space, equipment, etc.) would be required to increase enrollment?

The Music and Entertainment Business space (BUS 112) is appreciated and fully-utilized at this time. Funding: The MEB program requires committed financial support on an annual basis to remain relevant. To increase enrollment, additional program/college recruitment assistance would be appreciated. Currently, there is no organized plan for recruitment in the College of Business.

1. Professional development opportunities are extremely challenging to orchestrate when program funding is minimal. Based on our location, (rural) it is very hard to provide direct music industry insiders to participate in professional development/student-growth experiences on campus for little or no financial incentive. Essential student experiences are limited based on lack of program funding.
2. Much of the current MEB Program music reproduction gear is extremely outdated and/or not functional for instruction and/or use. *(It should be noted that all competing institutions are utilizing modern digital consoles and equipment for live music and entertainment event instruction and performance)*
3. Current music consumption data analysis tools require subscription fees for use. Students are unaware of current technology resources until participating in direct industry internships.

4. Lastly, adding a course that focuses on current social media marketing technology and data analysis/tracking would be a huge win for the College of Business overall. In addition, adding an adjunct instructor to teach a live sound/recording reinforcement course in the MEB program would be of great value to students and industry.
5. University support (funding) of at least one major concert per year. Student involvement in large scale productions provide amazing on-site experiential education opportunities and positive press for the MEB program and the University.

What would the ideal number of enrolled students in the program be assuming the requisite additional resources were made available?

The MEB program could effectively educate and prepare 175 students as a targeted enrollment number. Unfortunately, the MEB program has been in enrollment decline over the past few years. Curriculum redesign, name change and awareness efforts are very positive steps in reaching the ideal number of enrolled students.

Evaluate the overall “enrollment-headcounts” trends within the program.

Unfortunately, the program enrollment-headcount trend hasn't been positive in recent years. The past MIM Program Coordinator vacated the position in May of 2017. It is safe to assume that enthusiasm for the Music Industry Management (MIM) program had faded and the program has ultimately suffered enrollment-wise.

The 2018 program direction, awareness initiatives, branding, renaming and curriculum redesign will be an integral part of the catalyst that “turns the needle” in a positive direction. Program association with the Music Entertainment Industry Educators Association (MEIEA) and Careersinmusic.com web presence has already proven successful in program awareness and relevance efforts.

How does the program address “enrollment-headcounts” trends within the program (general) and how will the program address “enrollment-headcounts” trends reported (specific?)

The Program Faculty is concerned with enrollment-headcount numbers constantly. The Program Director is attempting to address declining enrollment trends with minimal University/College of Business marketing support or funding assistance. There are currently no University resources that exist at the program level to assist with program level advertising or program level student recruitment initiatives. The MEB program is the only one like it in the State of Michigan. The MIM/MEB program has been around for over 23 years! Yet, we have struggled with awareness.

Student Credit Hour Trends

Report the summer, fall, spring, and fall plus spring (F+SP) student credit hours generated over the past five years.

Student Credit Hours		Summer	Fall	Spring	F+SP
F+SP	Year				
MIM	2012-2013	92	205	102	307
	2013-2014	118	215	95	310
	2014-2015	134	140	116	256
	2015-2016	98	122	79	201
	2016-2017	104	111	104	215
	Average	109.2	158.6	99.2	257.8

Evaluate overall “student credit hour” trends within the program.

Fall SCH has dropped significantly from 2014 - present. This trend has been in line with overall current University SCH decreases based on lower enrollment.

How does the program address “student credit hour” trends within the program (general) and how will the program address “generated student credit hours” trends reported (specific).

Productivity

Report the summer, fall, spring, and fall plus spring (F+SP) SCH/FTEF for the last five years.

<u>SCH/FTEF</u>		Summer	Fall	Spring	Avg F+SP
	Year				
MIM	2012-2013	92.0	281.88	145.71	213.80
	2013-2014	118.0	591.25	271.43	431.34
	2014-2015	134.0	385.00	331.43	358.21
	2015-2016	98.0	335.50	255.71	295.60
	2016-2017	104.0	305.25	297.14	301.20
	Average	109.2	379.78	260.28	320.03

- Report the university average SCH/FTEF

<u>SCH/FTEF</u>		Summer	Fall	Spring	Avg F+SP
	Year				
University	2012-2013	147.68	234.53	227.86	462.53
	2013-2014	141.26	238.18	230.82	469.11
	2014-2015	143.74	236.02	224.22	460.26
	2015-2016	146.13	230.71	225.57	456.41
	2016-2017	140.28	229.40	222.19	451.73
	Average	143.82	233.77	226.13	460.00

Evaluate overall “productivity” trends within the program including how the program SCH/FTEF compares with the University average.

Program SCH are considerably lower than University average as current program courses account for 8 credits out of 120 in the degree. MEBM 101 (1), MEBM 192 (2), MEBM 292 (2), MEBM 351 (3). There is only one faculty member in the MIM/MEB program.

How does the program address “productivity” trends within the program (general) and how will the program address “productivity” trends reported (specific).

Program productivity trends have remained relatively stable. 2013 -2014 experienced a large growth in the fall. The MIM/MEB program has experienced stable summer SCH as a majority of MIM/MEB students participate in internship programming during the summer months.

Enrollment – Residency

Report the number of enrolled students from Michigan (“residents”) and the number enrolled from out-of-state (“non-resident”) over the past five years.

TERM	MAJOR	Resident	Midwest Compact	Non-Resident
201308	MIM-BS	155	22	10
201308	TOTAL	155	22	10
201408	MIM-BS	131	20	8
201408	TOTAL	131	20	8
201508	MIM-BS	133	0	21
201508	TOTAL	133	0	21
201608	MIM-BS	117	0	14
201608	TOTAL	117	0	14
201708	MIM-BS	101	0	13
	TOTAL	517	42	66
	AVERAGE	103.4	8.4	13.2

Evaluate overall “enrollment – residency” trends within the program.

In analyzing the 5-year average, 83% of The Program’s students were resident, 07% of The Program’s students were Midwest Compact, and 10% of the MIM program’s students were Non-

Resident. The trend continues to be that the majority of the program’s students are Michigan residents. Michigan has experienced a downward trend in eligible high school students for higher education institution enrollment. The MIM/MEB program must find a way to increase our out-of-state recruitment efforts.

How does the program address “enrollment – residency” trends within the program (general) and how will the program address “enrollment – gender” trends reported (specific).

Currently, there are no dedicated resources for recruitment provided to the MEB program at the University, college or department level. It is difficult to recruit students with little to no University recruiting resources or support. For recruitment to be beneficial, the effort must be consistent and supported by the University. Recruitment will continue to be a challenge without funding and recruitment resources to initiate a formal recruitment plan. Program Faculty have limited time and sparse resources to participate in far-reaching recruiting efforts. Program Faculty spend time available dedicated to on-campus recruiting events. These events include campus visits, Dawg Days, and direct on-site program visits.

For fall of 2018, program faculty will focus a considerable amount of time to partner with community colleges to increase awareness and overall enrollment numbers. The MEB program should be considered a distinct program in the State of Michigan, as it is currently the only one of its kind. It is sad that no University resources have been made available to promote this program via recruitment materials, or digital marketing efforts.

Report the average age of enrolled students over the past five years.

TERM	MAJOR	Avg Age
201308	MIM-BS	20
201408	MIM-BS	20
201508	MIM-BS	20
201608	MIM-BS	20
201708	MIM-BS	21

Report the average GPA of enrolled students over the past five years.

TERM	MAJOR	Avg. GPA
201308	MIM-BS	3.06
201408	MIM-BS	3.13
201508	MIM-BS	3.14
201608	MIM-BS	3.09
201708	MIM-BS	3.10

Report the average ACT of enrolled students over the past five years.

TERM	MAJOR	Avg. ACT
201308	MIM-BS	22.57
201408	MIM-BS	23.35
201508	MIM-BS	23.34
201608	MIM-BS	23.19
201708	MIM-BS	22.77

Enrollment – Gender and Ethnicity

Report the number of enrolled students by gender over the past five years.

Currently, 59% of our enrolled students are female. This is very unique. It is more common for male students to hold majority in competing music industry type programs.

Report the number of enrolled students by ethnicity over the past five years.

Currently, 84% of the MEB students reporting are Caucasian. 5% are Black, 4.7% are Hispanic, 3.8% are Multi-Racial, and .07% are foreign.

Report the number of full time and part time students over the past five years.

91.4% of the MEB students are full-time attendees. 8.6% of the students are part-time.

Evaluate overall “enrollment – gender and ethnicity” trends within the program.

The number of females enrolled in the MEB program has steadily increased since 2013. Female enrollment in the program has ranged from 46% in 2013, to a high of 59% in 2017. The peak of female enrollment was in 2017, with 86 female students enrolled in the program representing, 59% of the enrolled students in the MEB program.

Ethnic/minority enrollment in the MIM/MEB program is currently 18%. Hispanic student enrollment has remained stable averaging 7 enrolled students per year. Black enrolled students have dropped since 2013. In 2013, 18 Black students were enrolled, compared to 6 in 2017. The average number of Black enrolled students in the MIM/MEB program is 8.6%. Reported Multi-Racial student enrollment average 4%. Reported Foreign student enrollment average is .07%.

Ethnic/minority enrollment in the program has ranged from a low of 17 in 2017 to a high of 31 in 2013. The peak ethnic/minority enrollment was in 2013, with 31 ethnic/minority students enrolled in the program, representing 22% of the students in the MIM/MEB program.

MIM/MEB program enrollment by sex and ethnicity reflect well as measured against FSU in general. Indeed, we have a much higher percentage of female students than does FSU. While our number of students from diverse groups is low, once again, it compares favorably with the overall FSU

numbers. The MEB program has an opportunity to expand enrollment in the Hispanic and Multi-Racial areas. Female student enrollment has increased from 2013 – 2017.

How does the program address “enrollment – gender and ethnicity” trends within the program (general) and how will the program address “enrollment – gender” trends reported (specific).

There are currently no University or designated College of Business resources within the MEB program for recruitment of students. There are little or no resources from the SEHM Department which can be made available to the MEB program for the recruitment of students. There are no resources from Ferris State University dedicated to the MEB program for the recruitment of students. Further, there are no resources from Ferris State University dedicated to promoting individual programs within the university. Although the MEB program is currently the only one of its kind in Michigan, no resources exist to disseminate information about the unique program value to perspective ethnic/minority perspective students.

Retention

Report the percentage of students who chose to enroll in a second year in the program after having completed their first (AKA – “first year retention”) over the last five years.

TERM	MAJOR	% Still Enrolled In Year 2
201208	MIM-BS	66
201308	MIM-BS	67
201408	MIM-BS	82
201508	MIM-BS	83
201608	MIM-BS	81

Evaluate overall “retention” trends within the program.

MIM/MEB program enrollment of students still enrolled in year two has remained relatively stable since 2014. The overall percentage of students still enrolled in 2016 was 81%. In 2012, it was 66%. Retention increased from 2012 – 2015.

How does the program address “retention” trends reported (specific).

The MIM/MEB program will continually address retention trends as we progress into the next academic reporting year. It is a program goal to increase community college applications, admits, and enrolled students. Statistics have shown that community college transfer students have a higher retention rate than FTIAC students. We feel that the percentage of students who are still enrolled in year 2 will trend positively upward.

Program Graduates

Report the number of program graduates from the Big Rapids campus over the last five years.

Program	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
MIM-BS	10	39	39	31	33
TOTAL	10	39	39	31	33

Report the number of program graduates from off campus over the last five years.

Program	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
MIM-BS	0	0	0	0	0
TOTAL	0	0	0	0	0

Evaluate overall “program graduates” trends within the program.

Since 2012, the MIM program has graduated 152 students. The lowest number of MIM program graduates was in 2012-2013 with 10 students. The number of MIM program graduates has dropped slightly from 39 in 2014-2015 to 33 in 2016-2017. The MIM/MEB program will continue to see fewer graduates in coming years based on lower program enrollment.

How does the program address “program graduates” trends within the program (general) and how will the program address “program graduates” trends reported (specific).

The MEB Program Faculty has reviewed courses offered to ensure relevance and are current with industry needs for fall 2018. The MEB program faculty has reviewed course pre-requisites to ensure that students are adequately prepared for advanced program courses. The MEB program will work to establish current transfer guides with Community College partners, to ensure that students coming from our Community College partners are fully prepared for MEB program course enrollment.

Specifically, the MEB program requires a 2.5 GPA for FTIAC student admittance to the MEB Program. This standard is an attempt to ensure that incoming students are adequately prepared for the rigor of our academic program offering. Starting in AY 2018-2019, transfer students must meet a minimum requirement of 2.35 GPA for admission to the MEB program. To ensure that students are adequately prepared in the pre-requisite courses, the MEB program has modified courses with pre-requisites of other courses in the program to require a grade of “C-” or better for admission into the subsequent course. These changes will take effect in AY 2018-2019.

The MEB Program Director is considering adding a MEBM 499 Capstone course (long term strategic planning) to ensure students are graduating with music and entertainment industry knowledge and experience. The capstone course would also be a great way to measure program learning outcomes for future assessment and reporting.

Six Year Graduation Rate

Report the percentage of students initially enrolled in the program who either graduates from the program itself or from another FSU program over the past five years.

There is no reporting of such data to directly answer for this APR. However, it is worth mentioning that in 2012, 54% of MIM students graduated by year six. In 2013, 40% of MIM students graduated by year five. In 2014, 57% of MIM students were still enrolled in the MIM program. In 2015, 67% of the MIM students were still enrolled in the MIM program. In 2016, 81% of the MIM students were still enrolled in the MIM program.

Evaluate overall “six-year graduation rate” trends within the program.

There is no reporting of such data to directly answer for this APR. However, trends show that 81% of our students are still persisting in the MIM program in 2016. In 2015, 67% of MIM students are still persisting in the MIM program. In 2014, 61% of MIM students are still persisting. In 2013, 52% of MIM students are still persisting within the MIM program.

How does the program address “six year graduation rate” trends within the program (general) and how will the program address “six year graduation rate” trends reported (specific).

A large portion of the students enrolled in the MIM/MEB program start as FTIAC students. We are hoping to provide ease of access and increase flexibility for incoming transfer students from our Community College partners. It will be an intentional effort to enhance and create efficiencies in the educational experience for students in the MEB program. This is a priority with over 50% of MIM students graduating in year six (2012). Program faculty have modified the MEB program to include a Minor/Directed Elective section in the degree. This change will hopefully be appealing to perspective transfer students from surrounding Community College partners. The MEB program will work to establish current transfer guides with Community College partners, to ensure that students coming from our Community College partners are fully prepared for MEB program course enrollment.

Graduate Average GPA

Report the average FSU GPA of program graduates over the past five years.

Program	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
MIM-BS	2.95	2.96	3.08	3.34	3.16

Evaluate overall “graduate average GPA” trends within the program.

The graduate average FSU GPA for students earning the MIM BS has risen from 2.95 in AY 2012-2013 to 3.16 in AY 2016-2017. Satisfaction with the MIM program’s interns and graduates has remained strong from employers of the graduates of the MIM program over this time.

How does the program address “graduate average GPA” trends within the program (general) and how will the program address “graduate average GPA” trends reported (specific).

It is terrific to see that the graduate average GPA trend in the MIM program has risen in past years. The MEB program will focus on increasing ease of transfer for our local Community College partners with related academic associate degree programs. For example, Associate of Music with an emphasis in Recording Technology at Grand Rapids Community College. Transfer students typically will graduate in less than six years with an above average GPA.

Graduate Average ACT

Report the average ACT of newly enrolled students into the program over the last five years.

Program	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
MIM-BS	22.57	23.35	23.34	23.19	22.77

The current College of Business ACT requirement is 19. Our average is 22.2.

Report the average ACT of program graduates for the last five years. Evaluate overall “graduate average ACT” trends within the program including a comparison between average ACT at enrollment and average ACT of students graduating from the program.

Program Graduates 2012-2017	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
MIM-BS	21	21	22	24	23

In years 2012 – 2014, the graduate average ACT trended lower for program graduates than newly enrolled students. In recent years, the average ACT has increased over the ACT average of newly enrolled MIM students.

How does the program address “graduate average ACT” trends within the program (general) and how will the program address “graduate average ACT” trends reported (specific).

The MEB program has been re-designed on a curricular level to include a Minor/Directed Elective emphasis. By adding this option, students are able to enroll in courses that are of personal nature and directly relating to future career goals. It is our hope, that MEB students will do well in those courses and pursue a timely academic completion of study. It is assumed that the graduate ACT trend will increase in the future as well.

State and National Examinations

Report the percentage of program graduates who pass state or national certification or licensure examinations.

N/A

Report the national average pass rates and compare program graduate pass rates to the national average.

N/A

Evaluate overall “state and national examinations” trends within the program.

N/A

How does the program address “state and national examinations” trends within the program (general) and how will the program address “state and national examinations” trends reported (specific)?

N/A

1G. Program Value beyond Productivity and Enrollment Numbers

Program Value beyond Enrollment Numbers

Highlight the positive impacts the program has on the department, college, and university that extends beyond enrollment, student credit hour, and other ‘hard’ measures of the program success.

Distinctive. The MIM/MEB program is the only one of its kind in the State of Michigan.

Collaborative. The MIM/MEB program enjoys collaboration/support from the College of Arts and Sciences and is focused on institutional cross-curricular opportunities.

Experiential. The MIM/MEB program is a leader for experiential education, providing hands-on-learning, practical application of theory, partnerships and professional development opportunities for students.

Efficient. College program direction and administration is handled by one primary faculty member and one clerical support personnel.

Cohesive. The SEHM Department offers degrees in the College of Business and align well with personalized careers in customer experience related professions. Professional Golf, Professional

Tennis, Hospitality Programs and the Music and Entertainment Business program offer consistent philosophy and are team focused by nature.

The nature of the MIM/MEB program is one where students gain mastery of business skills and are able to communicate transferrable music and entertainment concepts within direct or indirectly related business pathways. The MIM/MEB program provides students with an opportunity to collaborate with industry professionals on and off campus through the Music Industry Management Association/Music and Entertainment Business Association, and through direct industry internship partners.

Highlight the positive impacts the program has on the community and other external stakeholders.

MIM/MEB students work collaboratively with other disciplines on real world projects. This is best exemplified by way of a recent project undertaken by MIM students who partnered with PRA Audio to deliver a social media marketing campaign over the 2017-2018 school year. Students from the College of Business American Marketing Association were involved in marketing plans focused on a wireless product for musicians.

MIMA students raised money for a needy family for holiday gift donation of \$500.

MEB students will be assisting representatives from the COB (Professor Hira Herrington/Assistant Professor Paul Kwant) to create a musical score for an animated short film project for AY 2018-2019. This Ferris Foundation Grant funded initiative aims to increase understanding and awareness of human trafficking and slavery for students in 3rd to 5th grade.

1H. Program Flexibility and Access

Report the number of offsite locations.

There are currently no offsite locations for the Music and Entertainment Business Program.

Report the online availability of program offerings.

There are currently no online program offerings for the Music and Entertainment Business Program.

Report options for evening or weekend classes.

There are currently no evening or weekend class offerings for the Music and Entertainment Business Program.

Report options for accelerated program completion.

There are currently no accelerated program completion options for the Music and Entertainment Business Program.

Report options for summer program offerings.

There are currently no summer program offerings for the Music and Entertainment Business Program. Many of the MIM/MEB program students participate in internship opportunities over the summer.

