HUSSON UNIVERSITY

NEW ENGLAND SCHOOL OF COMMUNICATIONS

MULTI-YEAR PROGRAMMATIC REVIEW
LIVE SOUND PRODUCTION/MUSIC PRODUCTION/POST PRODUCTION

Name of Program: Live Sound Production/Music Production/Post Production
Report Prepared By: Joshua Small

1. **Please provide a narrative that explains the program history, how the program supports the current and future needs of the given professional area, and the future direction of the program. Also please discuss the program's alignment with Husson University's mission and the College's strategic planning.**

The Audio Engineering program's history is rooted in a commitment to providing students with a comprehensive education that aligns with the dynamic nature of the audio industry. Historically the Audio program showcases its evolution, strategic partnerships, and the integration of cutting-edge technologies into the curriculum in order to both support current and future industry needs.

Since its inception, the Audio Engineering program at Husson University has recognized the importance of preparing students to navigate industry-standard software and hardware. To address this, the curriculum has seamlessly incorporated widely-used digital audio workstations or (DAWs) such as Pro Tools, Digital Performer and Logic. Husson University has continued to ensure that all equipment utilized is fully functioning, up-to-date, and compliant with current industry standards. By training students on these leading software and hardware platforms, the program ensures that graduates are equipped with the necessary technical skills to succeed in professional audio production settings. Plans for future success include but are not limited to the following bullet points.

- **Stay current with technology advancements.** Regularly assess and update the technological infrastructure and equipment in the Audio programs audio production facilities. Including investing in new audio recording and mixing tools, software updates, and hardware upgrades to ensure students are learning on the latest industry-standard technology. Keeping pace with technological advancements ensures that graduates are well-prepared for the demand of the audio industry.
- **Technological integration in the curriculum.** Evaluate the curriculum to identify opportunities for incorporating technology more effectively into coursework. Including integrating software and hardware tools into relevant courses, offering specialized modules on specific technologies.
- **Assess the effectiveness of technology-enabled teaching and learning.** Including collecting feedback from students and faculty on the usability and effectiveness of the technology used in classrooms and studios. Conducting surveys, focus groups, or course evaluations can provide valuable insight into strengths and areas of improvement in technology-enabled instruction.
- **Provide professional development opportunities for faculty.** Offer professional development opportunities for faculty to enhance either knowledge and skills related to emerging technologies in the audio field. Including workshops, training sessions, and conferences focused on the latest software,

hardware, and industry trends. By equipping faculty with updated technological expertise, they can effectively integrate technology into their teaching methods and provide students with relevant and engaging learning experiences.

- **Foster collaborative learning and technology integration.** Encourage collaborative projects and interdisciplinary initiatives that promote the integration of technology across various disciplines. Including partnering with other departments or programs within the institution to develop cross-disciplinary projects or facilitating collaboration with external organizations or industry professionals.
- **Increase and integrate project-based learning.** Promote project-based learning approaches that provide students with hands-on experiences and practical application of concepts learned in the classroom. Incorporate real-world projects and simulations into the curriculum to enhance students' problem-solving skills, critical thinking abilities, and teamwork.
- **Enhance assessment methods.** Explore and implement a variety of assessment methods to evaluate student learning outcomes effectively. Including a mix of traditional exams, practical demonstrations, portfolio assessment, group projects, presentations, and reflective assignments. Emphasize authentic assessment that mirror industry practices and provide students with opportunities to showcase their skills and knowledge.
- **Integrate industry-related assignments and assessments.** Introduce assignments and assessments that closely align with real-world scenarios and industry expectations. Incorporate projects, and assessments that require students to apply their skills and knowledge in authentic audio production settings.
- **Promote student reflection and self-assessment.** Encourage students to reflect on their learning progress and engage in self-assessment activities. Provide opportunities for students to set learning goals, evaluate their own performance, and seek feedback from peers and instructors. Incorporate self-reflection activities and portfolio development into the curriculum to foster a culture of continuous learning and growth.
- **Foster a sense of belonging and community.** Create a supportive and inclusive environment where students feel connected to the school community. Develop programs and initiatives that encourage peer interaction, collaboration, and mentorship opportunities. Assess student satisfaction and sense of belonging through surveys and focus groups.
- **Develop personalized academic plans.** Work closely with students to develop personalized academic plans that align with their interests, goals and strengths. Conduct regular academic advising sessions to track progress, address concerts, and revise academic plans as needed.

