

**YEARLY PROGRAM ASSESSMENT FORM  
LIVE SOUND PRODUCTION/MUSIC PRODUCTION/POST PRODUCTION**

**Name of Program:** Live Sound Production/Music Production/Post Production

**Report Prepared By:** Joshua Small

**Audio Engineering Degree Offerings:**

In Husson's unique Bachelor of Science in Audio Engineering degree program, you can choose between:

- 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

**Progression/Graduation Update: (NECHE standard 8)**

**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.

**Program Mission Statement: (NECHE standard 1)**

“The mission of the audio engineering & live sound program at Husson University’s New England School of Communications is to provide students with diversified training necessary for a successful career in the audio & live industries.”

**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.

**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.

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 concerns, and revise academic plans as needed.

**Student Learning Outcomes that were assessed during the 2022 – 23 academic year**

<b>Student Learning Outcome (Audio)</b>	<b>Course mapped to SLO</b>	<b>Summary of the given academic year</b>	<b>Results</b>	<b>Action Items</b>
1. Explain audio industry career options.	Same	Class Discussions Class Projects Written Assignments  Written Exams	Data was not analyzed	Implement Fall 2020
2. Demonstrate professional behavior that meets the expectations of the audio industry.	Same	Teacher Observations	Data was not analyzed	Implement Fall 2020
3. Successfully record, edit, mix, and deliver recorded audio as expected in an entry-level position.	Same	Class Projects Experiential Exercises Lab Assignments Practical Exams Written Assignments Written Exams	Data was not analyzed	Implement Fall 2020
4. Apply theoretical and operational knowledge of	Same	Class Projects Experiential Exercises Lab Assignments Practical Exams	Data was not analyzed	Implement Fall 2020

industry-standard professional audio technology.		Written Assignments Written Exams		
5. Utilize digital audio workstations and associated hardware.	Same	Class Projects Experiential Exercises Lab Assignments Practical Exams Written Assignments Written Exams	Data was not analyzed	Implement Fall 2020
6. Evaluate and implement signal flow concepts.	Same	Class Discussions Experiential Exercises Lab Assignments Practical Exams Written Exams Written Quizzes	Data was not analyzed	Implement Fall 2020
7. Evaluate application-specific audio engineering technique and practices.	Same	Class Discussions Class Projects Experiential Exercises Lab Assignments Practical Exams Written Assignments Written Exams	Data was not analyzed	Implement Fall 2020
8. Demonstrate basic knowledge of advanced audio engineering concepts such as gain staging, impedance configurations, analog and digital cabling, synchronization, phase, digital audio theory, acoustics, and psychoacoustics.	Same	Class Discussions Experiential Exercises Homework Practical Exams Written Exams Written Quizzes	Data was not analyzed	Implement Fall 2020

9. Demonstrate understanding the fundamental principals of electricity.	Same	Experiential Exercises Homework Written Exams Written Quizzes	Data was not analyzed	Implement Fall 2020
10. Demonstrate proficiency in frequency recognition and other critical listening skills.	Same	Ear Training Exercises/Exams Experiential Exercises Homework Written Assignments Written Exams Written Quizzes	Data was not analyzed	Implement Fall 2020
11. Apply knowledge of music fundamentals, music industry culture, history, and style in professional practice.	Same	Class Discussions Class Projects Ear Training Exercises/Exams Lab Assignments Written Assignments Written Exams	Data was not analyzed	Implement Fall 2020
12. Demonstrate skill in professional communication with musicians and other audio professionals.	Same	Class Projects Experiential Exercises Written Assignments Written Exams	Data was not analyzed	Implement Fall 2020
13. Demonstrate knowledge of session management.	Same	Class Discussions Experiential Exercises Lab Assignments Practical Exams	Data was not analyzed	Implement Fall 2020
14. Apply management of personal and/or external resources to complete deadline-driven projects.	Same	Class Projects Written Assignments	Data was not analyzed	Implement Fall 2020

15. Understand common video production technology and practices.	Same	Class Projects Practical Exams Written Quizzes	Data was not analyzed	Implement Fall 2020
16. Understand common live sound technology and practices.	Same	Experiential Exercises Practical Exams Written Exams Written Quizzes	Data was not analyzed	Implement Fall 2020
<b>Student Learning Outcome (Live)</b>	<b>New/Altered/Same*</b>	<b>Assessment tools used</b>	<b>Results</b>	<b>Action Items</b>
1. Explain live audio industry career options.	Same	Experiential Exercises Written Assignments	Data was not analyzed	Implement Fall 2020
2. Demonstrate professional behavior that meets the expectations of the audio industry.	Same	Experiential Exercises Teacher Observations	Data was not analyzed	Implement Fall 2020
3. Demonstrate the ability to mix live music, corporate, theater, and broadcast events in a variety of capacities (FOH, monitors, broadcast, etc.) as expected in an entry-level position.	Same	Class Projects Experiential Exercises Homework Lab Assignments Practical Exams Written Exams Written Quizzes	Data was not analyzed	Implement Fall 2020
4. Apply theoretical and operational knowledge of industry-standard professional audio technology.	Same	Class Projects Experiential Exercises Homework Lab Assignments Practical Exams Written Exams	Data was not analyzed	Implement Fall 2020