Describe any multi entry points available for students entering the program.

Currently, students may enroll in the fall or spring semesters.

Evaluate program trends related to “flexibility and access.”

Program Faculty believe that the past MIM program curriculum limited flexibility and access for students to transfer into the MIM program. The redesigned MEB program curriculum allows transfer students up to 18 directed electives or emphasis area credits. This is an attractive option for both FTIAC and transfer students when considering a Minor and/or specialty area in their academic pursuits.

How does the program address “flexibility and access” within the program?

As the Program Faculty update and modernize the MEB program, an ever-present concern is to increase relationships with community college partners. The MEB program can assist with the creation/update of transfer guides for program entry. By reviewing the guides with our community college partners, the MEB program can ensure students have a smooth transition from community college classes to enrollment in the MEB program.

11. Visibility and Distinctiveness

Highlight unique program features and benefits that provide a competitive advantage over competing programs.

Internal:

1. Bachelor of Science in Business with a dedicated Minor or advisor approved directed electives.
2. College of Business housed in the Sports, Entertainment, Hospitality Management Department. The MEB program at FSU places a strong emphasis on hands-on training. Each MEB class requires one or more of the following: hands-on assignments, projects and presentations.
3. Marketing emphasis - The MEB program requires multiple courses in marketing with marketing research analysis and consumer behavior focus.
4. Music and Entertainment Business Association –Registered Student Organization.
5. Direct industry internships as a program requirement. Students are encouraged to participate in multiple internships/community volunteerism in order to provide them with a rewarding experience and multiple networking opportunities.

6. Program specific advisory board. The MEB program maintains an active relationship with the newly created MEB Advisory Board.
7. Transfer student friendly.
8. Dedicated faculty who are willing to address program relevancy and enrollment challenges.

Evaluate program policies and procedures designed to market and promote unique program features and benefits.

There are currently little or no University/College of Business resources within the MEB program to market and promote unique program features and benefits. There are little or no resources from the SEHM Department which can be made available to the MEB program to market and promote unique program features and benefits. The MEB program has one dedicated faculty member and a clerical support person. With that being said, the MEB program is nimble and can effectively communicate program features and benefits to internal and external stakeholders with imposed technology and monetary resource limitations.

The College of Business program landing page provides an opportunity to disseminate information in a comprehensive format. The MIM program added a “Program Spotlight” video and past music event videos to showcase our program. The MEB program social media efforts should be made priority for AY 2018-2019. Our students are tech savvy and we need to do a better job in reaching them on current social media platforms.

The MEB program has started showcasing tested experience from our interning students. Our internship requirements provide students with valuable “work-situation” experience and help promote our academic program with participating music and entertainment industry organizations. Students provide testimony and assist in the promotion of the MEB program through quotes, interviews and performance evaluation metrics to prospective students.

Our MIM/MEB advisory board not only helps us to understand the needs of the organizations that employ our graduates, but also allow us to promote new courses and changes to our existing curriculum to the business community.

Competitive Programs

Identify and describe competing programs.

Primary Michigan competitors include: Wayne State University – Bachelor of Music with a Concentration in Music Business <http://music.wayne.edu/music-business/index.php> and D.I.M.E. Detroit Institute for Music and Entertainment - Bachelor of Arts in Music Industry Studies <https://www.dime-detroit.com/msu-denver-bachelor-of-arts-in-music-music-industry-studies>.

Among the institutions listed, Ferris State University is currently the **only** degree program in Michigan that is offered through a College of Business.

Regional Competitors include:

Columbia College, Bachelor of Arts in Music Business

<https://www.colum.edu/academics/programs/music-business.html>

Elmhurst College, Bachelor of Science in Music Business

<https://www.elmhurst.edu/academics/departments/music/programs/bm-bs-music-business/>

National Competitors include:

Middle Tennessee State University, Bachelor of Science (B.S.), Music Business. Audio Production, Commercial Songwriting

<http://www.mtsu.edu/programs/music-business/>

Belmont University, Bachelor of Business Administration (B.B.A.) Bachelor of Science (B.S.) Music Business, Music Production, Audio Engineering Technology, Entertainment Industry Studies, Songwriting

<http://www.belmont.edu/curb/>

Evaluate competing program's features, benefits, or other modes of operation that represent a competitive advantage over FSU's program.

In general, national competing institutions are larger, have established financial resources, provide access to industry (location) and offer 6 or more industry related courses dedicated to the major. Examples of specialized courses include: Publicity in the Recording Industry, Cyber PR in the Entertainment Industry, Sound Reinforcement, Talent Agency Fundamentals, Entertainment Branding, Music Publishing, Copyright Law, International Music Business, Artist Management, Music Industry Contract Law, Marketing of Recorded Music, Record Company Operations, Entrepreneurship in the Music Industry, and Concert Promotion and Booking.

Location is a major benefit for Middle Tennessee State University and Belmont University. Each institution is within easy access to Nashville for industry events, internships and employers. High Profile alumni provide another competitive advantage for MTSU and Belmont University. Many of today's Country, Christian, Gospel/R&B and Pop artists and industry professionals are alumni from both institutions. Both institutions offer effective marketing and recruitment initiatives. Financial resources are provided to keep equipment needs current.

What features, benefits, or other areas of competitive advantage can be emulated from competing programs that would improve the program at FSU?

1. Offer additional music and entertainment-focused course electives. However, this cannot be achieved without hiring additional adjunct faculty. For example, the College of Business/University would greatly benefit by offering a Social Media course taught by an instructor that is aware of current social media campaigns and utilization of relevant social media applications. Entertainment Industry Law and/or Event Risk Management, could be another course utilized by the entire Sports, Entertainment, and Hospitality

Management Department. In the MEB program specifically: Touring and Live Event Production, Artist Management, Monetizing Entertainment and Music Entrepreneurship.

2. Provide current digital sound reinforcement gear. The MIM/MEB sound production equipment is very outdated and should be upgraded as soon as possible. Competing programs have dedicated resources for technology upgrades and provide upgrades on a regular basis.
3. Professional development workshop facilitator funding. It is a challenge to bring in industry professionals (for little or no compensation) to assist students in awareness of current industry issues and/or topics. The MEB program does focus on alumni contacts and program director relationships for any student development efforts.
4. Web presence. The College of Business landing page is average in appearance and functionality. A Music and Entertainment Business website should be created to co-brand with the College of Business provided landing page.
5. The MEB Program Director has relationships with current industry professionals in the Nashville area. Dedicated financial support would provide guest speakers and professional development workshop opportunities for MEB students.
6. The University, College of Business and the SEHM Department would financially support recruitment and targeted marketing initiatives for the MEB program.
7. The University could increase the entertainment budget to accommodate for at least one nationally known performer/act per year on campus. The positive impacts for the University are as follows: Increased awareness of Ferris State University, community and general public on campus, positive word-of-mouth from students, increased visibility of the MEB program and other contributing entertainment entities on campus.

Evaluate program policies and procedures at FSU designed to benchmark competitor programs.

It is unclear if the University has a formalized competitor program benchmark standard in place at this time. The MEB Program Director has been diligent in evaluating competing programs and respective institutions. Academic curriculum and competing institution facts have been recorded via spreadsheet for comparison. The Music and Entertainment Business Program is now listed on the Music and Entertainment Education Association website http://www.meiea.org/member_schools along with related competing programs.

Outline specific plans for program improvement based on analysis of competing programs.

AY 2018-2019 Program Improvement based on competing programs:

- 1) Develop and enhance the MEB program web presence.
- 2) Initiate transfer guide discussions with Michigan and appropriate Indiana community college partners.

- 3) Invite MIM program alumni/MEB advisory board to provide guest speaker/professional development opportunities on-campus.
- 4) Develop an Artist Management on-line course.
- 5) Collaborate with Hospitality Management on Event Risk Management course.

Preeminent Program

Identify and describe the preeminent program in the country similar to the program at FSU.

Unfortunately, Ferris State University does not currently offer an academic program that is similar to the preeminent program in the country. It is not reasonable or attainable without massive financial support, space, staffing, current sound production/recording equipment and lighting equipment resources that the University/College of Business/SEHM would support.

Belmont University is one of the best in the nation for music and entertainment related studies. <http://www.belmont.edu/curb/> Located in Nashville, Tennessee, the institution is minutes away from direct music and entertainment industry companies.

Quick Facts:

Founded in 1971

AACSB accredited

12 faculty members

2 theaters

4 Recording studio facilities on campus

Major recording complex off-campus

- Oceanway Studios

- Historic Columbia Studio A and Quonset Hut Studios

Facilities include opportunities for study in Hollywood, Los Angeles, and New York.

Study abroad in South Korea & Tokyo

Domestic and International internship opportunities for students

Evaluate how the preeminent program in the country may have risen to that level.

Belmont University Overview: Consistently recognized as a “Most Innovative” university, Belmont University draws more than 8,000 students who represent every state and more than 36 countries. The campus sits on 84 picturesque acres that are located just two miles from downtown Nashville, Tennessee, a dynamic and vibrant hub for government, healthcare, music, tourism and more. A private, four-year university, Belmont brings together the best of liberal arts and professional education in a Christian community of learning and service. The University’s purpose is to help students explore their passions and develop their talents to meet the world’s needs.

Since 1971, the heart of music row has flowed through Belmont. Beginning with a Music Business program designed to prepare young men and women for operational, administrative, creative, and technical careers in the music industry, Belmont has expanded its degree programs to encompass all aspects of the entertainment industry. The Mike Curb College of Entertainment and Music Business was established in 2003 and is one of today's world leaders in music business and entertainment industry education.

Mission: Belmont University is a student-centered Christian community providing an academically challenging education that empowers men and women of diverse backgrounds to engage and transform the world with disciplined intelligence, compassion, courage and faith.

Vision: To be a leader among teaching universities, bringing together the best of liberal arts and professional education in a Christian community of learning and service.

Values: As a student-centered Christian community with a rich Baptist heritage, Belmont University upholds the following core values as essential to the intellectual, spiritual, personal and corporate life: Integrity, Inquiry, Collaboration, Service and Humility.

Related Degree Programs

- Music Business (B.B.A.)
- Audio Engineering Technology (B.A. or B.S.)
- Motion Pictures (B.A. or B.F.A.)
- Entertainment Industry Studies (B.A. or B.S.)
- Songwriting (B.A. or B.S.)
- Audio and Video Production (B.A. or B.S.)
- Journalism (B.A. or B.S.)
- Mass Communication (B.A. or B.S.)
- Multimedia Production (B.A. or B.S.)
- Publishing (B.A. or B.S.)
- Video Production (B.A. or B.S.)

Belmont University has had the luxury of proximity to “Music Row” in Nashville since its inception. Music business leaders and generous donors have contributed to the success of their academic offerings. Mike Curb has been instrumental in developing the College of Entertainment and Music Business.

What is the preeminent program in the country doing that the program at FSU could emulate to make program improvements?

Ferris State University Music and Entertainment Business Program Improvement Ideas:

- 1) Investment and monetary support – Fund a complete spectrum of resources including human capital and physical infrastructure.
- 2) Increase access to industry – Consider offering the Music and Entertainment Business program in Grand Rapids to better accommodate venues and recording studios in a larger metropolitan area.
- 3) Entertainment Business Focus – Develop a College of Media, Music and Entertainment Business combining music, music business, event management, graphic media, graphic design, app development, social media, web-site creation, digital media production, sound reproduction and theater all offered with a business core.
- 4) On-line Course Development – Create additional courses in online modalities to increase music business and entertainment relevancy.

Obviously, many of the ideas noted above are highly improbable at this time. Item number four seems the most logical for focus.

What would the program at FSU have to do in order to become the preeminent program in the country within ten years?

- 1) Begin a large scale capital campaign (\$8,000,000 +) to properly fund the Music and Entertainment Business program/facility.
- 2) Build a new Music and Entertainment Business facility in Grand Rapids to accommodate current and future recording, music/entertainment business instruction facility and live music production technologies.
- 3) Hire world-class faculty to instruct modern music business and entertainment courses.
- 4) Secure a top-notch public relations firm to elevate Ferris State University/College of Business/Music and Entertainment Business branding to national/international status.
- 5) Solidify international partnerships with related educational institutions in countries outside of the United States to increase student experiences.

Section 2

Program Evaluation

2A. Demand

Why do students enrolled in the program choose FSU?

The MIM/MEB program is the only program of its kind in the State of Michigan offering a Bachelor of Science in Business, focusing on the music and entertainment business.

Unfortunately, many of the MIM/MEB students don't choose Ferris State University based on the status or branding of the institution. In direct experience, prospective students choose MIM/MEB based solely on program availability. The MIM/MEB program is attractive to students interested in business with a strong passion for music and entertainment industry. The MIM program started in 1995 and has proven effective in providing opportunity for music enthusiasts. Common positive feedback includes: low student to faculty ratio, comfortable setting, students meet with professors not grad assistants, distance from home is acceptable, and a community of passionate students with like-minded goals.

Would students enrolled in the program choose the program at FSU if they had to do it over again?

Based on AY 2017-2018 current student survey request, 27 students responded.

Current MIM academic program satisfaction:

Student Program Satisfaction	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied
27 Responses	4	10	10	2	1

52% of the current MIM students polled are overall satisfied with the academic program and would choose the program again. 10% of the student responses were unsatisfied or very unsatisfied. Neutral, unsatisfied and very unsatisfied responses are of concern to the Program Director and MIM/MEB advisory board. Nearly 50% of the respondents were neutral or less than satisfactory, assisting in the decision to re-structure curriculum and initiate a program title change for 2018.

Would students enrolled in the program recommend the program at FSU to others?

51 students responded to a survey request during AY 2017-2018.

Recommend Program?	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
51 Responses	16	16	8	8	3

31% of respondents said they would strongly agree to recommend the MIM program to others. 31% of respondents would somewhat recommend the MIM program to others. 22% of respondents would tend to not recommend the program to others. 37% of the respondents were neutral or less than satisfactory, assisting in the decision to re-direct curriculum and initiate a program title change for 2018.

Evaluate the projected market outlook for demand for program graduates.

Overall employment of advertising, promotions, and marketing managers is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations. Employment growth will

vary by occupation. <https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm#tab-6>

Employment of musicians and singers is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations. Growth will be attributed to increases in demand for musical performances. <https://www.bls.gov/ooh/entertainment-and-sports/musicians-and-singers.htm#tab-6>

Overall employment of broadcast and sound engineering technicians is projected to grow 8 percent from 2016 to 2026, about as fast as the average for all occupations. <https://www.bls.gov/ooh/media-and-communication/broadcast-and-sound-engineering-technicians.htm#tab-6>

Would alumni choose the program at FSU if they had to do it over again?

51 alumni completed a survey request during AY 2017-2018.

Choose Program Again?	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
51 Responses	11	25	7	6	2

72% of respondents somewhat/strongly agree that the MIM program assisted in reaching their career goals and displayed satisfaction with the academic program. 29% of the respondents were neutral or less than satisfactory, assisting in the decision making process to re-direct curriculum and initiate a program title change for 2018.

Would alumni recommend the program at FSU to others?

51 alumni completed a survey request during AY 2017-2018.

Recommend Program?	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
51 Responses	16	16	8	8	3

31% of respondents would strongly recommend the MIM program to others. 31% of respondents would somewhat recommend the MIM program to others. 22% of respondents would tend to not recommend the program to others assisting in the decision to re-direct curriculum and initiate a program title change for 2018.

What do alumni say about the continued demand for program graduates?

Based on 51 respondents, MIM program alumni reported on demand.

Program Demand?	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
51 Responses	13	16	16	6	0

57% of respondents agree that demand will continue based on the provision of MIM/MEB program opportunities and practical experience for students. No alumni strongly disagreed on limited demand for graduates with continued MIM/MEB program opportunities and practical experiences for students.

What do faculty teaching within the program say about the continued demand for program graduates?

Faculty in the program agree that the demand for MIM/MEB graduates will remain consistent with past trends. Students are provided opportunity in traditional business careers and music related employment areas. MIM/MEB program graduates will continue to actively search for employment opportunities locally, regionally and nationwide. Music and entertainment careers are typically entry-level opportunities initially. MIM/MEB program students gain reputable resume building experience by participating in internships, professional development and volunteer experiences.

What do potential employers say about the continued demand for program graduates?

Potential employer demand is not possible to report at this time. The MIM/MEB program has little or no interaction with potential employers unless the MIM/MEB program is asked for a reference of the MIM/MEB program applicant. Our students continue to secure employment, indicating that the demand for FSU MIM/MEB graduates will remain consistent.

What do advisory board members say about the continued demand for program graduates?

Demand for MIM/MEB graduates will remain stable based on MIM/MEB academic programming and required internship experiences. Advisory board members are favorable toward MIM/MEB student opportunity in both music-related and traditional business employment ventures. MIM/MEB program graduates will continue to actively search for employment opportunities locally, regionally and nationwide. Music and entertainment career positions are typically entry-level opportunities. MIM/MEB program students gain reputable resume building experience by participating in internships, professional development and volunteer experiences.

Evaluate overall “demand” trends within the program.

Demand for MIM/MEB graduates will remain stable. Music and entertainment career positions are for the most part, entry-level opportunities. Students have to provide additional effort to secure entry-level opportunities in the entertainment fields, based on an increased supply of potential candidates vs. demand of potential employees.

How does the program address “demand” trends within the program (general) and how will the program address “demand” trends reported (specific)?

The MEB program faculty will continue to monitor trends in the music business and entertainment related industries. Moving forward, the MEB program will commit to review and modification of existing curriculum, while anticipating resource needs for future enhancements to create new demands within the MEB program.

2B. Student Achievement

Disclaimer: The current Program Director has been in the position less than a year at the time of writing this report. Data for much of the questions was not made available through reporting, past documentation or repository storage.

Report the percentage of students who are members of a Registered Student Organization by year, for the past five years.

It is not required for all current MIM/MEB program students to participate in the Music Industry Management Association/Music and Entertainment Business Association student organization past year one. Specifics are not known. However, a majority of current MIM/MEB program students are involved with MIMA/MEBA.

Report the percentage of students who are members of Student Government by year, for the past five years.

Data reporting the percentage of students who are members of Student Government by year, for the past five years is not known.

Report the percentage of students who are members of Honors Program by year, for the past five years.

Data reporting the percentage of CIS students who are members of the honors program is not known.

Report the average number of hours a typical student in the program is engaged in paid employment.

Data on the average number of hours a typical student in the program is engaged in paid employment is not known. Specifics are not known. It does appear that many of the MIM program students work at least part-time while enrolled.

Highlight student achievement in research over the past five years.

Research is not relevant to the MIM/MEB Program. Our students are not engaged in academic research outside of their classes; they participate in hands-on internships and experiential learning opportunities.

Highlight student honors and awards received over the past five years.

It is not known how many MIM program students in the past who have received a College of Business Student Excellence Award. There were four MIM students in AY 2017-2018.

Alex Fiolek - College of Business Student Excellence Awards

Bionca Broniec - College of Business Student Excellence Awards

Reanna Kettle - College of Business Student Excellence Awards

Kathleen Reuter - College of Business Student Excellence Awards

Highlight student participation in community and other volunteer service.

There are MIM/MEB program students who participate in student volunteer activities on campus and with community groups, but we do not have exact numbers.

Evaluate program trends related to “student achievement.”

It appears that increased admission standards for bachelor degree programs have proven beneficial over the past five years, with entering students’ GPA over a 3.0 and ACT test scores greater than 22.5.