Ultimately, the Audio Engineering program at Husson University is dedicated to the continuous growth and responsiveness to industry standards. By embracing advancements in both hardware and software technologies the audio program will continue to ensure its future as a pedagogical oasis for individuals ready to be part of the audio engineering community.

Husson University's New England School of Communications (NESCom) aligns perfectly with its mission to provide students with an innovative and hands-on program that equips them with the skill, knowledge, and confidence needed for successful careers in the communications field.

2. Please identify data sources utilized in this report. Examples may include but are not limited to feedback from consultants, advisory board reports, admissions/retention data, data from student learning assessments etc.

- New England School of Communications Fall Enrollments 2015 thru 2022
- Graduating Class Statistics provided by the registrar and included within the folder that this document is placed.

3. Please identify the programmatic goals that have been worked on since the last review, and provide updates on their current status.

Program Goals/Strategic Initiatives: (NECHE standards 2 & 5)

Program Goal (Previous Year)	Met/ Not Met	Based on these assessments	Action Items
Provide comprehensive academic advising: Provide structured academic advising that ensures students receive comprehensive guidance throughout their academic journey. This includes assistance with course selection, degree planning, and understanding program requirements.	MET	All of the full time instructors in the Audio Engineering program do a more than adequate job at providing comprehensive academic advising.	Advising should be scheduled at regular intervals to monitor students progress and address any academic concerns or changes they may face.
Provide professional development for advisors: Invest in ongoing professional development for advisors to ensure they are equipped with the knowledge and skills necessary to effectively support students.	MET	All of the full time instructors in the Audio Engineering program do a more than adequate job at providing comprehensive academic advising.	This involves training on advising practices, staying updated on academic policies and program changes, and attending conferences and workshops to enhance advising competencies. Additionally, foster a supportive and collaborative advising team environment that can facilitate the sharing of expertise and resources.
Promote student success and retention: Implement proactive advising strategies to support student success and retention.	MET	All of the full time instructors in the Audio Engineering program do a more than adequate job at providing comprehensive academic advising.	Advisors work to engage in early intervention for at-risk students, identifying academic or personal obstacles, and providing appropriate resources and referrals to help students overcome challenges. Advisors can collaborate with student support services to offer holistic support, including study skills development, time management strategies, and access to tutoring or academic support programs.
Facilitate career and professional development: Offer career-focused advising to assist students in aligning their academic goals with future career opportunities.	MET	All of the full time instructors in the Audio Engineering program do a more than adequate job at providing comprehensive academic advising.	Advisors provide information about industry trends, job prospects, and internships or co-op opportunities. Advisors can help students explore potential career paths, develop professional skills, and connect with industry professionals through networking events or mentorship programs.
Enhance advising technology and resources: Advisors can utilize technology and online resources to enhance advising services and accessibility.	MET	All of the full time instructors in the Audio Engineering program do a more than adequate job at providing comprehensive academic advising.	Utilization of Canvas for implementing online appointment scheduling. Developing a user-friendly advising portal where students can access information and track their progress.
Increase student retention: Implementing a targeted retention program and support services to identify and address factors that contribute to student attrition.	PARTIALLY MET	All of the full time instructors in the Audio Engineering program do a more than adequate job at providing comprehensive academic advising.	Include academic support programs, mentorship initiatives, and early intervention strategies to identify and assist struggling students. Regular check-ins with students, proactive outreach, and academic success workshops to promote engagement.
Enhance student engagement: Develop co-curricular activities, clubs, and events that foster a sense of community and engagement among students.	PARTIALLY MET	Instructors across all concentrations need to work closer to create intracurricular opportunities for our students.	This includes organized guest lectures, industry networking opportunities, and extracurricular projects or performances that align with students interests and career goals. Creating a vibrant and inclusive campus environment helps to build connections among students and with faculty, leading to increased satisfaction and retention.
Improve recruitment strategies: Implement targeted marketing and recruitment campaigns to attract a diverse pool of prospective students.	NOT MET	This is somewhat out of our hands and lies with the Marketing Department. The coordinator (Joshua Small) works closely with the admissions and marketing to help promote the program, specifically by participating in multiple tours of the facilities.	This involves showcasing the school's unique programs and facilities through digital and traditional marketing channels. Collaborating with high schools, community organizations, and industry partners to raise awareness about Husson University. Additionally using social media platforms and online resources to effectively engage with prospective students and showcase Husson's strengths.