		Written Quizzes		
5. Utilize a variety of industry-standard live sound consoles.	Same	Class Projects Experiential Exercises Homework Lab Assignments Practical Exams Written Exams Written Quizzes	Data was not analyzed	Implement Fall 2020
6. Utilize digital audio workstations (such as Avid Pro Tools or other industry standard software) and associated hardware.	Same	Experiential Exercises Homework Lab Assignments Practical Exams Written Exams	Data was not analyzed	Implement Fall 2020
7. Evaluate, implement, and trouble-shoot signal flow concepts.	Same	Class Projects Experiential Exercises Homework Lab Assignments Practical Exams Written Exams Written Quizzes	Data was not analyzed	Implement Fall 2020
8. Evaluate application-specific audio engineering technique and practices.	Same	Class Projects Experiential Exercises Lab Assignments Practical Exams Written Exams Written Quizzes	Data was not analyzed	Implement Fall 2020
9. Demonstrate proficiency in frequency recognition and other critical listening skills.	Same	Ear Training Exercise/Exam Experiential Exercises Homework Lab Assignments Teacher Observations Written Exams Written Quizzes	Data was not analyzed	Implement Fall 2020

10. Demonstrate basic knowledge of advanced audio engineering concepts such as gain staging, impedance configurations, analog and digital cabling, synchronization, phase, digital audio theory, and psychoacoustics.	Same	Class Projects Experiential Exercises Homework Practical Exams Teacher Observations Written Exams Written Quizzes	Data was not analyzed	Implement Fall 2020
11. Utilize knowledge of system optimization tools and techniques, including prediction software, array construction, fill speaker use, system tuning, and FFT measurement software such as Rational Acoustics Smaart.	Same	Class Projects Experiential Exercises Homework Lab Assignments Practical Exams Written Exams	Data was not analyzed	Implement Fall 2020
12. Demonstrate knowledge of electricity fundamentals, grounding, and power distribution.	Same	Class Projects Homework Written Exams	Data was not analyzed	Implement Fall 2020
13. Demonstrate soldering and troubleshooting ability as applied to the construction of audio cabling, basic equipment maintenance, and simple circuit board work.	Same	Class Projects Experiential Exercises Homework Practical Exams Written Exams	Data was not analyzed	Implement Fall 2020

14. Utilize knowledge of event safety, including the recognition of electrical, rigging, and equipment transportation hazards.	Same	Class Projects Experiential Exercises Homework Practical Exams Written Exams Written Quizzes	Data was not analyzed	Implement Fall 2020
15. Utilize knowledge of music fundamentals, music industry culture, history, and style in professional practice.	Same	Teacher Observations Written Exams	Data was not analyzed	Implement Fall 2020
16. Demonstrate skill in professional communication.	Same	Experiential Exercises Written Exams	Data was not analyzed	Implement Fall 2020
17. Demonstrate leadership and organization skills as required to advance and manage professional events and projects.	Same	Class Presentations/Demonstrations Class Projects Experiential Exercises Written Exams	Data was not analyzed	Implement Fall 2020
18. Utilize knowledge of common stage lighting technology and practices.	Same	Class Projects Lab Assignments Written Exams Written Quizzes	Data was not analyzed	Implement Fall 2020
19. Utilize knowledge of common video production technology and practices.	Same	Class Projects Practical Exams Written Quizzes	Data was not analyzed	Implement Fall 2020

**\*State if the outcome is new, altered or the same as last year;**

**\*\*List any action items generated as a result of data collected**

**List the Student Learning Outcomes that you plan to assess during the 2021—22 academic year and what assessment tools you will use to see how well the student met the outcome.**

<b>Student Learning Outcome (Audio)</b>	<b>Assessment Tool</b>
1. Explain audio industry career options.	Class Discussions Class Projects Written Assignments Written Exams
2. Demonstrate professional behavior that meets the expectations of the audio industry.	Teacher Observations
3. Successfully record, edit, mix, and deliver recorded audio as expected in an entry-level position.	Class Projects Experiential Exercises Lab Assignments Practical Exams Written Assignments Written Exams
4. Apply theoretical and operational knowledge of industry-standard professional audio technology.	Class Projects Experiential Exercises Lab Assignments Practical Exams Written Assignments Written Exams
5. Utilize digital audio workstations and associated hardware.	Class Projects Experiential Exercises Lab Assignments Practical Exams Written Assignments Written Exams
6. Evaluate and implement signal flow concepts.	Class Discussions Experiential Exercises Lab Assignments Practical Exams