How does the program address “student achievement” trends within the program (general) and how will the program address “student achievement” trends reported (specific)?

No program trends relative to “student achievement” have been reported. It has been suggested to offer more project based assignments which would be more demanding in the MIMG 451/MEBM 351 course.

2C. Employability of Graduates

Disclaimer: The current Program Director has been in the position less than a year at the time of writing this report. Data for much of the questions was not made available through past program reporting or documentation. The APR Guide for Participants suggests that faculty use a link from Institutional Research and Testing for a host of post-graduate information by program. The 2016-2017 Fact Book does not track by program. MIM faculty did not track this information. Since the instructions for APR reporting ask that we only use official Ferris State University statistics, I am unable to report or use anecdotal evidence on section below.

Employment Post-Graduation

The Music and Entertainment Business Program Director will make it a priority to collect survey data on employment post-graduation over the next APR cycle.

Report the number and percentage of program graduates employed in their field of study one-year post-graduation.

One-year post-graduation results are not known.

Report the number and percentage of program graduates employed full time in their field of study overall.

Specific post-graduation results are not known.

Report the number and percentage of program graduates employed part time in their field of study overall.

Specific post-graduation results are not known.

Report the number and percentage of program graduates employed outside of their field of study one-year post graduation.

Specific post-graduation results are not known.

Report the number and percentage of program graduates employed outside their field of study overall.

Specific post-graduation results are not known.

Report the number and percentage of program graduates accepted to graduate school one-year post graduation.

No data for this category exists for the MIM/MEB program.

Report the number and percentage of program graduates accepted to graduate school overall.

No data for this category exists for the MIM/MEB program.

Report the average yearly salary for program graduates who have graduated from the program within the last three years.

No data for this category exists for the MIM/MEB program.

Evaluate program trends related to “employment post-graduation.”

No data for this category exists for the MIM/MEB program. The MEB Program Director will collect survey data on employment post-graduation over the next APR cycle.

How does the program address “employment post-graduation” trends within the program (general) and how will the program address “employment post-graduation” trends reported (specific)?

The MIM/MEB program is engaged in a continuing process of updating our courses and curriculum to meet the needs and demands of music and entertainment industry employers.

Stakeholder Perceptions of the Employability of Graduates

Report alumni perceptions of the program’s ability to prepare graduates for a career in their field of study.

51 MIM program alumni reported the following:

The MIM program assisted in me reaching my career goals.

Career Goals?	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
51 Responses	10	25	8	7	1

The Music Industry Management program curriculum courses were relevant.

Courses Relevant?	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
51 Responses	13	21	7	9	1

Music Industry Management program courses were beneficial.

Courses Beneficial?	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
51 Responses	18	21	5	6	0

The Music Industry Management program provided me with adequate training.

Adequate Training?	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
51 Responses	9	19	14	8	1

Music Industry Management program internships were a crucial part of the degree.

Internships Crucial?	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
51 Responses	31	13	4	1	2

Report advisory board perceptions of the program’s ability to prepare graduates for a career in their field of study.

The newly formed MIM advisory board provided input on curriculum relevancy and program direction. It was clear that advisory input supported AY 2018 curriculum modification and quality improvements for the new MEB program.

Report employer perceptions of the program/s ability to prepare graduates for a career in their field of study.

The MIM/MEB program does not have employer perceptions of the programs ability to prepare graduates in their field of study. The MIM program does have internship performance evaluations for student internships.

Report program faculty perceptions of the program’s ability to prepare graduates for a career in their field of study.

23 MIM students reported the following:

Music Industry Management students are prepared to enter the workforce.

Prepared to enter workforce?	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
23 Responses	12	6	3	2	0

Evaluate career assistance opportunities available to students.

The MIM/MEB program employs several methods for career assistance: resume review, internship provider connections, informational interview training, and website review.

The University also provides resume and interview critique by appointment. The new Ferris/Handshake employment/internship recruitment platform was introduced in 2017.

MIMG 101/MEBM 101 provide initial resume and interview training.

The MIMA/MEBA RSO regularly invites alumni, industry professionals to campus to discuss current internship and employment opportunities.

MIM alumni regularly send announcement of internship and job openings via Facebook.

MIM/MEB advisory board members attend one on-campus meeting per year, where students are able to meet in small groups with prospective internship and employment opportunities.

Evaluate trends related to “Stakeholder Perceptions of the Employability of Graduates.”

The MIM/MEB program does not currently have employer perceptions of the programs ability to prepare graduates in their field of study. That being said, the MIM program does have internship

performance evaluations for student internships. We are pleased with the evaluation of performance and see no significant problem areas affecting employability or preparedness of graduates. The overhaul of MEBM 101 and MEBM 351 will focus on professional skills and industry knowledge to ensure MEB program graduates are prepared.

How does the program address “Stakeholder Perceptions of the Employability of Graduates” trends within the program (general) and how will the program address “Stakeholder Perceptions of the Employability of Graduates” trends reported (specific)?

The MIM/MEB program does not have current stakeholder perceptions of the employability of graduate trends within the program. The MEB program will initiate a plan to address the stakeholder perceptions of the employability of graduate trend for the next APR cycle. The MEB program will take comments and suggestions from all stakeholders very seriously and use provided information to bring positive change in curriculum enhancement, teaching effectiveness, and program improvements in general.

2D. Faculty Composition and Engagement

Organization

Report the number of tenure-line or tenured faculty teaching within the program.

2013 - 2017 – Total tenure/tenure-line = 1

Assistant Professor Daniel Cronk (College of Arts and Sciences)

2017 - present – Tenure-line = 1

Assistant Professor Paul Kwant (College of Business)

Report the number of tenure-line or tenured faculty teaching the majority of their load on the Big Rapids campus.

All tenure-line Program Faculty (1) have taught the majority of their course load on the Big Rapids campus.

Report the number of tenure-line or tenured faculty teaching the majority of their load in off-campus locations.

For the past 5 years, no tenure-line Program Faculty have taught the majority of their course load off-campus.

Report the number of tenure-line or tenured faculty teaching the majority of their load fully online.

For the past 5 years, no tenure-line Program Faculty have taught the majority of their course load fully online.

Report the number of full-time temporary faculty teaching the majority of their load in off-campus locations.

For the past 5 years, no full-time temporary Program Faculty have taught the majority of their course load off-campus.

Report the number of full-time temporary faculty teaching the majority of their load fully online.

For the past 5 years, no full-time temporary Program Faculty have taught the majority of their course load online.

Report the number of adjunct faculty teaching within the program.

There are currently no adjunct faculty teaching within the MEB program.

Report the number of adjunct faculty teaching the majority of their load on the Big Rapids campus.

There are currently no adjunct faculty teaching within the MEB program.

Report the number of adjunct faculty teaching the majority of their load in off-campus locations.

There are currently no adjunct faculty teaching within the MEB program.

Report the number of adjunct faculty teaching the majority of their load fully online.

There are currently no adjunct faculty teaching within the MEB program.

Evaluate the efficiency and effectiveness of the current structure.

The current structure (fall 2018) relies primarily on Assistant Professor/Program Director to provide course instruction for MEBM 101, MEBM 351 and the MEBM 192/292 internship courses. The Program has 1 tenure-line faculty member.

Evaluate positive aspects of the current structure.

The current structure provides interactive instruction and advising to MIM/MEB students. Newly hired clerical support personnel will begin employment on August 1, 2018. The MIM/MEB program is nimble and can adjust to current changes in industry. Current tenure-line faculty possess a wide range of music business, internship and industry experience.

Evaluate opportunities for improving the current structure.

The MEB program should expand specific course offerings in the MEB major. Courses covering areas such as artist management, music publishing, event production and risk management would

provide essential industry knowledge to current students and provide great value to external stakeholders. The MEB program would need to hire additional adjunct faculty with experience and skills in the music and entertainment industry to improve the current structure.

Curriculum Vitae

Report the name, highest degree earned, and average semester load for all tenure-line and tenured faculty.

2013-2017, Daniel Cronk, Masters, 1.0 FTE

2017-present, Paul Kwant, Masters, 1.0 FTE

Report the name, highest degree earned, and average semester load for all adjunct faculty.

There are currently no adjunct faculty teaching within the MEB program.

Link all copies of vitae for all tenure-line or tenured faculty.

PAUL R. KWANT

17400 Valley Drive, Big Rapids, Michigan 49307
(231) 250-1263 paulkwant@ferris.edu

PROFILE

Higher education professional providing dedicated team-based leadership, enthusiasm, and innovative thinking to maximize student-centered success initiatives. Track record of exceeding professional and personal goals. Effective leadership skills and demonstrated professionalism. Dynamic public speaking and influencing skill. Motivated instructor with a passion for student success, individual strength development and experiential learning.

EDUCATION

MASTER OF SCIENCE IN CAREER AND TECHNICAL EDUCATION - Postsecondary Administration
Ferris State University, Big Rapids, Michigan May 2006
Honors: Distinction

BACHELOR OF BUSINESS ADMINISTRATION - Music Business
Belmont University, Nashville, Tennessee
May 1998

TEACHING EXPERIENCE

ASSISTANT PROFESSOR, MUSIC and ENTERTAINMENT BUSINESS August 2017 – Present
Ferris State University, College of Business
MIMG 451/MEBM 351, The Music Business/The Music and Entertainment Business
MIMG 101/MEBM 101, Orientation/Industry Fundamentals
MIMG 192/MEBM 192, Internship 1/Music and Entertainment Business Internship
MIMG 292/MEBM 292, Internship 2/Music and Entertainment Business Internship
MIMG 497/MEBM 497, Special Studies in Music Industry Management/Special Studies in Music and Entertainment Business

INSTRUCTOR, FERRIS STATE UNIVERSITY SEMINAR
Ferris State University, College of Business August 2013 – December 2017

Developed syllabi, course content, structure and administered grade evaluation
Implemented GALLUP/Clifton Strengths assessment programming in 2014

CERTIFICATIONS

GALLUP/Clifton Strengths-Based Education April 2017
Coaching for Individuals, Managers and Teams Certification

Experiential Education Academy, National Society for Experiential Education
September 2016
E.E.A. Certificate

GALLUP/Clifton Strengths-Based Education July 2016
Instructor Certificate in Strengths-Based Education

GALLUP/Clifton Strengths-Based Education July 2016
Facilitator Certificate in Strengths-Based Education

WORK EXPERIENCE

PROGRAM DIRECTOR, MUSIC and ENTERTAINMENT BUSINESS August 2017 - Present
Ferris State University, College of Business, Big Rapids, Michigan

Administered, developed and maintained current program goals and objectives for Music and Entertainment Business Program. Led with innovative and relevant teaching instruction acumen.
Created partnerships with industry organizations to further expand opportunities for students.
Facilitated, developed and created Music and Entertainment Business Advisory Board to increase external stakeholder partnerships.

INTERNSHIP PROGRAMS DIRECTOR
Ferris State University, College of Business, Big Rapids, Michigan July 2013 – August 2017

Increased internship awareness and fostered overall program involvement.
Administered, developed, and maintained program goals and objectives for students, faculty, administration, and external host-site partners.
Facilitated, developed and directed student success initiatives utilizing the internship program for high-impact experiential education opportunities.
Created partnerships with host-site organizations to create learning opportunities for College of Business students.
Developed and administered innovative internship support event programming increasing student accessibility.
Presented internship program and GALLUP/Clifton StrengthsQuest programming initiatives at weekly summer orientation sessions.
Led discussion with parents of incoming students on topics such as internship success, career direction, professional soft-skill competencies, and academic expectations.

ASSOCIATE DIRECTOR OF ADMISSIONS
INTERIM ASSOCIATE DIRECTOR OF ADMISSIONS
SENIOR RECRUITING OFFICER
INTERIM ASSISTANT DIRECTOR, FINANCIAL AID
SENIOR RECRUITING OFFICER (College of Business/College of Engineering Technology)
ADMISSIONS OFFICER
Ferris State University, Enrollment Services, Big Rapids, Michigan August 2003 – August 2013

Created innovative enrollment opportunities and developed implementation strategies to achieve recruitment goals and department objectives.
Delivered multiple dynamic presentations increasing positive awareness of unique academic degree programs.
Demonstrated relationship building success with a diverse public.
Supervised enrollment services clerical staff.

NOTABLE PRESENTATIONS

National Society of Collegiate Scholars, Ferris State University Local Chapter Keynote Speaker	October 2017
National Society for Experiential Education 46 th Annual Conference The Times They Are a Changing: Preparing First-Generation, Millennial and Generation Z Students for High Impact Internship Experiences and Post-College Success.	September 2017
National Society of Collegiate Scholars – Ferris State University Chapter “StrengthsQuest – Taking it to the Next Level”	March 2017
Delta Sigma Pi Professional Fraternity “Interning in the Real World”	October 2016
National Society for Experiential Education 45 th Annual Conference “Faculty Laziness or Confusion? Getting Them Out of Their Comfort Zone”	September 2016
Michigan College of Pharmacy – Ferris State University “Advising for College Students – a Strengths-Based Perspective”	August 2016

PROFESSIONAL AFFILIATIONS & LEADERSHIP EXPERIENCE

Ferris State University, College of Business, Scholarship Awards Committee	2018 - Present
Ferris State University, College of Business, SPARC Representative	2018 - Present
National Society for Experiential Education, President-elect Executive Board of Directors	2017 – Present
National Society for Experiential Education, Vice President Executive Board of Directors	2016 – 2017
Ferris State University, College of Business, Strategic Planning and Resource Council	2016 – Present
National Society for Experiential Education, Conference Committee Co-Chair. Chair	2014 – Present
National Society for Experiential Education, Board of Director Member	2014 – 2016
Ferris State University, College of Business, GALLUP/Clifton Strengths Program Co-Lead	2014 – 2015
Ferris State University, College of Business, Strategic Planning Committee Co-Champion	2013 – 2014
Ferris State University, Employee Leadership Development Program	2008 - 2009

RELEVANT MUSIC BUSINESS EXPERIENCE

MERCHANDISE INVENTORY AND SALES ASSOCIATE (<i>Shiprocked Cruise</i>) Damivada/Ask4 Entertainment, Nashville, Tennessee	2015 - Present
CREATIVE SERVICES MANAGER (<i>Music Publishing</i>) High Seas Music/Fitzgerald Hartley Management, Nashville Tennessee	1998 - 2000
COLLEGE MARKETING/RADIO PROMOTIONS INTERNSHIP (<i>Record Label</i>) Sony Music Nashville, Nashville Tennessee	1996 - 1998
INTERNATIONAL ROYALTY ADMINISTRATION ASSISTANT (<i>Performing Rights Organization</i>) Broadcast Music Incorporated, Nashville Tennessee	1995 - 1997
MUSIC PUBLISHING COMPANY INTERNSHIP (<i>Record Producer/Music Publishing</i>) Monty Powell Productions, Nashville Tennessee	1996 - 1996
BOOKING AND ARTIST DEVELOPMENT INTERNSHIP (<i>Booking and Artist Promotion</i>) RedRidge Entertainment, Nashville Tennessee	1995 - 1996
Link to copies of vitae for all adjunct faculty.	

There are currently no adjunct faculty teaching within the MEB program.

Service

Highlight achievements in program, department, college, and university service for all tenure-line and tenured faculty over the last three years.

The previous MIM Program Coordinator's achievements over the last three years are not known.

Current MEB Program Director Paul Kwant's achievements over the last three years are listed below.

Program Service

- Coordinated class schedules, administrative supervision
- Member hiring search committees for administrative positions
- Cover student advising for Music and Entertainment Business program. (*130 students*)
- Served as Faculty Representative on the College of Business Scholarship and Awards Committee
- MIMA Registered Student Organization Advisor
- MEBA Registered Student Organization Advisor
- Regular NSEE annual conference attendance 2014-present
- NAMM (National Association of Music Merchants) annual conference attendance 2017-present
- Music Business Association annual conference attendance 2017-present

College and University

- SPARC Committee Involvement – College of Business Representative
- NSEE – National Society for Experiential Education – President (September 2018)

Highlight achievements in research for all adjunct faculty over the last three years.

There are currently no adjunct faculty teaching within the MEB program.

Continuing Education

Highlight achievements in training, development and other continuing education by all tenure-line and tenured faculty over the last three years.

Paul R. Kwant, Program Director, Assistant Faculty

The current Program Director has been in the position less than a year at the time of writing this report.

- 2016 Experiential Education Academy Certificate of Completion – National Society for Experiential Education

- 2016-2017 Clifton/Gallup Strengths Coaching Certification Training
- 2017-2018 New Faculty Training – Ferris State University
- 2017-2018 Student Success Summit Conference – Ferris State University

Highlight achievements in training, development, and other continuing education by all adjunct faculty over the last three years.

There are currently no adjunct faculty teaching within the MEB program.

Stakeholder Perceptions of the Quality and Composition of Faculty

Evaluate current students’ perception of the composition and quality of program faculty.

The 2017 Associate Professor/Program Director transition was a challenge for all involved. It has been observed that current MIM students are beginning to find value in professional development efforts, curriculum redirection, and overall enthusiasm for the program.

Evaluate overall student evaluation trends within the program.

The current Program Director has been in the position less than a year at the time of writing this report. The Music and Entertainment Business Program Director will make it a priority to collect survey data on overall student evaluation trends within the program over the next APR cycle.

How does the program address student evaluation trends within the program (general) and how will the program address student evaluation trends reported (specific)?

The Music and Entertainment Business Program Director will make it a priority to properly survey and report data on overall student evaluation trends within the program over the next APR cycle. It is unfortunate that there is no prior data to assist in answering this question.

Evaluate alumnus perceptions of the composition and quality of program faculty.

The current Program Director has been in the position less than a year at the time of writing this report. The Music and Entertainment Business Program Director will make it a priority to collect survey data evaluating alumni perceptions of the composition and quality of program faculty.

Evaluate overall alumnus evaluation trends within the program.

The current Program Director has been in the position less than a year at the time of writing this report. The Music and Entertainment Business Program Director will make it a priority to collect survey data evaluating alumni perceptions of the composition and quality of program faculty and report alumnus evaluation trends within the program.

How does the program address alumnus evaluation trends within the program (general) and how will the program address alumnus evaluation trends reported (specific)?

Comments, suggestions and remarks from MIM alumni are taken very seriously by the MIM/MEB program. MIM/MEB alumni are our brand ambassadors for external stakeholders. Informal conversations have provided that MIM program alumna are supportive of the fall 2018 program direction. The Music and Entertainment Business Program Director will make it a priority to collect survey data evaluating alumni perceptions of the composition and quality of program faculty and report alumnus evaluation trends within the program.

Evaluate advisory board members' perceptions of the composition and quality of program faculty.

The MIM/MEB advisory board perceives the MIM/MEB Program Director as a valued member of the College of Business. Paul Kwant assists in the development of students so they are hireable and provide value to industry internship and employment providers.

Evaluate overall advisory board evaluation trends within the program.

Overall, the MIM/MEB Advisory Board noted that the effort of the Program Director to make the MIM program current and the understanding of recent trends of industry is commendable. The MIM/MEB Advisory Board members encourage the MIM/MEB program to keep adapting its courses and curriculum to today's fast changing music and entertainment business environment.

How does the program address advisory board evaluation trends within the program (general) and how will the program address advisory board evaluation trends reported (specific)?

The MIM/MEB program values the feedback, remarks and comments from the MIM/MEB Advisory Board. Whenever feasible, suggestions from the advisory board have been implemented.

Program Policies and Procedures

How does the program provide opportunity and encouragement for program faculty to fully engage in teaching improvement activities, research, and service?