Strengthen alumni engagement: Foster strong connections with alumni by establishing an alumni network and developing opportunities for alumni involvement.	MET	The faculty within the Audio Engineering program work hard to foster these connections.	Engaging alumni as mentors, guest speakers, and industry contacts can provide valuable insight and networking opportunities for current students. Alumni can also serve as ambassadors for the school, contributing to recruitment efforts by sharing their success stories and experiences with prospective students.
Align curriculum with industry standards. Regularly review and update the industry standards, trends, and emerging technologies in the field of audio engineering.	MET	The faculty within the Audio Engineering program work hard to foster these connections.	Including collaboration with industry professionals, conducting market research, and seeking feedback from alumni and employers to ensure that the curriculum reflects the skills and knowledge needed for success in the industry.
Foster hands-on learning and practical experience: Emphasize experiential learning opportunities and practical applications of skills throughout the curriculum.	MET	Faculty does this.	Include incorporating real-world projects, internships, and industry partnerships to provide students with hands-on experiences in audio recording, mixing, mastering, live sound, and other relevant areas. Building a strong connection between theory and practice enhances student engagement and prepares them for professional work in the field.
Integrate emerging technologies and trends: Integrate emerging technologies, such as virtual reality (VR), augmented reality (AR), immersive audio, and advanced music production tools into the curriculum.	PARTIALLY MET	This is an ongoing process.	This involves creating specialized courses or modules that introduce students to these technologies, their applications in the audio industry, and hands-on experience with relevant software and hardware.
Foster critical thinking and creativity: Design curriculum and assignments that encourage critical thinking, problem-solving, and creative expression.	PARTIALLY MET	This is an ongoing process.	Using projects that challenge students to think innovatively, analyze audio scenarios, and make informed decisions. Encouraging creativity in audio production, composition, and sound design allows students to develop their unique artistic voice and prepares them for the evolving demands of the industry.
Continuous curriculum evaluation and improvement: Establish a systematic process for evaluating the effectiveness of the curriculum and making necessary improvements.	PARTIALLY MET	This is an ongoing process.	Regular faculty reviews, student feedback surveys, industry advisory board consultations, and tracking graduates' career outcomes. Actively seeking input from stakeholders and staying informed about industry developments enables ongoing curriculum enhancements and ensures that graduates are well-prepared.

4. **Please provide an evaluation of curricular effectiveness, including at least one direct and indirect measure of student learning. Within this analysis please incorporate rates of retention, graduation rates, and alumni success.**

Progression/Graduation Update: (NECHE standard 8)

To evaluate the curricular effectiveness of the Audio Engineering program at Husson University's New England School of Communications (NESCom), several factors can be considered, including direct and indirect measures of student learning. Rates of retention and graduation and factors related to alumni success.

Direct measures of student learning in the program include assessments of technical skill, critical thinking ability, and problem-solving capabilities. NESCom uses practical examinations, projects, and portfolio reviews, where students showcase their proficiency in areas such as console integration, software integration, and hardware usage.

Indirect measures of student learning include surveys and feedback from students, alumni, and employers. These assessments can gauge the overall satisfaction of students with the program, their perception of the curriculum's relevance to the industry, and their preparedness for professional careers.

Analysis of Retention, Graduation Rates, and Alumni Success

Declining Enrollment: There is a general trend of declining enrollment from 2019 to 2022. The number of students decreased from 115 in 2019 to 91 in 2022.