	<p>Written Exams Written Quizzes</p>
<p>7. Evaluate application-specific audio engineering technique and practices.</p>	<p>Class Discussions Class Projects Experiential Exercises Lab Assignments Practical Exams Written Assignments Written Exams</p>
<p>8. Demonstrate basic knowledge of advanced audio engineering concepts such as gain staging, impedance configurations, analog and digital cabling, synchronization, phase, digital audio theory, acoustics, and psychoacoustics.</p>	<p>Class Discussions Experiential Exercises Homework Practical Exams Written Exams Written Quizzes</p>
<p>9. Demonstrate understanding the fundamental principals of electricity.</p>	<p>Experiential Exercises Homework Written Exams Written Quizzes</p>
<p>10. Demonstrate proficiency in frequency recognition and other critical listening skills.</p>	<p>Ear Training Exercises/Exams Experiential Exercises Homework Written Assignments Written Exams Written Quizzes</p>
<p>11. Apply knowledge of music fundamentals, music industry culture, history, and style in professional practice.</p>	<p>Class Discussions Class Projects Ear Training Exercises/Exams Lab Assignments Written Assignments Written Exams</p>

12. Demonstrate skill in professional communication with musicians and other audio professionals.	Class Projects Experiential Exercises Written Assignments Written Exams
13. Demonstrate knowledge of session management.	Class Discussions Experiential Exercises Lab Assignments Practical Exams
14. Apply management of personal and/or external resources to complete deadline-driven projects.	Class Projects Written Assignments
15. Understand common video production technology and practices.	Class Projects Practical Exams Written Quizzes
16. Understand common live sound technology and practices.	Experiential Exercises Practical Exams Written Exams Written Quizzes
<b>Student Learning Outcome (Audio)</b>	<b>Assessment Tool</b>
1. Explain live audio industry career options.	Experiential Exercises Written Assignments
2. Demonstrate professional behavior that meets the expectations of the audio industry.	Experiential Exercises Teacher Observations
3. Demonstrate the ability to mix live music, corporate, theater, and broadcast events in a variety of capacities (FOH, monitors, broadcast, etc.) as expected in an entry-level position.	Class Projects Experiential Exercises Homework Lab Assignments Practical Exams Written Exams Written Quizzes

<p>4. Apply theoretical and operational knowledge of industry-standard professional audio technology.</p>	<p>Class Projects Experiential Exercises Homework Lab Assignments Practical Exams Written Exams Written Quizzes</p>
<p>5. Utilize a variety of industry-standard live sound consoles.</p>	<p>Class Projects Experiential Exercises Homework Lab Assignments Practical Exams Written Exams Written Quizzes</p>
<p>6. Utilize digital audio workstations (such as Avid Pro Tools or other industry standard software) and associated hardware.</p>	<p>Experiential Exercises Homework Lab Assignments Practical Exams Written Exams</p>
<p>7. Evaluate, implement, and trouble-shoot signal flow concepts.</p>	<p>Class Projects Experiential Exercises Homework Lab Assignments Practical Exams Written Exams Written Quizzes</p>
<p>8. Evaluate application-specific audio engineering technique and practices.</p>	<p>Class Projects Experiential Exercises Lab Assignments Practical Exams Written Exams Written Quizzes</p>
<p>9. Demonstrate proficiency in frequency recognition and other critical listening skills.</p>	<p>Ear Training Exercise/Exam Experiential Exercises Homework Lab Assignments Teacher Observations Written Exams</p>

	Written Quizzes
10. Demonstrate basic knowledge of advanced audio engineering concepts such as gain staging, impedance configurations, analog and digital cabling, synchronization, phase, digital audio theory, and psychoacoustics.	Class Projects Experiential Exercises Homework Practical Exams Teacher Observations Written Exams Written Quizzes
11. Utilize knowledge of system optimization tools and techniques, including prediction software, array construction, fill speaker use, system tuning, and FFT measurement software such as Rational Acoustics Smart.	Class Projects Experiential Exercises Homework Lab Assignments Practical Exams Written Exams
12. Demonstrate knowledge of electricity fundamentals, grounding, and power distribution.	Class Projects Homework Written Exams
13. Demonstrate soldering and troubleshooting ability as applied to the construction of audio cabling, basic equipment maintenance, and simple circuit board work.	Class Projects Experiential Exercises Homework Practical Exams Written Exams
14. Utilize knowledge of event safety, including the recognition of electrical, rigging, and equipment transportation hazards.	Class Projects Experiential Exercises Homework Practical Exams Written Exams Written Quizzes
15. Utilize knowledge of music fundamentals, music industry culture, history, and style in professional practice.	Teacher Observations Written Exams
16. Demonstrate skill in professional communication.	Experiential Exercises Written Exams
17. Demonstrate leadership and organization skills as required to advance and manage professional events and projects.	Class Presentations/Demonstrations Class Projects Experiential Exercises Written Exams

18. Utilize knowledge of common stage lighting technology and practices.	Class Projects Lab Assignments Written Exams Written Quizzes
19. Utilize knowledge of common video production technology and practices.	Class Projects Practical Exams Written Quizzes

**(Optional) Provide any narrative to further explain data above or any highlights you wish to share.**

Mapping courses and programmatic outcomes is an on-going, living process. The audio and live sound faculty have thoroughly enjoyed the process of rebuilding our curriculum, which is crucial to moving to an outcome-based education. This process takes time and by integrating one course map per semester per instructor errors, bumps, and miss steps can be uncovered early and reevaluated. Despite what may appear to be a slow process, at the end of academic year 2020, all audio and live sound courses will be ready to have their maps implemented into their course curricula.