The MEB Program Faculty are encouraged to participate in teaching improvement activities, research and service. Faculty are highly encouraged to use internal resources generously provided by the Faculty Center for Teaching and Learning. Faculty are strongly encouraged to seek Timme Grants and Professional Development Grants to attend appropriate professional development activities. Service to the MIM/MEB program, the SEHM Department, the College of Business and Ferris State University are encouraged and supported by the MEB program. Current Program Director Paul Kwant, serves on the Scholarship and Awards Committee for the College of Business. Paul also serves as a College of Business representative for the Strategic Resource and Planning Council. Externally, Paul Kwant is the current President-elect for the National Society for Experiential Education.

How does the program provide opportunity and encouragement for program faculty to fully engage in student advising?

Formal student advising is performed by current tenure-track faculty in the MIM/MEB program. As a tenure-track faculty member, new Program Faculty are encouraged to attend MyDegree and advisor training. The training is usually offered by the FCTL in the spring and summer. Faculty are also encouraged to become engaged with the RSO for The Music and Entertainment Business Association. Active advising involvement with MEBA allows for informal advising opportunities. Professional development and off site visits allow for less formal interactions with students, covering a wide variety of topics. Interactions between Program Faculty and external stakeholders provide opportunity for interactions between the students and perspective internship providers and employers.

Evaluate the minimum qualifications for a tenure-line faculty within the program.

The minimum requirements for a tenure-line faculty applicant to be considered for a position on the Program Faculty is 1. Master's degree with 18 credit hours in graduate level business, music or hospitality related courses. 2. Master's degree with five years of more of experience in merchandise sales, venue management, live performance, artist management, entertainment law or music publishing or 3. Master's in a business or hospitality related discipline with three years of teaching or industry experience.

Evaluate the minimum qualifications for an adjunct faculty within the program.

There have not been any adjunct instructors teaching in the MIM program since 1995. However, with the overall redesign of the MEB program there may be an opportunity to hire an adjunct faculty member to teach a course on Entertainment Industry Law, Intellectual Property or Live Sound Production.

The minimum requirements for a tenure-line faculty applicant to be considered for a position on the Program Faculty is: Master's degree with 18 credit hours in graduate-level business, music, or hospitality related courses, 2. Master's degree with a combined experience of four years or more in any of the following: merchandise sales, venue management, live performance, artist management, entertainment law or music publishing or 3. Master's in a business or hospitality related discipline with a combined experience of three years or more of teaching, hospitality, and/or music industry related.

Hiring and Retention

Evaluate the program's ability to hire and retain quality faculty at all levels.

The MIM program was successful in retaining the past Program Coordinator/Assistant Professor for many years. It is the hope of the new Program Director, to secure tenure and remain a valued faculty member for many years to come.

2E. Program Administration and Support

Administration

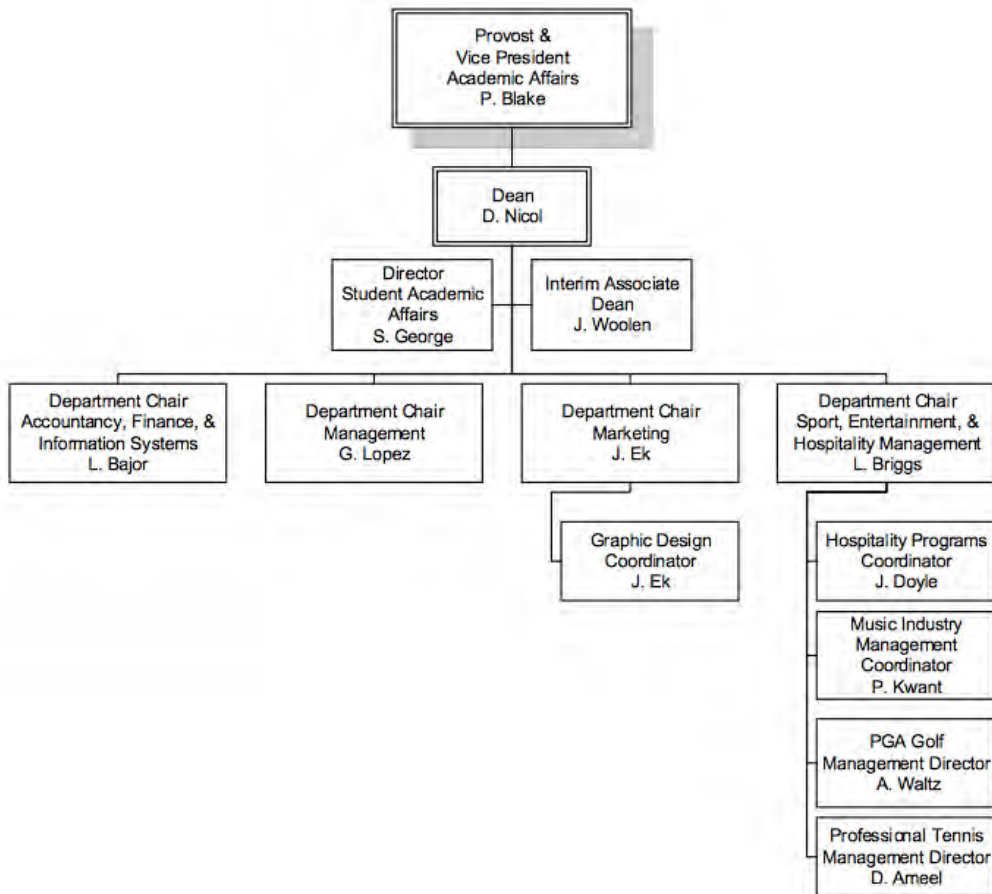
Include a copy of the organizational chart by college including the program's place within

the overall unit structure.

ORGANIZATIONAL CHARTS

FERRIS STATE UNIVERSITY
ACADEMIC AFFAIRS DIVISION

COLLEGE OF BUSINESS



Identify administrative positions by title that have program oversight up to and including the Dean of the college.

Dr. David Nicol, College of Business Dean

Dr. Lianne Briggs, Sports, Entertainment and Hospitality Management Department Chair

Paul Kwant, MS., Music and Entertainment Business Assistant Faculty/Program Director

Report the name, highest degree earned, and administrative experience for all administrative positions with program oversight.

David Nicol, PhD

Dean of the College of Business – 19+ years

Lianne Briggs, PhD

SEHM Department Chair – 4+ years

Professor of Hospitality Management

Paul Kwant, MS

Associate Professor – 1 year

Director of MIM/MEB program - 1 year

Evaluate the efficiency and effectiveness of the current structure.

The current administrative structure supports MEB program enthusiasm and quality enhancement efforts. All personnel in the administrative structure maintain an open-door policy which allows for easy access by program faculty. The current administrative structure assumes lack of predictable budgeting/funding from the University. It is not possible for the current administrative structure to establish an effective long term planning structure when budgets from University sources are based solely on yearly funding models.

Evaluate the positive aspects of the current structure.

Through many years in the COB, the administrators have acquired a solid understanding of the issues affecting education at Ferris State University. The administration leaders have been supportive and have assisted when appropriate. The MEB program faculty is diligent in quality enhancement for the MEB program. Lastly, the MEB program is rebuilding and is appreciative of the patience, support and future financial assistance to support MEB program and enrollment goals.

Evaluate opportunities for improving the current structure.

The addition of an Associate Dean for Academic/Student Affairs within the College of Business would allow Dean Nicol to focus on fundraising and institutional organizational challenges. Finances are desperately needed to sustain academic programs. The benefits would include greater visibility for the College of Business and increased resources to support student achievement individual academic program goals.

How does the program provide opportunities for program faculty and staff to discuss the program's place within the current structure with administrators who have program oversights?

Program Faculty meet with Dr. Lianne Briggs, SEHM Department Chair to discuss changes and value program oversight. The MEB program's director attends monthly SEHM Department meetings. The MEB Program Director attends monthly College of Business meetings when available. Both Dean Nicol and Dr. Lianne Briggs have open door policies and are willing to discuss programming questions, enhancements, issues and ideas.

Staff

Report the number of support staff (by title) assigned to the program.

Michelle McNall, Clerical Support Level 2 - Program Secretary – July 30, 2018

Evaluate the efficiency and effectiveness of the current structure.

Ms. Michelle McNall was employed with Ferris State University on July 30, 2018. There are no efficiencies or effectiveness to report for this APR.

Evaluate the positive aspects of the current structure.

The positive aspects of the current structure provide for timely and effective support of the MEB program, program faculty and students.

Evaluate opportunities for improving the current structure.

Provide formal clerical and administrative training on MyDegree, Banner and commonly used departmental forms.

2F. Support Services

- **FLITE** – David Scott is the College of Business support. He is wonderful.
- **Faculty Center for Teaching and Learning** – FCTL provides many resources for learning and sharing. This resource is appreciated.
- **Tutoring Center** – We refer student advisees to the Tutoring Center when appropriate.
- **Technology Assistance Center (TAC)** – Brent Kundinger is housed in the College of Business. His knowledge and support is valued.
- **Birkam Health Center** - We refer student advisees to the BHC when appropriate.
- **Media Productions** – Is a terrific resource when needed.
- **Institutional Research Board (IRB)** – MEB Program Faculty have not worked on any research needing IRB approval.
- **Career Center** – The use of the CLACS office is recommended for MEB students. The First Lady's Attic provides additional resources for interview attire.

- **Institutional Research and Testing** – The use of IR&T was invaluable for this report. The Fact Book and Annual Program Review specific data will be used to evaluate program efficiencies and student performance moving forward.
- **University Advancement and Marketing** (including web content) – UAM hasn't assisted with any recent MIM/MEB program initiatives. They have offered to assist the MEB program with logo and branding in the near future.
- **Diversity and Inclusion** Office – The MIM/MEB students are diverse and are treated with the utmost respect in our program. Inclusion efforts are constant and intentional.
- **Educational Counseling and Disabilities Services** – The MEB program will continue to utilize this department whenever a student requires extra test taking time, needs special assistance or other considerations.
- **Grounds and maintenance** – The College of Business has a point person in the Dean's Office to handle communication. The department has been very easy to work with in the past.

2G. Facilities and Equipment

Space

Provide a detailed accounting of all teaching space used by the program.

BUS 111 – Auditorium
 BUS 112 – Program Lobby
 IRC 107 – Classroom

Provide a detailed accounting of all laboratory space used by the program.

BUS 112 D – Recording Lab

Provide a detailed accounting of all office and meeting space used by the program.

Business 112 A – Clerical Support office
 Business 112 B – Paul Kwant office
 Business 112 C – Sound Equipment Storage
 Business 112 D – Recording Lab

Provide a detailed accounting of all storage space used by the program.

Business 112D – Equipment Storage

Provide a detailed accounting of all other space used by the program.

None

Evaluate the adequacy of the space available for use by the program.

The office space for MEB program faculty meets the current needs for the MEB program. The MEB program would benefit from having priority access to reserving BUS 111 auditorium for smaller entertainment events.

The MEB program recording lab space is sufficient for current needs. The MEB program equipment storage room is sufficient for current needs.

How does the program plan to address potential negative program impact as a result of the current state of space available for use by the program?

The MEB program space does not negatively impact the program. In fact, the MEB program space is viewed as a positive for prospective students and families.

What changes to the space available for use by the program would have a positive impact on program quality?

Provide the MEB program with priority scheduling in BUS 111 and IRC 107.

Computers

Provide a detailed accounting of the computers available for use in the classroom(s).

Business 111 – Auditorium – 1 computer workstation
IRC 107 – Classroom – 1 computer workstation

Provide a detailed accounting of the computers available for use in faculty offices.

MEB faculty member has a Mac laptop computer available for work use in BUS 112B.
MEB clerical support has a PC desktop computer available for work use in BUS 112A.

Provide a detailed accounting of computer labs available for student use.

Computer labs available for student use is BUS 105. This room is equipped with hardware and software sufficient for general business students. The Bus 105 lab is not open sufficiently long hours to support current MEB students.

Evaluate the adequacy of the computers (including software) used by the program.

The MAC laptop computer in BUS 112B will need to be upgraded, but likely not replaced, within the next years. The PC in BUS 112A will need to be upgraded, but likely not replaced, within the next two years.

The MEB program has no budget provided for software. As such, the MEB program recommends freeware versions of software for use by students.

How does the program plan to address potential negative program impact as a result of the current state of computers available for use by the program?

The Program will submit a request to refresh/upgrade the computers in BUS 112 A and B within the next two years.

What changes to the computers available for use by the program would have a positive impact on program quality?

The MEB Program Director could use a computer upgrade at some point in the near future. The computer in the lobby of BUS 112 could be updated when available. The Clerical Support computer needs are not available at the time of the report.

Equipment

Provide a detailed accounting of the equipment available for use in the classroom(s).

IRC 107 provides a basic desktop and projector for in-class instruction. Bus 111 provides a computer and projection system for use with the MEBA student group meetings.

Provide a detailed accounting of the equipment available for use in the laboratory(s).

The MEB program does have a Recording Laboratory workstation for use with the MUSI 458 – Music Technology course and student recording projects. The workstation is an Apple/Mac desktop computer with various outboard processing gear. Sound isolation equipment and microphones are included for student use under direction of Recording Lab Manager.

Provide a detailed accounting of equipment available for student use.

Full Range Public Address system including analog mixing console, cabling, microphones, and basic-level event lighting.

Evaluate the adequacy of the equipment used by the program.

The live sound mixing console(s) are extremely outdated. Full Public Address full-range system speakers are sufficient for current application. Recording lab computer and software is out of date. Recording software applications are out of date.

How does the program plan to address potential negative program impact as a result of the current state of equipment available for use by the program?

The MEB program would enjoy consensus that equipment updates are necessary and should be funded by the University or College of Business. Yes, outdated equipment can still be used for live events, as the basic functionalities are similar. No, our students will not be as prepared in the use of modern consoles as competing state and regional program offerings. This puts our students at an academic and professional disadvantage compared to competing programs.

What changes to the equipment available for use by the program would have a positive impact on program quality?

The MIM/MEB program utilizes outdated analog technology for live sound production. A current digital console (MIDAS M-32, Behringer X-32, Yamaha CL-3, or Yamaha QL-1) is needed for instructional relevance pertaining to live sound/recording applications.

Section 3

Perceptions of Overall Quality

On a scale of 1 – 100 (with 100 representing the highest program quality achievable), rate the overall quality of the program.

The current Music and Entertainment Business Program Director rates the overall quality of the past Music Industry Management program on a scale from 1 – 100, at 70. The Music and Entertainment Business program, with curriculum/title revision would be slightly higher at 80. There is plenty of room for programmatic improvements that include specific music and entertainment business courses, professional development workshops and live music production opportunities.

Summarize the reason(s) for the rating assigned.

The MIM/MEB program is distinctive and the only one in the State of Michigan that awards a Bachelor of Science degree from a College of Business. The MIM/MEB program provides students with a solid academic foundation in business and the opportunity to participate in music business and event related activities.

The MIM program has been adequate in past years and has provided little music business or entertainment instruction as compared too regional and nationally competing programs.

Unfortunately, the program enrollment-headcount trend hasn't been positive in recent years. The past MIM Program Coordinator vacated the position in May of 2017. It is safe to assume that enthusiasm for the Music Industry Management (MIM) program had faded and the program has ultimately suffered enrollment-wise.

The 2018 MEB program direction, curriculum redesign, branding, renaming, and awareness initiatives should provide positive results. The Music and Entertainment Business program now aligns well with the Sports, Entertainment and Hospitality Management Department title.

Additional industry specific courses should be developed and implemented. Competing institutions offer multiple industry related courses in the academic major.

Outline recommended next steps to improve program quality.

Many program quality improvement plans have been completed or initiated over the past year academic year.

SWOT analysis and strategic planning efforts are carefully considered and are actionable. There are four areas of focus for immediate program quality improvement.

1. Recruitment/Enrollment – High Schools, Community College partnerships
2. Awareness – Web-site and specific program branding efforts
3. Advising – Quality academic advising with current MIM/MEB students
4. Collaboration – Partner with existing programs that are synergistic

Given the current rating of the MIM program and future MEB program potential, additional funding resources should be made available to recruit future students, purchase a digital console for live sound event instruction and provide professional development opportunities for current MIM/MEB program students and the MEB faculty.

Current program faculty (Paul Kwant) has expressed interest in obtaining graduate program certificate courses focusing primarily on current music and entertainment business studies. It is important that program resources should be made available for additional faculty professional development (Master's level courses and certificates) to maintain the quality and relevance of future MEB academic programming.

Dean's Comments:

This is a program that has historically demonstrated the value (to our students, and the university) of collaboration across disciplines. Its experiential emphasis resonated with employers and the students, and consequently, enrollment grew significantly. However, the program champion's focus shifted, precipitating an equally significant decline in enrollment. The college is fortunate to have found Paul Kwant, who brings to the program a combination of relevant academic training, professional experience in the field, and passion for the programmatic focus. In his first year in this position, he has initiated numerous changes, including curricular reengineering, enhanced industry connections, improved feeder networks, and an intent to reach out to sources of prospective students. Of course, in the current fiscal environment, resource availability is constrained, though that is not a particularly new circumstance. In fact, the program has been one of the more recent recipients of institutional investment with the dedication and renovation of its current facility. All of our programs are challenged to be innovative with regard to resource development. I am confident that the actions Paul has taken, and will take, will lead the MIM/MEB back to its preeminence

Section 4

Implementation of Findings

How does the APR review process fit with the program’s overall continuous quality improvement plans?

As the Program Director, quality improvement is essential to sustaining the newly re-designed MEB program. The Annual Program Review assists with a focus of what is strong with our academic program and provides opportunity to enhance our efforts. As the sole faculty member in the program, Assistant Professor Paul Kwant compiled this extensive written report.

How will program review results be communicated to program stakeholders?

The results will be shared with the MEB Advisory Board at the annual Advisory Board meeting once results of the APR are finalized. The results will be shared with the COB Administration after the results of the APR are finalized. The results may be shared with students in The Program.

What are program plans for addressing opportunities for improvement uncovered as a result of the program review process?

Program faculty will seek Ferris State University and College of Business resources to address concerns or suggestions for improvement discovered by the APR process.

What are program plans for promoting program strengths and accomplishments to stakeholders uncovered as a result of the program review process?

MEB program strengths and accomplishments will be shared with the MEB Advisory Board at the annual Advisory Board meeting when results of the 2018 APR are finalized. Additionally, successes and/or improvements will be shared with students and external stakeholders.

Signature page

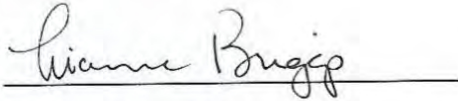
Please see the attached Signature Page PDF document on the following page.

Signature page



Paul Kwant, M.S.
Assistant Professor
Music and Entertainment Business Program Coordinator

Date 9/17/18



Dr. Lianne Briggs, Ph.D
Professor, Hospitality Management
Sports, Entertainment and Hospitality Management Department Chair

Date 9/17/18



David Nicol, Ph.D
Dean, College of Business

Date 9/17/18

Section 5

Appendices

Appendix A: Course syllabi

MEBM 101: Industry Fundamentals

Instructor: Paul Kwant - Fall 2018

Class Meets: Monday Afternoons 3:00 PM - 3:50 PM

Class Room: IRC 107

Office: BUS 112B Phone: 231-591-2408 Email: paulkwant@ferris.edu

Office Hours: Monday's 1:00 PM to 2:00 PM, Wednesday's 1:00 – 2:00 PM

Thursday's 2:00 PM to 4:00 PM by scheduled appointment

As the Instructor, I reserve the right to make adjustments to the class syllabus based on topics to improve relevant learning opportunities in the class.