Year-to-Year Fluctuations: While the overall trend is declining enrollment, there are some fluctuations in the number of students from year to year. For example, the enrollment decreased by 15 students from 2019 to 2020 but only dropped by 2 students from 2020 to 2021. This suggests that the rate of decline may have slowed in later years or stabilized to some extent.

Gradual Decline: The enrollment decline appears to be gradual rather than a sharp drop. The decrease in student numbers from year to year is relatively small, ranging from 2 to 15 students. This implies that the decrease in enrollment has been happening gradually over the period, rather than a sudden or drastic decline.

Further Analysis: While these enrollment figures provide an overview of the trend, it would be beneficial to conduct a more comprehensive analysis to understand the underlying factors contributing to the decline. Factors such as competition from other institutions, shifts in student preferences, the declining demographics of college aged students in New England, or the implication of external events such COVID-19 pandemic which could influence numbers.

Gender Distribution: The number of female students has remained relatively stable over the years. There were 19 female students in both 2019 and 2020 and 14 female students in 2021 and 2022. This suggests that the female student enrollment has not experienced significant fluctuations during this period. The consistent number of female students (19 in 2019 and 2020, and 14 in 2021 and 2022) suggests a relative stability in female enrollment, but it also highlights a potential gender disparity at the school. Addressing this gender disparity and promoting gender diversity within Husson University Audio Engineering program may be an area for consideration and improvement.

- Outreach and recruitment efforts: The Audio Engineering program should focus on targeted outreach and recruitment strategies to attract more female students. This could include participating in career fairs or events specifically aimed at young women interested in STEM fields or audio technology. Additionally, partnering with organizations or initiatives that promote gender diversity in technical fields.
- Creating a supportive and inclusive learning environment. The Audio Engineering program should implement initiatives such as mentorship programs, workshops, and

networking events that provide opportunities for female students to connect with successful women in the industry.

Retention Rate: To calculate the retention rate, we can subtract the number of transfer students from the total number of returning students. For example, in 2019, there were 83 returning students, out of which 8 were transfers. Therefore, the retention rate for 2019 would be 75 out of 83, which is approximately 90.4%.

Retention Analysis: While the number of transfers out of Husson University is relatively low, it can still provide valuable insight. Understanding the reasons behind student transfers could help Husson University identify areas where they can improve to better meet the needs and expectations of their students. This could include conducting exit interviews or surveys with students who chose not to return and identifying any areas for improvement, such as curriculum adjustments, student support services, or engagement initiatives that can enhance the students experience and encourage them to continue.

Commuting Students: The number of commuting students has shown a declining trend from 2019 to 2022. The count decreased from 59 commuting students in 2019 to 37 commuting students in 2022.

Resident Students: The number of resident students has varied over the years but has not shown a clear overall trend. In 2019, there were 56 resident students, which decreased to 50 in 2020, then increased to 58 in 2021, and decreased again to 54 in 2022.

Commuting vs. Resident Student Analysis: The declining trend in commuting students may indicate several factors. It could be that students are opting for other housing options closer to the school or deciding to relocate to be closer to campus.

Direct and Indirect Measures of Student Learning

To evaluate the curricular effectiveness of the Audio Engineering program at Husson University's New England School of Communications (NESCom), we can look at direct and indirect measures of student learning, rates of retention and graduation.

When assessing direct measures such as technical skills, critical thinking abilities, and problem-solving capabilities, we look to practical examinations, projects, and portfolio review, where students showcase their proficiencies in areas such audio recording, mixing, editing and utilizing industry standard software.