Course Description:

MEBM 101: Industry Fundamentals is an interactive 1 credit course exploring the various career paths in the music and entertainment industries and the fundamental skills that are essential for success. Students will participate in the preparation of cover letter, resume, personal website and the importance of correctly using social media. Students will learn the internship approval process, develop networking skills, and understand the importance of volunteer involvement, engagement, diversity, teamwork, and how to articulate personal talent/strengths by use of the Clifton Strengths for Students assessment tool.

Instructional Methods:

The course will be taught through lecture, active participation, in-class discussion, written assignments, group discussion, and audio / visual aids.

Learning Outcomes:

Students completing this course will be expected to:

- 1) Explain career paths and opportunities in the music and entertainment industry.
- 2) Describe the process of securing music and entertainment industry internships.
- 3) Compile resume and cover letter appropriate for the music and entertainment industry.

Course Outline:

Week #1	Introduction/Course Syllabus/Objectives Reflection 1 Assignment
Week #2	History of the Music Business Reflection 2 Assignment
Week #3	Career Pathways Reflection 3 Assignment
Week #4	Skills Inventory/Values/Ethics/Strengths for Students Reflection 4 Assignment
Week #5	Cover Letter/Resume Reflection 5 Assignment
Week #6	Website Overview Reflection 6 Assignment
Week #7	Website Wrap up Reflection 7 Assignment
Week #8	Social Media/LinkedIn Reflection 8 Assignment
Week #9	Informational Interview Reflection 9 Assignment
Week #10	Internship Process Overview Reflection 10 Assignment
Week #11	Interview/Professionalism Reflection 11 Assignment
Week #12	Interview Simulation/Presentation Overview Reflection 12 Assignment
Week #13	Interview Simulation/Presentations Presentation (Blackboard)
Week #14	Interview Simulation/Presentations Presentation (Blackboard)
Week #15	Interview Simulation/Presentations Presentation (Blackboard)

Disruptive Behavior / Class Distractions:

The College of Business strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the classroom will be addressed.

Communication technologies (cell phones, headphones, I-pads, laptops, etc.) are generally disruptive to learning. They also have potential for academic abuse and must be stored prior to class. I will let you know when it is appropriate to use your mobile devices.

Attendance and Tardiness:

Class attendance is mandatory. You are expected to attend all class sessions from start to finish - excepting cases of medical emergency, FSU REQUIRED activities, family death, jury duty or court subpoena, dangerous driving conditions declared by local police, or by prior permission of your instructor. An excused absence will only be granted *prior to class for extreme circumstances* per the professor's discretion.

Students will be allowed to make up missed coursework due to an excused University absence.

Students get **ONLY ONE** unexcused absence without penalty (other than missing a great learning opportunity, potential participation points, or maybe a pop quiz). Missing additional classes will result in the student receiving a lower grade for the course. It is the student's responsibility to monitor their own attendance.

If you miss a class, prior to the next class obtain class notes, assignments, handouts, announcements, and other class session items from your learning partner(s) or fellow classmates.

Classes start ON TIME at 3:00 PM. Attendance is taken at the start of class (typically displayed via overhead). You will be considered tardy if you're not in class by the time I reach your name and I don't always start the alphabet at "A". You will be considered absent if you're more than 5 minutes late. Two tardies equals one absence. After receiving two tardies, each tardy thereafter will be counted as a full absence.

In the unlikely event that class is cancelled by the professor, you will be notified via Ferris Email. It will also be posted on the classroom door by the College of Business.

Course Grades:

The MEBM 101: Industry Fundamentals course is graded. Active participation includes class participation and regular attendance. This course will include Resume, Cover Letter, Informational Interview, and Networking assignments.

92-100 = A

90- 91 = A-

88-89= B+

82-87= B

80-81 = B-

78-79 = C+

72-77 = C

70-71 = C-

68-69 = D+

62-67 = D

60-61 = D-

59, less = F

Student Responsibilities:

When you speak to the instructor, please state your first and last name, so I can learn your name quickly. Whether present or absent, you are responsible for all class announcements, assignments, learning activities, and topics covered during each class period. Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591-3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability>.

If you have special needs of which you think I should be aware, please inform me during the first two weeks of the semester. Students who are experiencing any difficulty with the course should promptly inform me during posted office hours, by appointment, or e-mail.

Final Note:

I'm excited to be here! I assume you are here because you want to learn and plan to be actively involved in the class to maximize the value of your education. Professionalism, fairness, creativity, honesty, excellence, and a positive attitude are the core values for this course. You will be held accountable for your decisions and to common business expectations such as timeliness and high quality work, **JUST LIKE IF YOU WERE MY EMPLOYEE**. If at any point in the term you have questions, concerns, or issues with myself or this course, please contact me via e-mail, phone, or stop by my office. I look forward to having a great semester together.

MEBM 351: The Music and Entertainment Business

Instructor: Paul Kwant - Fall 2018

Class Meets: Tuesday and Thursday Mornings 12:00 PM - 1:15 PM

Class Room: IRC 107

Office: BUS 112B Phone: 231-591-2441 Email: paulkwant@ferris.edu

Office Hours: Monday's 1:00 PM to 2:00 PM, Wednesday's 1:00 – 2:00 PM

Thursday's 2:00 PM to 4:00 PM by scheduled appointment

Music and Entertainment Business Program Outcomes:

- Formulate career paths within interdependent divisions of the music and entertainment Industry
- Interpret current and emerging technologies pursuant to the music and entertainment industry
- Develop and employ marketing plans and sales strategies
- Differentiate systems and sub-systems within the music and entertainment industry
- Evaluate and interpret research for strategic decision making

Course Description:

MEBM 351 is an interactive 3 credit course exploring an overview of music copyright, songwriting, music publishing, music licensing, performing rights organizations, agents and attorneys, artist management, concert promotion, event production, music merchandising, record label operations, music distribution, recording studios, and musical products, as related to the music and entertainment industry.

As the Instructor, I reserve the right to make adjustments to the class syllabus based on topics to improve relevant learning opportunities in the class.

Instructional Methods:

The course will be taught through lecture, active participation, in-class discussion, quizzes, group presentations, and audio / visual aids.

Text Required:

A formal text book is not required. Appropriate materials will be included in the Blackboard course.

Supplemental Materials:

I will provide supplemental materials as appropriate. You are responsible for the content of the supplemental materials for exams unless I indicate otherwise.

Learning Outcomes and Course Outcomes

Students completing this course will be expected to:

1. Analyze the process of Copyright, as mandated by current United States and International law
2. Interpret the music and entertainment industry system, sub-systems, and relative market segments
3. Identify requirements for an entry level career/position associated with the music and entertainment industry
4. Discover foundational knowledge relative to the music and entertainment industry

Disruptive Behavior / Class Distractions:

The College of Business strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the classroom will be addressed.

Communication technologies (cell phones, iPads, laptops, etc.) are generally disruptive to learning. Please silence or turn off your cellular phone during class and stow it away. If you have an unusual situation that requires use of your cellular phone during class, please let me know before class and quietly leave the classroom to address your situation. Otherwise, placing calls, sending and receiving text messages, checking email and social media should not occur during class and constitutes disrespectful and/or disruptive behavior. Use of iPods, MP3 players, and digital recording devices in class is prohibited. That being said, there will be times when we use mobile devices in class. I will let you know when it is appropriate to use mobile devices.

Attendance and Class Cancellation:

You are expected to attend all class sessions. Classes start ON TIME at 12:00 PM on Tuesdays and Thursdays.

Attendance will be taken for each session by way of written assignments and quizzes.

Two sessions may be missed without penalty, however, if a member of the class is absent it is the responsibility of the student who was absent to learn what was missed from another member of the class – there will be NO re-lectures or office appointments made to cover material missed by absence. Absences totaling more than two will lower the grade ½ level (“A” becomes “A-“, etc.) per absence. Extended illness, crisis, etc., will be examined on a case by case basis and the instructor may ask for documentation to confirm the circumstances claimed as the reason for absence.

In the unlikely event that class is cancelled by the professor, you will be notified via Ferris Email. It will also be posted on the classroom door by the College of Business.

Course Grades:

Grades will be calculated based upon your performance on exams, quizzes, reflection assignments and in-class participation. Students are required to complete a mid-term exam, and a comprehensive final exam. Mid-Term and Final Exams will account for 50% of final grading.

Grading Scale:

A = 93%-100% A- = 90%-92.9% B+ = 87%-89.9% B = 83%-86.9% B- = 80%-82.9%
C+ = 77%-79.9% C = 73%-76.9% C- = 70%-72.9 D+ = 67%-69.9% D = 63%-66.9%
D- = 60%-62.9%, F= 59% or lower

Quizzes:

There will be weekly quizzes throughout the semester. There will be no quiz make ups without an excused absence.

Class Participation:

You will have the ability to earn points through active class participation. Participation is a combination of voluntary class engagement that includes: discussion, asking questions, offering ideas, presentations, small group involvement, and demonstrating interest. To receive full participation points you must actively & voluntarily participate in all class discussions. Clearly, it is in your best interest to be prepared to participate in class to get the best grade possible.

Final Presentation:

A final presentation of showcasing your desired music business or entertainment industry career is required to complete this course with a passing grade. This presentation will be in front of the class. The presentation will focus on a specific area of personal interest (potential internship/career position) in the Music and Entertainment Industry. The presentations are to be no more than 10 minutes in length, and no less than 7 minutes. Appropriate use of PowerPoint, Prezi or similar presentation tools are required.

You must identify 1) specific career/industry segment overview, 2) access points into specific career/industry, 3) articulation of individual career/industry knowledge, skills, and abilities 4) individual value added to the music business and entertainment industries, 5) what sets you apart from other candidates, 6) Why are you the ideal candidate?

Each student will present the instructor (prior to the individual presentation) with a minimum list of 10 personal internship/career opportunities directly related to the Music and Entertainment Industry.

This “Employment Research Portfolio” will be included in the assignment.

This is a unique opportunity for each member of the class to do in-depth research on a desired career path. Guest evaluators may be present during these presentations. Expectations for this presentation will be addressed in short segments throughout the semester.

You will receive up to 100 points toward your final grade as a presenter and an additional 100 points as a peer-evaluator. The presenter and evaluator grades on this assignment are closely linked so you MUST rehearse your presentation. The professor will complete an assessment of your final presentation in class.

APPROPRIATE MUSIC INDUSTRY ATTIRE is required for YOUR final presentation (50 points will be deducted for inappropriate or unprofessional appearance). Students are required to attend all final student presentations to earn points as peer-evaluators.

Peer Evaluation of Final Presentations:

Each student will complete a peer-evaluation form for final student presentations given on the days you are not a scheduled presenter or evaluator. You must identify 1) key points the presenter made, 2) evaluate areas for individual improvement, 3) articulation of presenter knowledge, skills, and abilities, and the use of individual strengths, 4) value added to the music business and entertainment industries, 5) overall evaluation of the student presentation.

Student Responsibilities:

Whether present or absent, you are responsible for all class announcements, assignments, learning activities, and topics covered during each class period.

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231-591-3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability>.

Other Student Support Services: In addition to the support and assistance I can provide to help you be successful in this course, Ferris State University has a number of offices and services to support you. They include:

- Academic Support Center and Tutoring:

<http://www.ferris.edu/HTMLS/colleges/university/ASC/>

- The Writing Center: <http://www.ferris.edu/HTMLS/statewide/resources/writing.htm>“Strategies for YOUR Educational Success” workshops;

<http://www.ferris.edu/HTMLS/colleges/university/eccc/strategies.htm>

- Personal Counseling Center:

<http://www.ferris.edu/HTMLS/studentlife/PersonalCounseling/index.htm>

- Educational and Career Counseling:

<http://www.ferris.edu/HTMLS/colleges/university/eccc/assessment.htm>

- Librarians at FSU Library for Information Technology and Education (FLITE; see <http://www.ferris.edu/library/>)
- Student Support Services Guide: <http://www.ferris.edu/HTMLS/colleges/University/services.pdf>
- Academic Affairs Policy Letters

If you have special needs of which you think I should be aware, please inform me during the first two weeks of the semester. Students who are experiencing any difficulty with the course should promptly inform me during posted office hours, by appointment, or e-mail.

Final Note:

I'm excited to be here! I assume you are here because you want to learn. I hope that you plan to be actively involved in the class to maximize the value of your education. Professionalism, fairness, creativity, honesty, excellence, and a positive attitude are the core values for this course. You will be held accountable for your decisions and to common business expectations such as timeliness and high quality work, JUST LIKE IF YOU WERE MY EMPLOYEE. If at any point in the term you have questions, concerns, or issues with myself or this course, please contact me via e-mail, phone or stop by my office. I look forward to having a great semester together.

MEBM 351: The Music and Entertainment Business

Confidential Student Profile
(Please print)

Name _____ Major _____

Grad Year _____

Hometown _____

Career Objective

Hobbies and Interests

Why are you pursuing a career in the music or entertainment industry?

What Are Your Goals for this Course?

What can the professor do to help you be more successful in this course?

If I asked your father, mother, legal guardian or best friend what you are good at (strengths) or not so good at (lesser talents), what would they say? BE HONEST! This is not for criticism.

Strengths

Lesser Talents

Is there anything else I should know about you that may affect my ability to teach you or you to learn?

Syllabus Acknowledgement

I acknowledge and understand the contents of the Fall 2018 Music and Entertainment Business 351 Syllabus and COB Syllabus attachment presented by Assistant Professor, Paul Kwant and given to me in class today.

I promise to provide my best efforts to attend class, participate in discussion and in-class activities, and contribute to learning in a positive way. I will respect and value fellow classmates, the instructor, and guest speakers. I understand that my individual class performance is a direct reflection of my personal future contribution to the music and entertainment industry.

Print Name _____

Signed _____

Today's Date _____

Please return this acknowledgement to me as you depart this class today.

Thank you, Assistant Professor, Paul Kwant

MEBM 192 and MEBM 292
Music and Entertainment Business Program
Fall 2018

INTERNSHIP PROCEDURES AND REQUIREMENTS

Instructor: Paul Kwant – College of Business 112B
Telephone: (231) 591- 2408
Email: PaulKwant@ferris.edu

Internships are available during any semester of the academic year – Fall, Spring, or Summer.

Each internship experience is particular to the individual student.

Start dates/end dates will fall within the general framework of any given semester, however, the needs of the internship host-site must be taken into consideration and will be included in the documented agreement between the MEB Program and the Internship Host.

MEBM 192 requires a 160 participation hour minimum.
MEBM 292 requires a 160 participation hour minimum.

Instructional Materials:

There is no textbook required for this experience. Syllabus will be retained by the student as it includes the internship outcomes and expectations/procedures that will serve as a guide throughout the internship opportunity.

Purpose:

The Music and Entertainment Business Program internship experience is designed to provide a real world experiential learning/work experience for Music and Entertainment Business Majors at Ferris State University. This opportunity allows the student to apply theory learned in the classroom in a genuine work environment. This experiential learning opportunity will be monitored/evaluated throughout the experience by way of regular written reports, and evaluation by the internship host supervisor and by an Internship Reflection paper written by the student after the conclusion of the internship. The student is reminded that the internship host is asked to comment on both the execution of performance and behaviors.

Learning Outcomes/Music and Entertainment Business Program Outcomes:

- Formulate career paths within interdependent divisions of the music and entertainment industry
- Interpret current and emerging technologies pursuant to the music and entertainment industry
- Develop and employ marketing plans and sales strategies
- Differentiate systems and sub-systems within the music and entertainment industry
- Evaluate and interpret research for strategic decision making

Blackboard:

You will report throughout your internship using Blackboard. You will begin reporting the week you begin internship participation. Submit all weekly reports via Blackboard.

Each weekly report must include the following information:

1. Number of hours of internship participation over the past week at the company (office, venue, warehouse, manufacturing facility, etc.) itself and number of hours devoted to additional Professional Development outside of the company – for example, attending a concert and engaging persons working the show as a form of networking, and so on.

2. Duties you performed.

3. Describe any new training you received.

4. Discuss any difficulties you encountered and your solutions. – If at any time you are experiencing difficulties, do not hesitate to contact the Music and Entertainment Business Program Office by way of email (1st) or by telephone (2nd).

5. Goals for the coming week.

Keep a copy of all weekly reports as you will use them to write your Internship Reflection Paper at the end of the internship.

You must submit your Internship Reflection paper in order to be evaluated for internship credit. The due date for the Internship Reflection Paper is the Friday before the last week of the semester.

You run the risk of receiving “NO CREDIT” for the internship if the required assignments are not submitted on time and by the due date.

Content of Internship Reflection Paper:

Pull your weekly reports and compile data from the weekly report questions, and activity logs. If you contributed to a special project, it would be appropriate to include that in this reflective essay.

- 1) The paper should be 2 - 4 pages (double spaced) in length
- 2) The cover page must include: Your name, major, and semester of your MEBM internship
- 3) Please provide an introductory paragraph describing an overview of the company/host site organization and the department/area in which you interned
- 4) Include your position title at the internship, company name, department/division name, name of your immediate supervisor, supervisors title, supervisors email address, academic semester on internship assignment, and your total hours of internship participation
- 5) Use your weekly reports to reflect upon your overall experience
- 6) Provide a description of any project(s) that you were involved in
- 7) Describe new tasks that you worked on
- 8) Describe any new technical skills that you have acquired
- 9) Describe any new non-technical, but work related skills you acquired
- 10) Provide comments on whether the tasks that you were assigned matched your education and capabilities
- 11) Provide comments on whether your internship experience had assisted you in your personal career goals
- 12) Provide comments on whether your internship experience has helped you identify areas where you need to pursue further education/learning
- 13) The top 3 things that you liked about your internship experience
- 14) List any negatives about your internship experience. Provide a possible solution(s) that would turn the negative experience into a positive one
- 15) Reflect upon your experience. Did you meet (or not meet) your goals/objectives?

Thank you for representing the MEB program, Ferris State University and the College of Business. I hope that you make the most of your internship opportunity!

Paul Kwant
Music and Entertainment Business Program Director
(231) 591-2408
PaulKwant@ferris.edu

Appendix B: MEB Program Strategic Plan

MEB Strategic Plan

The Music and Entertainment Business program's overarching mission is to provide students with a relevant curriculum, academic and career advising assistance relating to the major and the opportunity to develop and demonstrate skills within the MEBA registered student organization. Professional development opportunities for faculty and staff will be supported. Faculty service to the College of Business and the University is required to maintain accreditation in good standing.

Curriculum

- Evaluate and provide a relevant curriculum focusing on theory, concepts and practical application.
- Continuously assess curriculum when considering future implementations to meet current and future industry need.

Advising

- Provide students with the tools to successfully navigate and understand the required MEB curriculum and assist with elective selection.
- Prepare students for their future careers by discussing career plans, pathways and options, emphasizing the importance of internships/job shadow experiences and assisting students in securing experiential opportunities.

Professional Organizations (RSO)

- Develop student leaders through experience with the Music and Entertainment Business Association.
- Encourage participation in campus-wide programming events to add experience to their resumes.

Faculty Development

- Provide opportunities for faculty and staff to enhance their skills by attending conferences, workshops, and seminars.
- Maintain memberships in related professional organizations to enhance networking and gain industry knowledge in specialty areas.