Examples include:

1. AE451 Advanced Engineering and Production. In AE451 students are required to complete a multi-track recording project that includes recording, mixing and mastering. Students are required to present their projects at the end of the semester.
    a. Multi-track recording project assessment: Evaluate students' proficiency in recording, mixing, and mastering multi-track recording projects. Assessing the technical aspects of signal flow, microphone placement, gain staging, and use of industry-standard software. Assessing the quality of the final project considering factors such as balance clarity, spatial imaging, dynamics, and overall sonic quality.
    b. Portfolio ASsessment: Students get feedback regarding production decisions as documented in their portfolio. Assessments include ability to make informed creative choices regarding instrument selection, arrangements, effects processing, automation, and overall sonic character.
    c. Peer to Instructor Feedback: Students receive feedback from instructors to provide a well-rounded assessment, highlighting areas for improvement.
2. AE201 Applied Audio II. In AE201 Students begin to learn production methods, application of software and hardware, microphone techniques and beginner studio etiquette. Below is a rubric designed for final assessment of skills obtained in AE201.

AE201 FINAL PROFICIENCY EXAM

Pro Tools Integration. I/O	**4 pts Exceeds Expectations** Utilization of multiple routing configurations are displayed within configuration of Pro Tools I/O	**3 pts Meets Expectations** Pro Tools is configured correctly and all aspects of mix are working properly and routed back to the console.	**1 pts Approaches Expectations** Some aspects of the mix are not working properly or routing is convoluted or unclear.	**0 pts No Attempts Made** I/O is not configured correctly.
Utilization of Inserts within Pro Tools and on the API 1608 Console	**4 pts Exceeds Expectations** Application of multiple inserts using appropriate plugin software and hardware.	**3 pts Meets Expectations** Application of inserts using appropriate plugin software and hardware.	**1 pts Approaches Expectations** Application of inserts in either Pro Tools or on the console, but not both.	**0 pts No Attempts Made** No application of inserts on either the software or the hardware.

Utilization of auxiliary sends within Pro Tools and on the API 1608 Console	**4 pts Exceeds Expectations** Application of multiple auxiliary sends in both Pro Tools and on the API 1608 Console. Appropriate use of pre and post fader sends.	**3 pts Meets Expectations** Application of auxiliary sends in both Pro Tools and on the API 1608 Console. Appropriate use of pre and post fader sends.	**1 pts Approaches Expectations** Application of auxiliary sends in either Pro Tools or on the API 160 console but not both. Confusion concerning per and post fader.	**0 pts No Attempts Made** No application of auxiliary sends.
Utilization of Equalization within Pro Tools and on the API 1608 Console.	**4 pts Exceeds Expectations** Application of multiple equalizers within Pro Tools and on the API Console. Utilization of several different styles of equalization and a clear demonstration of proper use. Utilization of all three Fix/Fit/ and Feature styles of equalization are present within the mix.	**3 pts Meets Expectations** Application of equalization within Pro Tools and on the API Console. Equalization settings are consistent with reasonable subjective use of equalization devices. Utilization of at least two different styles of equalization are present. Fix/Fit/Feature.	**1 pts Approaches Expectations** Application of equalization within Pro Tools or the API console but not both. Equalization settings demonstrate some confusion concerning equalization devices.	**0 pts No Attempts Made** No application of equalization.
Utilization of compression within Pro Tools and hardware provided in Studio A.	**4 pts Exceeds Expectations** Application of multiple compressors within Pro Tools and on the API Console. Application demonstrates understanding of different uses of compression.	**3 pts Meets Expectations** Application of compression with Pro Tools and on the API Console. Compression settings are consistent with reasonable subjective use of compression devices.	**1 pts Approaches Expectations** Application of compression with Pro Tools or the API Console but not both. Compression settings demonstrate some confusion concerning utilization of such devices.	**0 pts No Attempts Made** No application of compression.