Faculty Service

- Utilize the talents of current MEB faculty to promote the MEB program, College, and University to prospective students, employers, local communities and to the general public.
- Faculty will serve on at least one department, College, or University committee to increase program visibility.

Specific goals related to this plan are developed each semester and revised as necessary to implement continuous improvement in the MEB program.

In addition, the 2018 APR process has served to clarify to MEB program **Strengths, Weaknesses, Opportunities, and Threats**. Goals will be evaluated to ensure future strategic planning is effective.

Program Strengths

- Program location in the College of Business which is rare for this type of program – MEB students participate in full Business Core utilization
- Music and Entertainment Business as a degree name and focus. The only one of its kind in the State of Michigan
- Dedicated faculty with direct and relevant experience in the field
- Program Director Paul Kwant is the current National Society for Experiential Education President-elect
- Faculty provide music publishing, artist management, account management, and internship expertise
- Small class sizes (especially compared with larger state school competition)
- Personal relationships with students through advising, meetings, classes, RSO advising, and on-campus experiences
- Significant recent curriculum updates to meet current needs of the marketplace
- Highly engaged professional advisory board formed in 2018
- Required courses in marketing analytics, consumer behavior methods, marketing research
- Required internships that guarantee real-world experience for graduates
- Minor, directed electives and certificates available in the degree providing focus on personal career emphasis. Potential areas include: digital marketing, marketing/sales, and small business and entrepreneurship
- Successful alumni in major cities such as Chicago, Detroit, Los Angeles, Nashville as well as smaller regional markets such as Grand Rapids and Traverse City

Program Weaknesses

- Program is in a small town/rural community. Hosting the program in a larger city (Grand Rapids) would provide greater access to live music venues/events and industry
- Program has not effectively employed structured recruiting plans or increased visibility/awareness efforts
- Program has one faculty member with limited time to devote to recruitment
- Program has not partnered with community colleges for ease of transfer student access
- Program is provided little financial support by the College of Business or SEHM Department
- University administration lack understanding of the program and provide little or no financial support
- Program currently offers 4 credits of music and/or entertainment related courses. National competing programs offer 6-8 courses (18-24 credits) in the major
- Program landing page/website is not dynamic and does not portray the quality of the program

Program Opportunities

- Program has the opportunity to develop structured recruitment and marketing initiatives to increase enrollment
- Program has the opportunity to develop community college transfer guides to increase ease of access for transfer student population
- Program has the opportunity to develop additional courses that are relevant to the degree
- Program has the opportunity to create a dynamic website within the College of Business landing page
- Program has the opportunity to grow with input from the program advisory board
- Program has the opportunity to further develop professional relationships with Sweetwater Sound, NAMM and the Music Business Association
- Program has the opportunity to collaborate with existing Ferris State University related programs/staff

Program Threats

- Wayne State University and Detroit Institute for Music and Entertainment are Michigan-based academic competitors
- Prospective students have educational provider choices that include larger facility and additional relevant courses in academic major
- Program Director is minimally qualified by current ACBSP/HLC standards
- Decreasing eligible FTIAC student population in Michigan
- Decreasing eligible transfer student population in Michigan

Moving forward, the SWOT analysis provides many strengths and opportunities for the MEB program. The current Program Director has worked diligently with MIM program alumni, current MIM/MEB students and the MIM/MEB advisory board to establish program relevancy and effective partnerships. To assist in overcoming weaknesses and threats, short-term strategic planning efforts should be specific, measurable, attainable, relevant and timely.

Short-term strategic planning

Issues

The MEB program is currently influenced by the following forces:

5. Declining enrollment
6. Changing industry needs
7. Little or no direct program funding
8. Outdated Equipment

Efficient, effective and realistic program growth is the goal. The music and entertainment industry is dynamic by nature and is in a constant state of change. It is our focus to remain innovative in our curricular design and implementation. To adjust to current industry needs, the Music Industry Management program has been re-designed to better serve internal and external

stakeholders. Advisory board input, along with current students, alumni and direct industry feedback provided a framework for Music and Entertainment Business program implementation in fall of 2018.

Year One:

The following strategic MEB program curriculum changes have been approved (2018) by the University Curriculum Committee and the Academic Senate.

This section outlines the MEB program’s initiatives and strategies that directly support achievement of the program’s mission, vision and address the issues noted in the previous section.

As technology advances, the needs of industry change. Through support of the current MIM/MEB Program Advisory Board, the MIM/MEB program has recently undergone a curricular re-design.

Advances in technology are changing the future of the music and entertainment business. The need for students with marketing research and consumer behavior foundations will be accompanied by an increase in the need for marketing data analysis.

Recent responses are noted in **Initiative 1**.

Initiative 1	Measure of Success			
Current Industry Needs				
Strategy: Academic Leadership by continuous evaluation and updating of the market, courses and curriculum	Target Date	Responsible	Collaboration Needed	Status
Name Change to Music and Entertainment Business Program	Fall 2018	Paul Kwant	No	Completed
Add a built-in Minor or 18 directed elective credits as degree requirement	Fall 2018	Paul Kwant	No	Completed
Add MKTG 378 - Marketing Data Analysis	Fall 2018	Paul Kwant	No	Completed
Add ISYS 103/104/105	Fall 2018	Paul Kwant	No	Completed
Add FSUS 100 as a degree requirement	Fall 2018	Paul Kwant	No	Completed
Restructure MEBM 101 – Industry Fundamentals as a degree requirement	Fall 2018	Paul Kwant	No	Completed
Re-design current MIMG 451 course to MEBM 351 – The Music and Entertainment Business.	Fall 2018	Paul Kwant	No	Completed
Add course pre-requisites in MEBM courses (C- or better)	Fall 2018	Paul Kwant	No	Completed

Restructure MIMG 497 – Special Studies in Music Industry to MEBM 497 – Special Studies in Music and Entertainment Business	Fall 2018	Paul Kwant	No	Completed
Remove AIMC 300, MGMT 302 from curriculum	Fall 2018	Paul Kwant	No	Completed
Develop partnership with Williams Auditorium for student opportunities	Fall 2017	Paul Kwant	No	Completed
Collaborate with Entertainment Unlimited	Fall 2018	Paul Kwant	Yes, CLACS	Ongoing
Establish Program Advisory Board	Fall 2017	Paul Kwant	Yes - partners	Completed

Additional year one strategic planning goals include:

- Collaborate with the Music and Entertainment Business Program Advisory Board to enhance and improve program deliverables. Meeting every year with the advisory board will offer a chance to share MEBM course contents with knowledgeable industry professionals to learn if any changes should be made with respect to the MEBM Program
- Continue to develop music business and entertainment industry relationships and pursue potential student internship host site opportunities
- Develop West Michigan based recording studio partnerships with Mackinaw Harvest, and Third Coast Recording to offer students interested in recording the opportunity for internship and/or additional recording learning opportunities

Year Two planned implementation:

Increase MEB program student enrollment

The MIM/MEB program is subject to declining enrollment due primarily to the following factors: 1) an overall decline in the number of students eligible to enter a Michigan higher education institution; 2) Lack of program awareness/visibility; 3) Difficulty for transfer student access; 4) Curriculum under developed.

The MEB program has re-designed its curriculum to attract future FTIAC and transfer students by offering an enhanced focus on the business side of music and entertainment. Additionally, a Minor/Directed Elective option has been created to increase industry relevance and value.

- Market MEB program to Michigan community colleges offering music/recording/audio technology related associate degrees. Develop transfer guides as a resource for applicable community college partners
- Create current MEB student recruitment team (student volunteers) to visit their high schools as a MEB Program Ambassador
- Visit high schools (within a 100-mile radius) that offer band, music or choir opportunities

- Enhance MEB program web and social media presence by redesigning landing page, website, and social media activities

Initiative 2	Measure of Success			
Declining Enrollment				
Strategy: Academic Leadership by continuous evaluation and updating of technology, courses and curriculum	Target Date	Responsible	Collaboration Needed	Status
Evaluation of MIM degree relevance, technology changes, industry changes, program visibility and accessibility	Fall 2018	Paul Kwant	Yes, Advisory Board	In Process Ongoing
Partner with Michigan Community Colleges that have relevant areas of study (Recording Technology/Media) Create transfer guides and clear expectations	Fall 2019	Paul Kwant	Yes, with Community Colleges	In Process Ongoing
Establish high school recruitment initiative with current MEB students	Fall 2019	Paul Kwant	Yes, SEHM/COB/and MEBA student group	In Process Ongoing

Initiative 3	Measure of Success			
Little or No Direct Program Funding				
Strategy: Program Leadership by exploring new markets and opportunities to partner	Target Date	Responsible	Collaboration Needed	Status
Create partnerships with off-site internship and experiential learning providers	Fall 2019	Paul Kwant	Yes	In Process Ongoing
Work with UAM on Featured Program Opportunity for recruitment initiative	Fall 2019	Paul Kwant	Yes	Begin planning Fall 2018
Encourage MIM Alumni to provide professional development	Fall 2018	Paul Kwant	Yes, alumni	In Process Ongoing

Initiative 4	Measure of Success			
Outdated Equipment				
Strategy: Technology Leadership by continuous evaluation and updating of technology	Target Date	Responsible	Collaboration Needed	Status
Work with SEHM Department and College of Business to provide updated equipment fund	By Fall 2020	Paul Kwant	Yes	Begin planning Fall 2018

Request upgrades to live sound production equipment	ASAP	Paul Kwant College of Business	Yes	Begin planning Fall 2018
Initiate fund raising campaign	Fall 2019	Paul Kwant College of Business	Yes	Begin Planning Fall 2018

Additional Year Two and Year Three planned goals:

- Consistent and timely reporting of Student-learning outcomes and assessment metrics via TracDat
- Collaborate with Hospitality Management/College of Business on Event/Risk Management mixed delivery/online course
- Collaborate with existing Ferris State University related programs to collaborate on innovative opportunities. For example, a music related television show with Television Digital Media Production
- Develop international institutional education partnerships with music business/recording programs for lower cost student exchange experiences. For example, Limerick Institute of Technology in Limerick, Ireland and Humber College in Toronto, Canada
- Develop an online Music and Entertainment Business Capstone course to measure retention and core music and entertainment business knowledge prior to graduation.
- Obtain funding for necessary program equipment updates. For example, a digital mixing console versus an outdated analog mixing console.

Long-term strategic planning

Long-term strategic planning goals focus on providing a relevant major in for students interested in learning about the music and entertainment business. Relationships and external/internal partnerships are essential to the continued success of the MEB program.

- Create educational partnership with CMA EDU (Country Music Association Education) increasing opportunities for MEB students.
- Maintain an ongoing relationship with related industry businesses, develop internship opportunities and industry-related partnerships.
- Create *Fidelity Records*, a student run record label housed in the Music and Entertainment Business Office.
- Develop an Artist Management course in mixed delivery/online format.
- Develop a Live Production Fundamentals course in mixed delivery/online format.

Strategic planning initiatives are consistently reviewed and evaluated by the program director and department chair of the Sports, Entertainment, and Hospitality Management department.

Strategic planning efforts are shared with external stakeholders via annual advisory board meeting during each academic year.

Evaluate the program's success in achieving the stated program goals.

The Music Industry Management program has undergone multiple changes upon the hiring of current Program Director/Assistant Professor Paul Kwant in August of 2017.

Since August 2017, the following program goals have been met:

- Program name change to Music and Entertainment Business Program
- Curriculum redesign adding MKTG 378 (Marketing Data Analysis)
- Curriculum redesign adding ISYS 105 (Intro to Micro Systems Software)
- Curriculum redesign adding a built-in Minor or 18 directed elective credits of approved courses
- Curriculum redesign to include College of Business FSUS 100 as a stand-alone Clifton Strengths-based seminar course
- Curriculum redesign offering MEBM 101 – Industry Fundamentals as an integration course to develop and enhance student professionalism and industry connections
- Course redesign of MEBM 351 – The Music & Entertainment Business
- Course redesign to add pre-requisites in MEBM courses (MEBM 101, 192, 292, 351)
- Established a formal Music and Entertainment Business Program Advisory Board meeting on main campus to ensure program relevance
- Developed a working relationship with Williams Auditorium collaborating on productions, shows and learning opportunities
- Initiated dialogue with related Michigan community college programs increasing awareness of transfer student enrollment and educational opportunities
- Internship process has been revamped to ensure proper legal procedures are met and proper assessment recorded - established a partnership with the High Five Program and Electric Forrest Music Festival to provide multiple internship opportunities, partnered with 20 Monroe Live/Live Nation Grand Rapids to provide multiple internship opportunities
- Established professional membership/program listing with the Music and Entertainment Industry Educators Association (http://www.meiea.org/member_schools)
- Partnered with Careers in Music to be featured on website: (<https://www.careersinmusic.com/music-schools-michigan>)
- Music Biz annual conference participation, (2017, 2018) Summer and Winter NAMM conferences, (2017, 2018)

- Sweetwater “GearFest” participation 2017, and in 2018 as an educational partner/session presenter
- Attended National Association of College Activities (NACA) Concert Management Institute, (2018)
- National Society for Experiential Education annual conference session presenter. (2017, 2018)

Appendix C: Labor Market Analysis (www.bls.gov)

Introduction

The MEB program offers students a Bachelor of Science degree that equips young professionals a solid business foundation built around marketing music and the arts. MEB program students are able to use obtained transferrable skills in a wide array of personalized career options. It is important to note that the MEB program does not professionally train singers or musicians. The MEB program does not train recording engineers/producers. Our curriculum is a business degree with exposure to music/arts and entertainment industry fundamentals. A majority of MEB program graduates obtain employment in related fields such as advertising, promotions, and marketing directly and indirectly in the music and entertainment business.

Research

Overall employment of advertising, promotions, and marketing managers is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations. Advertising, promotions, and marketing campaigns will continue to be essential for organizations as they seek to maintain and expand their share of the market. (<https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm>)

Employment growth will vary by occupation. Advertising, promotional, and marketing campaigns are expected to continue to be essential as organizations seek to maintain and expand their market share. Advertising and promotions managers will be needed to plan, direct, and coordinate advertising and promotional campaigns, as well as to introduce new products into the marketplace. However, the newspaper publishing industry, which employs many of these workers, is projected to decline over the next 10 years. The continued rise of electronic media will result in decreasing demand for print newspapers. Despite this decline, advertising and promotions managers are expected to see employment growth in other industries in which they will be needed to manage digital media campaigns that often target customers through the use of websites, social media, or live chats. Through the Internet, advertising campaigns can reach a target audience across many platforms. This greater reach can increase the scale of the campaigns that advertising and promotions managers oversee. With better advertising management software, advertising and promotions managers can control these campaigns more easily.

Employment of musicians and singers is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations. Growth will be attributed to increases in demand for musical performances. Digital downloads and streaming platforms make it easier for fans to listen to recordings and view performances. Easier access to recordings gives musicians more publicity and grows interest in their work, and concertgoers may become interested in seeing them perform live. Moreover, some musicians and singers license their music for use in advertisements or for other commercial purposes, creating more exposure and revenue opportunities.

There may be some additional demand for musicians to serve as session musicians and backup artists for recordings and to go on tour. Singers may be needed to sing backup and to make recordings for commercials, films, and television. However, employment growth will likely be limited in orchestras, opera companies, and other musical groups because they can have difficulty getting funding. Some musicians and singers work for nonprofit organizations that rely on donations, government funding, and corporate sponsorships, in addition to ticket sales, to fund their work. During economic downturns, these organizations may have trouble finding enough funding to cover their expenses. (<https://www.bls.gov/ooh/entertainment-and-sports/musicians-and-singers.htm#tab-6>)

Overall employment of broadcast and sound engineering technicians is projected to grow 8 percent from 2016 to 2026, about as fast as the average for all occupations. Employment of audio and visual equipment technicians is projected to grow 13 percent from 2016 to 2026, faster than the average for all occupations. More audio and video technicians should be needed to set up new equipment or upgrade and maintain old, complex systems for a variety of organizations.

More companies are increasing their audio and video budgets so they can use video conferencing to reduce travel costs and communicate worldwide with other offices and clients. In addition, an increase in the use of digital signs across a wide variety of industries, such as schools, hospitals, restaurants, hotels, and retail stores should lead to higher demand for audio and video equipment technicians.

Schools and universities are also seeking to improve their audio and video capabilities in order to attract and keep the best students. More audio and visual technicians may be needed to install and maintain interactive whiteboards and wireless projectors so teachers can give multimedia presentations and record lectures.

Employment of broadcast technicians is projected to decline 3 percent from 2016 to 2026. More consumers may choose free over-the-air television programming instead of cable or satellite services, in a practice commonly referred to as “cord-cutting.” This may contribute to stronger demand for broadcast television. However, most major networks use a single facility to broadcast to multiple stations, which limits the growth potential for broadcast technicians.

Employment of sound engineering technicians is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations. The television and motion picture industry will continue to need technicians to improve the sound quality of shows and movies.

<https://www.bls.gov/ooh/media-and-communication/broadcast-and-sound-engineering-technicians.htm#tab-6>

Employment of producers and directors is projected to grow 12 percent from 2016 to 2026, faster than the average for all occupations. Some job growth in the motion picture and video industry is expected to stem from strong demand from the public for movies and television shows, as well as an increased demand from foreign audiences for U.S.-produced films.

Consumer demand for reality shows on television is likely to increase, so more producers and directors will be needed to create and oversee editing of these programs. In addition, the volume of TV shows is expected to grow as the number of Internet-only platforms, such as streaming services, increases along with the number of shows produced for these platforms. This growth should lead to more work opportunities for producers and directors.

Theater producers and directors who work in small- and medium-sized theaters may see slower job growth because many of those theaters have difficulty finding funding as fewer tickets are sold. Large theaters in big cities, such as New York and Los Angeles, which usually have more stable sources of funding, should provide more opportunities.

<https://www.bls.gov/ooh/entertainment-and-sports/producers-and-directors.htm#tab-6>

Summary

The overall job outlook for MEB graduates is very good and expected to be good through mid-2026. Live music and entertainment events are flourishing. Technology continues to drive changes for how listeners are crafting and shaping their own music experience. Listening to music is more of an individual experience than ever before through playlist creation, choice of listening device and the management of what is shared across social media channels. The surge in music streaming continued throughout 2017. Overall consumption of albums, songs and audio on-demand streaming grew 12.5% year over year. A 59% increase in on-demand audio streams offset track and album sales declines. For the first time ever, R&B/Hip-Hop became the most dominant genre, with seven of the top 10 most-consumed albums coming from that genre. The popularity of R&B/Hip-Hop was powered by a 72% increase in on-demand audio streaming.

Appendix D: Student Learning Outcomes at the Program Level

Music and Entertainment Business (MEB) Program Goals/Outcomes: (2018–present)

Program Goal 1 – Formulate career paths within interdependent divisions of the music and entertainment industry.

Expected Outcome: Successful completion of program. Ability to select a career path, complete music business internships and secure employment.

Program Goal 2 - Interpret current and emerging technologies pursuant to the music and entertainment industry.

Expected Outcome: Ability to understand past, present and future technology/terminology related to the music and entertainment industry. Ability to understand and use technology in a work setting relevant to the music and entertainment industry.

Program Goal 3 – Develop and employ marketing plans and sales strategies.

Expected Outcome: Ability to understand marketing plans and sales strategies related to the music and entertainment industry.

Program Goal 4 – Differentiate systems and sub-systems within the music and entertainment industry.