Utilization of Reverb within Pro Tools and hardware provided in Studio A.	**4 pts Exceeds Expectations** Application of reverb using both Pro Tools and hardware provided in Studio A are present with in the mix. Multiple styles of reverb are present within the mix. Including blend, plate, and reverb used to enhance specific instruments.	**3 pts Meets Expectations** Application of reverb using both Pro Tools and hardware provided in Studio A are present with in the mix. Reverb settings are consistent with reasonable subjective use of reverb settings.	**1 pts Approaches Expectations** Application of reverb is present within Pro Tools or on the Console, but is not on both.	**0 pts No Attempts Made** No application of reverb.
Microphone Utilization.	**4 pts Exceeds Expectations** Application of appropriate microphones for reasonable subjective use of dynamic and capacitor styles. Demonstration of application of multiple pickup patterns.	**3 pts Meets Expectations** Application of appropriate microphones for reasonable subjective use of dynamic and capacitor styles.	**1 pts Approaches Expectations** Application of microphones is unorthodox or inappropriate for dynamic or capacitor styles.	**0 pts No Attempts Made** No demonstration of utilization of microphones.
Quality of recorded sounds.	**4 pts Exceeds Expectations** Multiple recorded sounds with appropriate direct and room sounds. Each element sits in the mix with ideal tonal characteristics indicative of implied style.	**3 pts Meets Expectations** Minimum of 2 different recorded sounds with appropriate direct and room sounds.	**1 pts Approaches Expectations** Minimum sound requirements not met. Inappropriate balance of close versus room sounds.	**0 pts No Attempts Made** Student did not present original recorded sounds.

Interview/Discussion Student can speak confidently about all topics discussed.	**4 pts Exceeds Expectations** Student can converse with confidence and has clear understanding of topics discussed. Including theoretical uses of hardware and software.	**3 pts Meets Expectations** Student can converse with confidence and has clear understanding of topics discussed.	**1 pts Approaches Expectations** Student demonstrates confusion and lacks confidence on choices made in mix.	**0 pts No Attempts Made** Student did not show up.

Indirect measurements such as student surveys that include overall satisfaction, perceived learning outcomes, relevance of course material, and the effectiveness of instruction methods are used to determine areas that may need improvement within the curriculum. By using these indirect measures, the program can gain a broader understanding of students' experiences, satisfaction levels, and the course's impact beyond the immediate classroom environment. These assessments are evaluated on a yearly basis with individual instructors to determine how effective their teaching methods have been.

- **Student Surveys:** Each class includes an anonymous survey for gathering feedback that includes the student experience in the course. Questions about their overall satisfaction, perceived learning outcomes, relevance of course material, and the effectiveness of instructional methods.
- **Employer Feedback:** The audio program seeks to acquire feedback for employers who have hired graduates from our Audio Engineering program. In particular we look for graduates' preparedness, technical abilities, soft skills, and their alignment with industry expectations.
- **Career Outcomes:** The Audio Program seeks to track the career paths and achievements of graduates who have completed the Bachelor degree. Particularly recognition in the industry, and alumni success stories.

5. Please describe future programmatic goals such as experiential, interdisciplinary, competency based, JDEI, or other relevant program initiatives. (Annual Program Assessment Form 3,7)

To shape the future of the Audio Engineering program, several programmatic initiatives are in place.

- **Experiential Learning:** The Audio Engineering program at Husson University's New England School of Communications (NESCom) is loaded with experiential learning opportunities. We provide internships, industry collaborations, and real-world capstone

projects in the Live Sound, Music, and Post production categories. This hands-on approach allows students to apply their knowledge in practical settings, gain industry experience, and develop a professional network.

- **Interdisciplinary Integration:** The Audio Engineering program at Husson University's New England School of Communications (NESCom) fosters opportunities for students to work with peers from other classes and programs within the college. This approach helps to encourage cross-pollination of ideas, promotes creative problem solving, and prepares students for the collaborative nature of the audio industry.
- **Competency-Based Education:** Implementing a competency-based education that clearly defines the specific skills and knowledge areas students are expected to master has been an integral part of the curriculum development process and continues to grow as our curriculum continues to evolve.
- **Justice, Diversity, Equality, and Inclusion (JDEI) Initiatives:** Create a supportive and inclusive environment where students feel connected to the school community. Develop programs and initiatives that encourage peer interaction, collaboration, and mentorship opportunities. Assess student satisfaction and sense of belonging through surveys and focus groups.

Program Goal (Upcoming Year)	Assessments Planned
Stay current with technology advancements.	Regularly assess and update the technological infrastructure and equipment in the Audio programs audio production facilities. Including investing in new audio recording and mixing tools, software updates, and hardware upgrades to ensure students are learning on the latest industry-standard technology. Keeping pace with technological advancements ensures that graduates are well-prepared for the demand of the audio industry.
Technological integration in the curriculum.	Evaluate the curriculum to identify opportunities for incorporating technology more effectively into coursework. Including integrating software and hardware tools into relevant courses, offering specialized modules on specific technologies.
Assess the effectiveness of technology-enabled teaching and learning.	Including collecting feedback from students and faculty on the usability and effectiveness of the technology used in classrooms and studios. Conducting surveys, focus groups, or course evaluations can provide valuable insight into strengths and areas of improvement in technology-enabled instruction.
Provide professional development opportunities for faculty.	Offer professional development opportunities for faculty to enhance either knowledge and skills related to emerging technologies in the audio field. Including workshops, training sessions, and conferences focused on the latest software, hardware, and industry trends. By equipping faculty with updated technological expertise, they can effectively integrate technology into their teaching methods and provide students with relevant and engaging learning experiences.
Foster collaborative learning and technology integration.	Encourage collaborative projects and interdisciplinary initiatives that promote the integration of technology across various disciplines. Including partnering with other departments or programs within the institution to develop cross-disciplinary projects or facilitating collaboration with external organizations or industry professionals.

Increase and integrate project-based learning.	Promote project-based learning approaches that provide students with hands-on experiences and practical application of concepts learned in the classroom. Incorporate real-world projects and simulations into the curriculum to enhance students' problem-solving skills, critical thinking abilities, and teamwork.
Enhance assessment methods.	Explore and implement a variety of assessment methods to evaluate student learning outcomes effectively. Including a mix of traditional exams, practical demonstrations, portfolio assessment, group projects, presentations, and reflective assignments. Emphasize authentic assessment that mirror industry practices and provide students with opportunities to showcase their skills and knowledge.
Integrate industry-related assignments and assessments.	Introduce assignments and assessments that closely align with real-world scenarios and industry expectations. Incorporate projects, and assessments that require students to apply their skills and knowledge in authentic audio production settings.
Promote student reflection and self-assessment.	Encourage students to reflect on their learning progress and engage in self-assessment activities. Provide opportunities for students to set learning goals, evaluate their own performance, and seek feedback from peers and instructors. Incorporate self-reflection activities and portfolio development into the curriculum to foster a culture of continuous learning and growth.
Foster a sense of belonging and community.	Create a supportive and inclusive environment where students feel connected to the school community. Develop programs and initiatives that encourage peer interaction, collaboration, and mentorship opportunities. Assess student satisfaction and sense of belonging through surveys and focus groups.
Develop personalized academic plans.	Work closely with students to develop personalized academic plans that align with their interests, goals and strengths. Conduct regular academic advising sessions to track progress, address concerts, and revise academic plans as needed.

Audio Engineering Degree Offerings:

- Audio Engineering - Live Sound Production BS & MBA
- Audio Engineering - Live Sound Production BS
- Audio Engineering - Music Production BS & MBA
- Audio Engineering - Music Production BS
- Audio Engineering - Post Production BS & MBA
- Audio Engineering - Post Production BS
- Audio Engineering Certificate
- Advanced Live Sound Production Certificate
- Advanced Music Production Certificate
- Advanced Post Production Certificate

Faculty Updates: (NECHE standard 6)

The audio program at Husson University consists of four full-time and one adjunct faculty, each with their own specialized areas of expertise and contributions to the curriculum. Each faculty member brings their unique skills to provide students with a diverse range of expertise and perspectives. Their dedication to staying updated with industry advancements, developing

innovative curriculum, and fostering student learning contributes to the overall success and quality of the education students receive at Husson University.

Eric Ferguson: Eric is responsible for teaching the vast majority of live sound classes and has taken the initiative to learn about new Avid technology and the MTRX system. He is actively working on developing curriculum that introduces concepts related to augmented reality (AR), virtual reality (VR), and the Dolby Atmos system. His efforts aim to incorporate emerging technologies and industry trends into curriculum that provides students with up-to-date knowledge and skills in sound production.