Expected Outcome: Ability to communicate effectively across the music and entertainment industry. Understand interconnectivity and dependence within music and entertainment business systems.

Program Goal 5 – Evaluate and interpret research for strategic decision making.

Expected Outcome: Ability to make sound decisions and understand consumer behavior related to the music and entertainment industry.

Students participate in multiple music business and entertainment industry topics and related business projects. Professional development opportunities, career path mobility, and relevancy remain core to our mission of inspiring, educating and developing future leaders. The music business is constantly evolving and dynamic in nature. One must be a life-long learner to remain relevant in the music and entertainment fields. Outside advisory involvement and industry conference attendance will continue to provide ample opportunities for growth and development.

Program goals are viewable on the MEB program check sheet. Goals are shared with stakeholders through annual advisory board involvement and program website.

Twice a year, the program faculty reviews the program/courses goals and the result of prior assessment. Annually, the Music and Entertainment Business Program Advisory Board meets and reviews the program providing feedback and suggestions for curriculum improvement.

Appendix E: Program – Music Industry Management (B.S.) - Curriculum Mapping Learning Outcomes at the Program Level

Return to TOC

Legend: (A) - Program Assessment, (I) - Introduced, (M) - Mastery, (R) - Reinforced

<i>Learning Outcomes</i>	<i>MEBM 101</i>	<i>MEBM 192 (internship)</i>	<i>MEBM 292 (internship)</i>	<i>MEBM 351</i>	<i>MEBM 497</i>
MEB Program 1 Formulate career paths within interdependent divisions of the music and entertainment industry	<i>I</i>	<i>R</i>	<i>R</i>	<i>I, R</i>	<i>R</i>
MEB Program 2 Interpret current and emergent technologies pursuant to the music and entertainment industry	<i>I</i>	<i>R</i>	<i>R</i>	<i>I</i>	<i>R</i>
MEB Program 3 Develop and employ marketing plans and sales strategies <i>(assessment results provided from MKTG 231, MKTG 321)</i>	.	.	.	.	.
MEB Program 4 Differentiate systems, sub-systems within the music and entertainment industry	<i>I</i>	<i>R</i>	<i>R</i>	<i>I, R</i>	<i>R</i>
MEB Program 5 Evaluate and interpret research for strategic decision making <i>(assessment results provided from MKTG 378, MKTG 425)</i>	.	.	.	.	.

Appendix F: Employer Evaluation of MIM Interns

Relations with Others	Exceptionally Well Accepted	Works Well with Others	Gets Along Satisfactorily	Has Some Difficulty Working with Others
47 Responses	29	16	2	0

Judgement	Exceptionally Mature	Above Average in Making Decisions	Usually Makes the Right Decisions	Often Uses Poor Judgement/Carelessness	Consistently Uses Bad Judgement
47 Responses	20	18	9	0	0

Ability to Learn	Learns Very Quickly	Learns Readily	Average in Learning	Rather Slow in Learning	Very Slow in Learning
47 Responses	36	9	2	0	0

Attitude	Outstanding in Enthusiasm	Very Interested and Industrious	Average in Diligence and Interest	Somewhat Indifferent	Definitely Not Interested
47 Responses	24	20	2	1	

Dependability	Completely Dependable	Above Average	Usually Dependable	Sometimes Neglectful or Careless	Unreliable
47 Responses	31	12	3	1	0

Quality of Work	Work is of High Quality	Work is Consistently Well Done	Work Meets Quality Standards	Tends to be Careless; Many Errors	Constant Checking and Corrections Needed
47 Responses	25	18	3	0	0

Attendance	Regular	Irregular
47 Responses	46	1

Punctuality	Regular	Irregular
47 Responses	44	3

Overall Performance	Outstanding	Very Good	Average	Marginal	Unsatisfactory
47 Responses	29	15	3	0	0

Internship Host-Site Supervisor Comments:

Please comment on particular strengths of student intern, as well as areas that may need developing	
Internship Host-Site Supervisor Comments:	Catherine has been a great intern. She is extremely dependable and takes initiative. I've heard nothing but positive comments on the quality of her work and she is well liked.
Internship Host-Site Supervisor Comments:	Brenden is a self-motivated worker with lots of motivation. I never have to worry about a position in the venue when Brenden is posted there. He is always helping people out and talking to guests.
Internship Host-Site Supervisor Comments:	He is very good at researching and learning on his own. He is not afraid of a challenging task. He is enthusiastic, engaged, and has a positive attitude
Internship Host-Site Supervisor Comments:	Ian was a great addition to our internship program this semester. He always gave 100% and was always open to learning new things. He was very detail-oriented and trustworthy, which allowed us to show him some new skill sets and learning opportunities. My biggest advice moving forward would be not to question yourself as much. You know what you are doing and do a great job, so have confidence and trust your gut. Great job this semester, Ian.
Internship Host-Site Supervisor Comments:	I wouldn't call his performance average, but good (not very good). Chris has learned and grown a lot here with us, and is staying on in an hourly management role. He is mostly eager to keep learning and growing. There have been a few attendance conflicts and on some occasions he does not want to be here. During the shift itself, he does a good job managing the site, problem-solving and keeping it afloat. He has more to learn about the soundboard here, and more to learn regarding all of our musical equipment.
Internship Host-Site Supervisor Comments:	Katlin's enthusiasm is infectious and her appreciation for the work of Local Spins in

	<p>covering, writing about and following the West Michigan music scene has made her one of the best interns this organization has ever hosted. She is willing to take on any assignment and responds well to criticism/suggestions for improvement. And she's an exceptional hard worker. We would LOVE to have five Katlins on board!</p>
<p>Internship Host-Site Supervisor Comments:</p>	<p>Ryne works really well with others and the public, is highly responsible, organized and accountable. He coordinated the majority of the effort on the Y102 Swimmers University, has gone out on the Big Country Sticker Patrol, handled concert ticket distribution, creates FB live video, is doing the needed paperwork for the upcoming Auction and does a considerable amount of maintenance and promotion scheduling on the websites/social media. Ryne also has been board-op and agreed to return post-internship as a paid employee to help with high school sports broadcasts and other projects (as his class schedule will allow). We enjoy working with Ryne. He is energetic and has a great sense of humor. Picks up things quickly and makes suggestions. We look forward to having Ryne part of the staff for the rest of the summer and the 2018-19 school year.</p>
<p>Internship Host-Site Supervisor Comments:</p>	<p>Mackenzie was one of the best interns we have ever had at Outerloop Group, so much that we are considering her for a paid position within the company in the near future. She was quick to learn, and quick to execute many tasks. Her timing and ability to complete tasks promptly exceeded my expectations. She was respectful and accepted assignments with a sense of empowerment and responsibility, and was not afraid to ask questions when needed. I wish her the best in her career moving forward.</p>
<p>Internship Host-Site Supervisor Comments:</p>	<p>Bella has a great heart and a passion for the music industry. She is motivated and dedicated.</p>

	She thrives on the excitement and encourages passion from those around her.
Internship Host-Site Supervisor Comments:	I can say this with certainty, Jaclyn is an absolute asset to any company she would work for. Her enthusiasm, ability to adapt, learn, evaluate and execute any job or task that was given to her was very impressive; I will be sad to see her go. In the short time she interned at Tangerine Moon Productions, she earned the respect of the staff. Again, very impressive.
Internship Host-Site Supervisor Comments:	We enjoyed having Kim as part of the G7 team this summer. She was always eager to jump into projects and ask how she could help out across the various departments in our office. She was engaged and attentive during meetings and client calls, and made valuable contributions during team brainstorming sessions. She worked closely and well with the other interns, dividing responsibilities fairly and flexibly. Our recommendation for something to work on is to be mindful of maintaining a positive and professional attitude regardless of any situation that arises. Also to be mindful of how words and actions can shape your personal brand. We encourage her to gain more workplace experience to develop an increasingly mature demeanor and sense of professionalism. Kim was a great addition to the team this summer. We believe her eagerness to be involved and capacity to learn will take her far as she continues to grow and pursue a path in this field. We will miss her and wish her much success!
Internship Host-Site Supervisor Comments:	Carla has a great social media management

	<p>skills and helped us improve our online presence and communication with both customers and other industry professionals. Carla brought fresh and creative ideas to the table, along with enthusiasm and outstanding work ethics.</p>
<p>Internship Host-Site Supervisor Comments:</p>	<p>Trenton is very strong in knowledge of guitars, their specs, and setup techniques. He will continue learning and growing as a valuable tech the more time he spends with the team here at Sweetwater.</p>
<p>Internship Host-Site Supervisor Comments:</p>	<p>Sarah quickly understood the nature of our business and was able to execute tasks with little to no supervision. She was organized and self-motivated.</p>
<p>Internship Host-Site Supervisor Comments:</p>	<p>Mr. White-Moore has displayed exceptional talent since he started this internship. He has been very interested in learning and catches on quickly. He completed any task that was asked of him in a timely manner. I would like to see Mr. White-Moore improve on his confidence level.</p>
<p>Internship Host-Site Supervisor Comments:</p>	<p>Kaylee was always ready to go and help with any task, regardless of how interesting or mind numbing it was. She was a great worker who we could always count on to help us through sticky situations.</p>
<p>Internship Host-Site Supervisor Comments:</p>	<p>We initially hired Austin to intern with our morning program. However, just prior to beginning his internship, his mother wrecked his car which provided a transportation issue and necessitated Austin starting his day later than we had anticipated. This resulted in less time observing/participating with the morning show (which is more active than the midday at-work show). As a result, Austin spent some time with our promotions and web/graphic designer in learning a little about the marketing</p>

	side of our business as well (catching a few mistakes from our web person in the process).
Internship Host-Site Supervisor Comments:	Hannah is doing a great job applying her current skill level and knowledge to the position. She absorbs what she's taught and rarely needs a reminder. We are working on her ability to manage several different tasks at once with a high level of execution. Hannah is also working on being more outspoken and taking ownership of her responsibilities.
Internship Host-Site Supervisor Comments:	Andrew has an exceptional quick ability to learn and pick up on information. Never one to stray away from a challenge, Andrew really pushed himself to continuously learn and improve during the internship period.
Internship Host-Site Supervisor Comments:	Positives - Strong Communication Skills. Positive Attitude. Good Work Ethic. Adaptability. Critical Thinking. Asked Questions. Areas needing development - Taking an idea or process and making it better. Bringing something new to the table that can benefit the business.
Internship Host-Site Supervisor Comments:	Hannah has been nothing short of a tremendous asset to our team this summer. From the start, she was able to pick up on our marketing tools at a very fast pace, allowing her to take on heavier projects sooner than we anticipated. Her work was always of the highest quality and completed in a timely manner. Moreover, she also did a great job of collaborating on other projects with various remote team members in other offices. I discussed this feedback 1:1 with Hannah also, but my biggest piece of advice for her is to continue to evolve her skillset and take on new challenges that may be outside of her

	<p>comfort zone. She clearly has marketing knowledge, and she's communicated to me that long-term, she sees herself in a client-facing marketing role. One of the key pieces to being successful in a client-facing role is oral communication skills, including public speaking. For her final project, we had her create her own deck slides and walk us thru a mock meeting on our marketing suite as if we were clients. Our goal was to get her outside her comfort zone and practice engaging with an audience. I'd encourage her to continue to take on opportunities that allow her to enhance this and prepare her for a career in the music industry, particularly in a client-facing role. That said, she's already on a fast track to success and I know she'll excel wherever she ends up.</p>
<p>Internship Host-Site Supervisor Comments:</p>	<p>Seth has truly been a pleasure to work with. He is punctual, hard- working and extremely enthusiastic about learning new things. Mr. Luplow is one of those unique workers who looks ahead and takes the initiative to get things done. He focuses on the task at hand and makes sure everyone he is working with does their part to move projects forward. Seth has the ability to make instant friends out of complete strangers and easily mingles with event producers and stage hands. He shows great self-confidence and has generated a great reputation here at Euphoria Event Solutions. I give him my highest recommendation and feel as though he is destined to be a successful young man no matter what career he ultimately choses.</p>
<p>Internship Host-Site Supervisor Comments:</p>	<p>Sarah was great to work with. She was reliable in her telecommuting for our task force projects. She took great direction and contributed good creative ideas. She designs</p>

	<p>well. We loved her sticker and distributed 10,000 copies of it to the masses. Her EcoZone was also well executed and successful in its diversion. She had a great attitude and went above and beyond her requirements to do what was needed for the department on-site. Thrilled to have her with us this year. Don't be timid. You are smart. Your ideas and plans are good ones. This is an intimidating business environment with tons of go-getters. But, there is totally a place for you. Raise your hand first more often and the opportunities will come. We'll follow up in the off-season with an official staff invite for EF19. Thanks, Sarah.</p>
<p>Internship Host-Site Supervisor Comments:</p>	<p>Madison was one of my favorite people to work with this year. She was constantly available whenever anyone in her task forces needed help. She learned quickly, led the whole design team for their EcoZone needs, contributed good ideas. Onsite, her EcoZone was well executed and successful in its diversion. She was a true leader for all staff members and showed up to tons of activations outside of her schedule. Loved her attitude and the fact that she stayed to the very end to help pack up the office. You have a great design eye and head for logistics. Your trustworthiness is also a huge asset in this business. Be sure your voice is heard in large groups. We'll follow up in the offseason with an official staff invite to EF19. Thanks Madison!</p>
<p>Internship Host-Site Supervisor Comments:</p>	<p>Brenden has been a huge help to our foundation. We are currently going through a house cleaning of contractors. Brenden has made it easy for me to utilize him in some of those roles as we hunt for permanent replacement.</p>
<p>Internship Host-Site Supervisor Comments:</p>	<p>Hannah was very quiet but she was a very dependable team member. She was reliable in her telecommuting for our task force projects. Her social copy was clever and consistent. Her EcoZone was also well executed and successful in it's diversion. She never missed a meeting or scheduled shift onsite and she showed a great deal of patience with problem solving at shift changes. ||Hannah - I would have liked to work</p>

	<p>more with you on task force projects, but thanks for you hard work putting together a great EcoZone and for your overall contribution to the team. Good luck to you!</p>
<p>Internship Host-Site Supervisor Comments:</p>	<p>Liz was really dependable. She had great ideas for her EcoZone and it was well executed with successful diversion. Her social copy was strong. She took some great direction in redesigning displays in the store and learning new sales approaches for booth spiels. Most importantly, she had a great attitude every time I checked in on her shifts onsite and her teammates enjoyed working with her. ||Liz - your ideas are good but you are quiet. Try to be more vocal in sharing your opinion in big groups. Your sunny disposition will be well received. ||Thanks for being a great team member and good luck to you!</p>
<p>Internship Host-Site Supervisor Comments:</p>	<p>Olivia was a great team member. She was consistent with her telecommuting and made herself available for all sorts of team meetings across the task forces. She was a leader for her EcoZone and it was a successful execution. Notably, Olivia showed courage on a number of occasions to step outside of her comfort zone and persevere new experiences for which she had expressed trepidation. ||Olivia - I'm proud of you for putting yourself out there. You are a kind, funny, smart woman. Remember to have confidence in who you are. Thanks so much for everything you did to contribute to the team and good luck!</p>
<p>Internship Host-Site Supervisor Comments:</p>	<p>Troy went through a life changing experience with the birth of his second child during this internship. As a new mother myself, I insisted Troy take as much paternity leave as possible to provide his girlfriend with as much support as possible. He was as dedicated to the project as I would let him be. That being said, he was great. He contributed a good editorial perspective to brainstorming during meetings and was on time with all his telecommuting assignments. His EcoZone was well executed and the team enjoyed working with him. We had some heart to hearts about his situation at home and he was always respectful of advice. ||Thanks for your</p>

	contributions to the team and good luck to you Troy and your family!
Internship Host-Site Supervisor Comments:	Casey was a great organizer for our team. Her ideas were big concepts and easily translated to good brainstorm. She was proactive in her EcoZone, which was well executed. Her attitude was positive and she was consistently a team player. You can tell she was used to leading the MIMAns, the role was natural for her speak up first and set the record straight in a big group. Casey - you're a natural leader and logistical puzzles seem easy to you. These are amazing skills to have but that also means you'll need to work even harder to be seen as working hard. Thanks so much for your contributions to the team and good luck!
Internship Host-Site Supervisor Comments:	Troy was wonderful to have on the team. In the planning stages, he was funny and had great ideas to bring to meetings. He took on a variety of roles onsite and was a team player whenever shifts were moved around. He ran an fantastic operation in VIP both at the entrance tolls and at his EcoZone which did exceptional resource recovery. His attitude was always positive and his ability to manage any task at hand was dependable. Troy - You have great instincts. Be proactive and follow them. We'll follow up in the offseason with an official staff invite to EF19. Thanks Troy!
Internship Host-Site Supervisor Comments:	Jacob was a really reliable team member. He was very involved in meetings advancing his EcoZone and was always punctual for his shifts. His EcoZone was well executed. He always had a positive attitude and was a team player whenever the schedule would get shaken up. Jacob was also instrumental in helping the office get organized onsite the first day. Jacob - You are a great partner, but remember some of your most productive moments were some of your most independent ones. Look for those opportunities more to help grow that independent side of you professionally. Thanks for your contributions to the team and good luck!
Internship Host-Site Supervisor Comments:	Veronica was an incredible asset to our department. She has so much talent and her

	<p>attitude was fantastic. She was put in a ton of situations with little information to go on or tons of information to include and she nailed her shots every time. Her work became the backbone of the social media campaign and our managers loved her. She was very involved in the planning stages as well and her EcoZone was executed well. Onsite, she shone and took great direction. Veronica - you are super talented and the least arrogant photog we have ever met. You will go far in concert media with your work ethic and attitude. Take as many opportunities as you can and you'll be sought after before you know it. We'll follow up in the offseason with an official staff invite to EF19. Thanks Veronica!</p>
<p>Internship Host-Site Supervisor Comments:</p>	<p>Nicole asked questions when she was unsure of something and that helped Clara and I to make sure we were all on the same page. She tackled Instagram and twitter and encouraged more engagement. She picked up on the social media love, which is important in keeping long lasting relationships. Her final assignment was to find question interviews that would be good for Clara and they turned out successful. She needs to improve on her communication skills quite a bit. She would go for days without emailing us. Her consistency was also poor. We could tell she was interested some days and lacked interest others. Her internet connection failed quite a bit once summer started so it was difficult to have meetings.</p>
<p>Internship Host-Site Supervisor Comments:</p>	<p>Alex has been a very big asset to the team this year. She has brought the experience she had from past years to the job and was able to help train others. Alex also has been helpful in the area of merchandise, many times selling for the bands.</p>
<p>Internship Host-Site Supervisor Comments:</p>	<p>We have thoroughly enjoyed having Juliana as a production intern at 20 Monroe Live. Juliana came in knowing she wanted to do lighting and she has focused on that goal ever since. She takes time on dark days to come in and work with our team of professional lighting designers to learn more about programming and running shows. Juliana has also come in by herself to</p>

	<p>spend time on the console. She attended our lighting workshop as well. Juliana gets along well with all other employees in each department. One area of improvement I would like to see is the willingness to jump in and help more. It can be intimidating at first and I often see her on the sidelines waiting for direction. I know that it will come with time and confidence and I look forward to seeing her grow in that area. She'll be a rockin' LD in no time!</p>
<p>Internship Host-Site Supervisor Comments:</p>	<p>Casey is an extremely intelligent, resourceful, hard-working individual and has done a tremendous job with all tasks that were assigned to him. Not only is he well versed in graphic design and inbound marketing but he's also a superior writer. He wrote blogs, website content, created headlines and ads. Additionally, he's a natural when it comes to digital world, he's even tried light coding and html, video creation and editing. Truly a future digital talent with a lot of potential. The missing skill in our department is writing and graphic/video design and Casey has both. What's more – he's energetic and not afraid to try things out and make things work. Additionally, he is very honest and has amazing work ethic. In terms of improvement, I would recommend that he just always stays inquisitive and continues exploring and learning new things. Casey has impressed us so much that we have offered him a part-time position and are looking forward to having him with us full time once he graduates.</p>
<p>Internship Host-Site Supervisor Comments:</p>	<p>Kelsey was very good at communicating. She had an interest in learning even when that meant a task or project might not be the most engaging. My only recommendation for development from the short time that I worked with her is more confidence. She had my complete trust and support in everything she did but was often a little quiet and hesitant to jump in and take charge and be enthusiastic. That will come with time and more experience.</p>

Appendix G: MIM Alumni Survey results

51 alumni completed a survey request during AY 2017-2018.