Scott Loiselle: Scott specializes in all things MIDI and has focused on improving the Introduction to Post Production class. He utilizes concepts like Pure Data to teach MIDI-driven concepts, leveraging his expertise in this area. Scott continues to create an effective curriculum allowing students to be creative while learning highly technical skills. Additionally, Scott has an extensive vintage synthesizer collection, which helps to enhance his hands-on learning experience for students working with analog equipment.

Edward Goguen: Edward specializes in Pro Tools software. Pro Tools is an industry standard DAW used for multiple music production purposes. Edward plays a key role in crafting the capstone class for the Music Production degree. His expertise in Pro Tools ensures that students gain advanced knowledge in industry-standard software, preparing them for professional work in the field of music production.

Joshua Small: Joshua serves as the curriculum coordinator, responsible for budgets and maintenance, while also contributing to audio classes. Josh has worked to increase the online presence of the Audio program by using online platforms such as Canvas to allow for several different modalities in student learning. Josh works to increase the rigor in several of his audio classes, particularly focusing on recording/microphone techniques, and advanced mixing strategies. Josh also teaches a music production class that encompasses both production and theory in order to produce a variety of different types of musical productions. Josh continues his personal studies in music theory by having weekly private lessons as well as working with outside music production professionals.

Micheal Hambrock: Micheal is the Audio program's single adjunct instructor. Micheal continues to contribute to Husson's success by introducing real world experience with innovative technical concepts that give our students a unique experience. Micheal continues to work with other instructors to craft a unique and challenging post production environment conducive to student learning. Micheal also helps with various introductory live sound courses.

6. Please provide a summary of findings and recommendations based on this self-study.

Findings

- **Enrollment Trends:** The program has experienced a slight decline in enrollment over the past few years, with a decrease in the number of male students. However, there has been a consistent number of female students, indicating some gender balance.
- **Retention and Graduation Rates:** Retention rates have shown a fluctuating pattern, with a slight decrease over the past few years. Graduation rates have remained relatively stable, indicating a satisfactory level of program completion.
- **Faculty Expertise:** The faculty members exhibit strong expertise in their respective areas, such as live sound, MIDI, Pro Tools, Music Production. Along with a dedication to curriculum development and constant improvement. The faculty shows a true dedication to staying updated with advancements in technology and industry trends.
- **Integration of Technology:** The program effectively incorporates industry-standard software like Pro Tools, Digital Performer, and Logic, providing students with hands-on experience in using these audio editing tools. The integration of software and hardware is embedded firmly in the curriculum allowing for further enhancement of students technical skills.

Recommendations:

- **Gender Disparity:** Despite the program seeing an increase in female graduates, further efforts should be made to improve gender diversity. The audio program will consider implementing targeted recruitment strategies, scholarships, and mentorship programs to encourage more female students to pursue audio engineering.
- **Enrollment Strategies:** Develop proactive enrollment strategies to address the declining trend and attract a diverse pool of students. This could include targeted marketing campaigns, partnerships with high schools or community organizations, and participation in industry events to raise awareness of the program.
- **Retention Initiatives:** Implement retention initiatives to improve student persistence and success. Continued comprehensive academic advising, mentorship programs, tutoring services, and creating a supportive learning environment to enhance student engagement and satisfaction.
- **Industry Partnerships:** Strengthen and expand partnerships with industry professionals, studios, and audio companies. This can facilitate internships, guest lectures, and collaborative projects, providing students with valuable industry exposure and networking opportunities.
- **Continuous Curriculum Review:** Regularly review and update the curriculum to reflect emerging trends and technologies in the audio industry. Ensure that courses align with industry demons and equip students with the necessary skills for successful careers.

Integrate experiential learning opportunities and interdisciplinary collaborations to enhance the practicality and relevance of the curriculum.

- **Assessment and Feedback:** Enhance the assessment methods to include both direct and indirect measures of student learning. Incorporate student surveys, alumni feedback, and employer input to gather comprehensive data on program effectiveness in order to make informed decisions for improvement.