Would alumni recommend the program at FSU to others?

Recommend Program?	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
51 Responses	16	16	8	8	3

Would alumni recommend the program at FSU to others?

Recommend Program?	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
51 Responses	16	16	8	8	3

What do alumni say about the continued demand for program graduates?

Program Demand?	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
51 Responses	13	16	16	6	0

Appendix H: MIM Advisory Board Survey

Current MIM Academic Program:

MIM Curriculum	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied
7 Responses	0	1	5	1	0

Fall 2018 MEB Academic Program:

MIM Curriculum	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied
7 Responses	1	6	1	0	0

MIM/MEB Program Facility:

MIM Curriculum	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied
7 Responses	0	5	2	0	0

MIM Student Interaction with Advisory Board:

MIM Curriculum	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied
7 Responses	2	4	1	0	0

Time Allowed for Advisory Board input, feedback and guidance:

MIM Curriculum	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied
7 Responses	0	1	2	4	0

What do you feel that we did well with the advisory board meeting?

For the first meeting, I felt like it was great to hear a full overview of the current curriculum and the proposed adjustments. Having all the information provided me with a full comprehension of the program.

Very warm and friendly setting. Lunch was amazing. The energy and excitement for change was undeniable. Communicated your plans and direction.

- Requested input, feedback, and guidance related to the program once the presentations and meeting with the students concluded.

|- Discussing the current curriculum vs the proposed curriculum.

The communication prior to the event was well received and thorough. The driving directions, parking pass sign up and welcome greeting all went well.

What could we have done better with the advisory board meeting?

A little more time with the students and additional time for feedback at the end would have been nice.

Overall, it was very informative and productive for the first meeting.

More time with students and open discussion.

Prepping for what's actually expected would be good. More time for feedback - a lot of experience in the room with very little time to speak.

- Introductions of attending advisory board participants prior to the start of the meeting.|

- Offering more time with students - I'm not sure how much background information you gave on each of the advisory board participants prior to the meeting, but I don't think mock 'interviews' were the best route, as a majority of the limited time was spent with the students asking about our careers (when they'd typically have a basic understanding of where they'd be interviewing prior, and those questions wouldn't be necessary), and less time was available to offer feedback or guidance to the students (especially when you had multiple at a table).|

- I don't feel that I was an appropriate person to have at the Marketing table, as I lacked relevancy and participating students were not at all interested in what I did. They primarily spoke with Ron.

|- Offering more time for the advisory board to provide feedback in a collaborative manner, similar to how the meeting ended. I hoped this portion of the meeting would have lasted longer, because the participants had a lot of very interesting input.|

- Narrowed the time spent talking about the curriculum.

-We touched on this during the meeting but it would have been great to debrief longer with the advisory panel. I also do not recall going around the room and having everyone introduce themselves. It would have been helpful to know what each person's background was. I saw it listed on a slide during the presentation

but I did not recall being able to put the face with the name. It would have been great to see the actual theater you have on campus that the students can potentially use to learn live sound reinforcement. The other spaces were great to see though. We could have used more time with the students. I felt that a lot of students were waiting to talk to Frank and I and we were cut short. It would be great to have a set up where the groups rotate so each group gets to talk to the advisory board even if they maybe don't think they are interested in that particular field. After learning more about the MIM program, how likely are you to attend another program advisory board meeting?

MIM Curriculum	Very Likely	Likely	Neutral	Unlikely	Very Unlikely
7 Responses	5	2	0	0	0

After learning more about the MIM program, how likely are you to participate in or assist in future MIM program professional development workshops for students?

MIM Curriculum	Very Likely	Likely	Neutral	Unlikely	Very Unlikely
7 Responses	6	1	0	0	0

After learning more about the MIM program, how likely are you to offer internship or career exposure experiences to MIM students?

MIM Curriculum	Very Likely	Likely	Neutral	Unlikely	Very Unlikely
7 Responses	3	4	0	0	0

After learning more about the MIM program, how likely are you to recommend the MIM program to future industry partners?

MIM Curriculum	Very Likely	Likely	Neutral	Unlikely	Very Unlikely
7 Responses	3	4	0	0	0

After learning more about the MIM program, how likely are you to recommend the MIM program to potential students?

MIM Curriculum	Very Likely	Likely	Neutral	Unlikely	Very Unlikely
7 Responses	3	4	0	0	0

Based on your familiarity with the MIM program, please indicate your level of agreement with the following statement: The MIM program is valuable to the Sports, Entertainment, and Hospitality Management Department and the College of Business.

MIM Curriculum	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
7 Responses	3	4	0	0	0

7 Responses	4	3	0	0	0
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Based on your familiarity with the MIM program, please indicate your level of agreement with the following statement: The MIM program is valuable to the University in general.

MIM Curriculum	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
7 Responses	4	2	1	0	0

Based on your familiarity with the MIM program, please indicate your level of agreement with the following statement: The MIM program has sufficient support staff to be effective.

MIM Curriculum	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
7 Responses	0	3	2	1	1

Based on your familiarity with the MIM program, please indicate your level of agreement with the following statement: The MIM program has sufficient technology to be effective.

MIM Curriculum	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
7 Responses	0	0	3	2	2

Based on your familiarity with the MIM program, please indicate your level of agreement with the following statement: The MIM program has sufficient physical resources (classrooms/labs etc..) to be effective.

MIM Curriculum	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
7 Responses	0	1	3	2	1

Based on your familiarity with the MIM program, please indicate your level of agreement with the following statement: The current MIM program curriculum includes courses that are relevant to current business practices.

MIM Curriculum	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
7 Responses	0	2	4	1	0

Based on your familiarity with the MIM program, please indicate your level of agreement with the following statement: The proposed MEB program curriculum includes courses that are relevant to current business practices.

MIM Curriculum	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
7 Responses	1	5	1	0	0

Based on your familiarity with the MIM program, please indicate your level of agreement with the following statement: The quality of the MIM program is comparable to the quality of similar music business academic offerings.

MIM Curriculum	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
7 Responses	0	2	4	1	0

Please provide any feedback or suggestions regarding the proposed Music and Entertainment Business curriculum:

The more hands-on experience the better. Additionally, a brief education on some of the core pieces of the industry early in the program (basic understanding production/industry terminology) is key. The leadership and foundation is solid to build from. Need to invest in Tech to bring the Studio and Live Event training up to standards.

I agree that changing the name of the program will be extremely beneficial.

As mentioned, there needs to be additional courses for live sound reinforcement, lighting, rigging, staging, theater, etc. Anything that can actually have the students get real life experience setting up a stage from beginning to end so they have a broader view of the music industry. The show doesn't happen without the production crews and most have no idea what positions actually exist within that. You can use the resources on campus even if they aren't the most up to date or in the best working function. They still provide the groundwork for when the students go on and work in actual theaters or studios. I would make the open mic nights mandatory so each student has to learn how to patch a stage and run sound and lighting. They should also be trained on proper lifting and loading etiquette and how to work on a stage. Even if they don't work in production they will benefit from having that knowledge. Each level of the industry depends on the other to be successful. We are one unit working together and if you don't have the broader view of each department you will never be able to fully excel in your own department.

In your opinion, how might the MIM program be improved?

The more hands-on experience the better. Additionally, a brief education on some of the core pieces of the industry early in the program (basic understanding production/industry terminology) is key. The leadership and foundation is solid to build from. Need to invest in Tech to bring the Studio and Live Event training up to standards.

I agree that changing the name of the program will be extremely beneficial.

As mentioned, there needs to be additional courses for live sound reinforcement, lighting, rigging, staging, theater, etc. Anything that can actually have the students get real life experience setting up a stage from beginning to end so they have a broader view of the music industry. The show doesn't happen without the production crews and most have no idea what positions actually exist within that. You can use the resources on campus even if they aren't the most up to date or in the best working function. They still provide the groundwork for when the students go on and work in actual theaters or studios. I would make the open mic nights mandatory so each student has to learn how to patch a stage and run sound and lighting.

They should also be trained on proper lifting and loading etiquette and how to work on a stage. Even if they don't work in production they will benefit from having that knowledge. Each level of the industry depends on the other to be successful. We are one unit working together and if you don't have

the broader view of each department you will never be able to fully excel in your own department.
What do you feel the strengths of the MIM program are?

The wide scope of the program is great to see. I believe this helps students decide which part of the industry they'd like to focus on, while still having a basic understanding of the industry as a whole. The fact that it exists makes it relevant and important.

Business background is awesome. A very passionate leader is inspiring.

Business / Legal / Contracts understanding, application etc..

Having a business background that the students can fall back on. While it would be great for everyone to get a job within the industry after graduation, it's unrealistic, and it's nice to have a back-up plan.

I do think the rest of the courses are beneficial to the degree. It is great to have a business background. I think the rest of the program does make them well rounded. I believe we mentioned it but there should be a resume/interview prep course to make sure they can create a resume that won't be overlooked, how to make business cards, how to show up and ask the right questions in interviews, etc. I throw most resumes in the trash that have spelling errors on them so that cannot be overstated.

After meeting with current MIM program students in small groups, did students represent themselves positively?

MIM Curriculum	Very Satisfied	Satisfied	Neutral	Somewhat Unsatisfied	Strongly Unsatisfied
7 Responses	2	4	1	0	0

Appendix H: MIM Advisory Board Summary of Comments

Verbatim (essentially)

Ferris State University College of Business

Music Industry Management Advisory Board Meeting

Meeting Commence: 1:33pm BUS 222

Student Introductions- Students who earned student excellence awards (Bianca Broniec, Alex Fiolek, Reanna Kettle) Spoke about why they chose Ferris and internship opportunities.

Met with students 2:30-3:30pm

Return to 222 3:36pm

John Local Spins- apply to business school or MIM degree? Paul- directly to MIM with minimum requirements met, or in associate that leads directly to us aka TIP or assoc. marketing. CARE also helps with major direction and guidance to get people who are unsure.

Mark Henry PRA Audio- with dropping in enrollment, to be competitive you need a unique selling proposition. To do that, how rapidly the industry changes (cd's in 2000's to now with Spotify), how do we sell that we are on top of this constant environment of change to make us unique. AKA we are cutting edge, we are paying attention. Paul- we are adding data analytics, and changing. Mark- pull it forward, make it a highlight, market it, we are on the front edge.

Jen Theodore 103.9- we are forgetting a community and need to market to them, don't forget about locals.

Michael Crittenden- we talk about process and enrollment, and the typical college structure is old, if you want to learn something you can learn it quicker through google. Find a checklist online. If we are competing against NYU or USC, they are 21st century and in the industry, we really should be cutting the curriculum talk down and know about hot buttons and then listen. If we want to be applicable we need to ask questions, we need to talk to people, we need to listen more. Consult with people individually and give more time to discuss and actually go for when in person as a group.

Scott- support curriculum changes and giving process is why, but it can change in the future.

Tom- business and management classes were most valuable. People are not prepped ever for what work really means, a degree doesn't prepare you for that. We should get more face time with the industry, that way maybe we would have more people still in the industry.

Paul- as alumni what helped you stand out to the interviewer?

Tom- work ethic. Ferris has a known and good business program but you want to get your hands dirty and work.

Adam- You need to think as an entrepreneur, know the business foundations and data. What does it mean to have the B.S.? Paul- B.S. in Business in MIM, having those skills are necessary.

Michael Hampton- name change is a smart move. How do you teach acts? This is far more inclusive and attractive to other. Maybe there could be class focus on what it means to be an entrepreneur, how do you think about that, how do you live that was? Instead of going through the four years with, invested money and no jobs afterwards, Be ready for that.

Adam- people phase out because there is no steady paycheck, survival is needing passion and entrepreneurship.

Rachel- how do I apply to these jobs and succeed? The buck stops with you, it is your work ethic. What it means to be malleable for hire. Communications stops early, there are social media classes in the making and we should par lee with that.

Jeff- went through 250 resumes to find one that was semi qualified to hire.

Rachel- has a spreadsheet where you can see data on skills, she will share what our student feedback was. Maybe add a Communications and Computer class again towards the end of the degree to remain relevant.

Adam- Asurion mandates they take a socialization course, is that was COMM 121 is? Maybe require more in communication.

Jeff- to tack on, force public speaking. Take out interpersonal. 60% of applicants suck at public speaking. If you are going to make it in this industry how can you do that without writing and speaking skills.

Jennifer- know how to speak and write, how can you succeed without that?

John- journalism skills are insanely important even for your cover letters and emails. People need to develop writing skills, creative or not, the texting and professionalism is getting lost.

Adam- go into sales, you will sell yourself once and that is absolutely necessary.

You either sell or are going to work for someone who does.

Adam- we are working with a generation who can't communicate a thought, or read body language.

Mike 3rd- past experience, when we hire people we know they can do the job we don't worry about that, but we spend 6 weeks teaching culture on writing and expectations. You can do computers, but can you communicate? Every business is not about things it is about human beings 1st, 2nd, create an environment of entrepreneurship. If you have ideas and don't follow through with them, how much has been lost? Build human beings and listen. If you have a jazz group and only one person plays, that is the music industry. People are not being prepared for the industry in life. Market our goals as is, humans going into the industry with social skills and writing and writing, then we may have the leg up. Selling not telling, a sales person will listen.

Jeff- god gave you two ears and one mouth for a reason.

Adam- people want to own and control this, you need to train your replacement. You need to create two of yourself and elevate yourself enough to move up. If you own and control you will forever be that person. Share and teach and lift people up to elevate yourself up.

Tom- Strengths is a great thing to be doing, get people to understand what they are good at. Getting the who am I and confidence in that, you will remove the disconnect between people. Give them a face rather than put them behind a computer. Culture classes are the most important.

Adam- Sweetwater is successful because they have people, Google and Facebook are the two most annoying things ever

Mark- good people can tell the culture back from their website, other people have nothing to offer. PRA wants to be the most customer friendly small gear providers, and they can do that because their employees get it. They walk in prepared for an interview.

Adam- chick fil a is successful because they live eat and breath it.

Paul- why we are adding a minor, to be able to appeal to the entrepreneurship side of things.

Adam- it needs to be included in more than the minor, for music biz it needs to be everywhere. Can you follow a budget? Can you follow a plan?

Mike 3rd- how many students have kept a database of people they know? You may know 5,000 people in connection the the 5 you know. His database is 4,000 and he can pick up and call these people. A computer cannot teach things, but you can ask them to keep the database of how you met, when, where, who else would be associated, what do they do. This is how a sales person remains successful. A rare person does this, but if you are in the business school you should reach out with the card and not just put it in a drawer.

Jeff- live sound is completely missing. 5 years ago he started noticing that students had 4 year degrees in tech that had no clue what things are called. People need to know how to solve simple problems on the fly.

Frank- people have no training, looking over a shoulder, people need more technical knowledge. More studio jobs have moved from studios to live sound, we need to follow suit. It needs to be in the curriculum and it needs to be there early.

Lindsey- student feedback was the same, this is what is lacking. Give more live sound and lighting information. She immediately deletes an email from us with spelling errors in it. We need to have more about pdf's and adobe in order to deal with contracts. You have to be able to build a rider, stage plot, rigging plots, Google Docs, etc. people would love to learn about backline, it needs to happen, but it needs to happen more and that can be done in different ways.

Ron- this is good to have this, but more and more tour managers need to know how to run sound now and think on your feet. Casey was impressive, seeing resumes like his is very impressive.

Adam- A lot of this is based on traditional music industry, in today's industry you don't make money this way. Create products, lower manufacturing costs, negotiate freight rates, that is what gets you on a tour bus. Negotiate live split, boost sales.

Mike 3rd- get 100 technical riders, make it happen, it will open eyes of students.

Jen- missing the facet of dealing with difficult industry folks and dealing with unethical people in the industry. It is real and it needs to be taught, how to react to them and take a nasty email or phone call is real and no one teaches it.

Lindsey- don't be too soft, don't handle them with kid gloves. Let me tell you how the industry really is.

Tom- Can we go to specialize and gear more towards certain things, it is so broad we need to cater to certain things to be more applicable.

Adam- sees it splitting to tech and business in the long run

Paul- 1st internship is the most crucial, getting there of competent generationally as well as technically. We are lacking professional development workshops.

Scott- if we did a studio for live sound, what money are we talking about?

Frank- Yamaha manual of what you need, best book for when thrown into things. That would be a great reference for Scott, live sound reinforcement.

Adam- it needs to be a constant upgrade.

Tom- you can get something basic to understand game structure enough to get into the industry, they just need to be able to start from scratch and set up. You don't need to learn on a Ferrari.

Rachel- talking with students, she heard I'm not where I would be and they are having career changes. Who knows what you will be doing in 5 years, at least give basic skills in a little bit of everything in order to let them feel more empowered to say yes to more and do more. If you do pursue alternative funding, get those students involved in the process to pursue sponsorship, figure it out, get them more involved in the process of getting there. Have them do that, have them get more involved.

Mike 3rd- get the workshops together through connections, make it happen. Who do you know?

Adam- in a general sense, don't go to college to learn anything other than problem solving skills. We will never be able to teach you everything. You need to have the will and desire to reach the solution and have the willpower to find a book or do the research to figure it out. If you don't know, put the work in. Where there is a will there is a way. Besides an internship, problem solving knowledge- identify, research, and solve.

Create a panel, have a list of 20 best questions, make it a full forum, full participation not small groups.

Appendix I: COB Faculty Survey Summary of Comments

The Music Industry Management Program is consistent with the mission of Ferris State University.

Recommend Program?	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
23 Responses	18	3	1	1	

The Music Industry Management Program curriculum courses are relevant to objectives.

Recommend Program?	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
23 Responses	9	7	7		

Ferris State University administration supports the program.

Recommend Program?	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
23 Responses	4	11	5	2	1

Music Industry Management students conduct themselves professionally and diligently in class.

Recommend Program?	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
23 Responses	11	9	2	1	0

Music Industry Management students compare favorably with other College of Business students.

Recommend Program?	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
23 Responses	7	13	2	1	0

Music Industry Management students are prepared to enter the workforce.

Recommend Program?	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
23 Responses	12	6	3	2	0

The Music Industry Management program contributes to experiential learning on and off campus.

Recommend Program?	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
23 Responses	17	3	3	0	0

Faculty provide appropriate academic advising.

Recommend Program?	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
22 Responses	12	4	5	0	1

Faculty provide appropriate career planning/placement advising.

Recommend Program?	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
23 Responses	14	3	5	0	1