

## ANNUAL PROGRAM ASSESSMENT FORM

**Name of Program:** BS Audio Engineering - Live Sound Prod., Music Prod., & Post Prod.

**Report prepared by:**

AE Program Coordinator Joshua Small  
&  
NESCom Academic Director Edward Goguen

### 1) Please list the degree offerings:

BS Audio Engineering - Live Sound Prod.  
BS Audio Engineering - Live Sound Prod. MBA  
BS Audio Engineering - Music Prod.  
BS Audio Engineering - Music Prod. MBA  
BS Audio Engineering - Post Prod.  
BS Audio Engineering - Post Prod. MBA

### 2) Progression /Graduation update (NECHE 8)

*I can only give Program Enrollments at this time as of SP/2024 - Edward Goguen*

BS Audio Engineering - Live Sound Prod.  
31  
BS Audio Engineering - Live Sound Prod. MBA  
2 - Fall 2024  
BS Audio Engineering - Music Prod.  
66  
BS Audio Engineering - Music Prod. MBA  
- Fall 2024  
BS Audio Engineering - Post Prod.  
12  
BS Audio Engineering - Post Prod. MBA  
0 - Fall 2024

### 3) Program's Mission Statement (NECHE standard 1):

- *Please provide the program mission, and explain the alignment to the University Mission statement.*

*The New England School of Communications inspires and prepares students for professional careers in current and emerging fields by focusing on experiential learning, technology, and work-ready skills.*

*NESCom's missions aligns perfectly with Husson's mission to prepares students for professional careers*

### 4) Faculty updates (NECHE Standard 6)

- *Please provide any relevant updates on faculty. (Examples: Change of faculty, changes in levels of adjunct use, faculty publications/grants within the past year, etc.)*
- *Eric Ferguson*

Approved: Deans Council 7-20-22

- o Completed initial research necessary to develop an AE 455 Topics/ Immersive Audio Course
- o Mixed a song for Thai artist Atom Chanakan.
- o Mixed several songs for the upcoming album from the organization United by Music.
- o Live Sound International published my article “E.D.T.C.: A Methodical Troubleshooting Approach to Identify & Address System Problems.”
- o Blind peer-reviewer for the Audio Engineering Society’s Acoustics & Sound Reinforcement Technical Committee.
- Edward Goguen
  - o Maine Principals Association HS Basketball State Championships. (2024). Produced by Maine Public
  - o The Nite Show with Danny Cashman Season 19 (2023). Produced by NESCom Productions
  - o Avid Instructor Certification Program - Pro Tools ACI Post v2021
- Scott Loiselle
  - o Audio post-production services for the Maine Science Museum
- Josh Small
  - o Major Recording/Mixing Projects
    - Fifth Estate – This project included a 15 song collection
    - Johnny Jensen – Working with Grammy Award winning producer Paul Nelson
    - Brandon Stallard (Cryin’ Out Loud) – Working with Grammy Award winning producer Paul Nelson
    - Emmitt Dewater – Working with Grammy Award winning producer Paul Nelson
    - Dan Brayall – Working with 4 time Academy of Country Music Specialty Instrument Player of the Year award winner and Grammy nominated producer, Ilya Toshinksy
  - o Designed and implemented performance based sound scape with studio owner Dan Sykes
- AE is losing one adjunct this fall to new opportunities: Mike Hambrock (Taught AE 103, AE 221, AE 421, AE 461, & VF 212). We were fortunate enough to add Janelle Doody this past year (AE 100, will be teaching AE 421 FA/2024) and in addition we’re bringing on Ryan Tribou to teach AE 103.

**5) Program Goals / Strategic initiatives (NECHE Standard 2, 5):**

- Areas for goals should address such areas as graduation, progression, retention, changes in program/curriculum due to assessment findings, gaining additional professional expertise, recruitment, or another program/university/professional need.

Goals from the <u>previous</u> year:	Met / Not Met	Assessment summary:	Action
Stay current with technology advancements.	Met	We do our best to align our capital budget with our goals and needs for our curriculum - We can’t afford everything necessary to stay ahead with the industry but our efforts should be recognized	Continue evaluating budget needs and revise this goal for clarity
Technological integration in the curriculum.	Met	This goal is too broad and vague to properly assess. However, we were successful in implementing a Dolby Atmos Immersive Audio System in WCC Studio C that was incorporate into the curriculum of AE 301 and an IS 455	Our curriculum needs to adapt at the same rate as technology in order to stay aligned and current and revise this goal for clarity

Assess the effectiveness of technology-enabled teaching and learning.	Met	This goal is too broad and vague to properly assess. A system needs to be in place to highlight the specific effect of technology and if it met out goals for the course or for the equipment	Continue evaluating and revise this goal for clarity
Provide professional development opportunities for faculty.	Partially Met	Due to the flood of the WCC (FA/2023) and the temporary medical leave of Scott Loiselle (SP/2024), the AE faculty was overloaded this past year and did not have the opportunity to really invest in the available resources for Fac Dev. but faculty still managed to attend AES NYC FA/2024 and Eric Ferguson presented at the ME Science Festival this past spring	Revise this goal for clarity
Foster collaborative learning and technology integration.	Not Met	The true intention of this goal was to create opportunities for faculty and students across departments to work together and collaborate in the WCC Audio Studio, which has not happened in quite a few years. Due to the flood and being short one faculty member this past spring, the specific intent of this goal was not met. This does not take away in any form the efforts of faculty and students on The Nite Show with Danny Cashman or One Circle Agency. It's just that the true intent of this goal was specific	Continue evaluating and revise this goal for clarity
Increase and integrate project-based learning.	Not Met	This goal was connected to the goal above and those new projects were not developed	Continue evaluating and revise this goal for clarity
Enhance assessment methods.	Met	This goal was driven by conversations within the AE faculty about rubrics and creating more real-world projects or practical assignments. Based on those conversations it was clear that our rubrics are continually updated and revised	Continue evaluating and revise this goal for clarity
Integrate industry-related assignments and assessments.	Not Met	Due to other circumstance no new projects were developed	Continue evaluating and revise this goal for clarity
Promote student reflection and self-assessment.	Met	Josh Small has integrated and implemented journaling in his courses providing students with an opportunity to reflect on their use of the lab equipment and hands-on projects.	Continue evaluating and revise this goal for clarity

Goals for the upcoming year:	Assessment planning:	Notes
Stay current with technology advancements.	Keep technology requirements in line with capital budget - reflect on	Revise for next year

	alignment of technology with curriculum	
Technological integration in the curriculum.	Review the implementation of new technology in a single course	Revise for next year
Assess the effectiveness of technology-enabled teaching and learning.	Review the effectiveness of new technology in a single course	Revise for next year
Provide professional development opportunities for faculty.	Professional Dev opportunities exist provided faculty have time to pursue them	Revise for next year
Foster collaborative learning and technology integration.	Currently planning how to implement the new ideas from last year	Revise for next year
Increase and integrate project-based learning.	Once we get the initial project off the ground we can reflect on its success	Revise for next year
Enhance assessment methods.	Increase rigor on certain assignments and survey students at the end	Revise for next year
Integrate industry-related assignments and assessments.	Choose an area where it makes sense to start integrating an industry-aligned project (capstone course perhaps), and develop the assessment and rubric	Revise for next year
Promote student reflection and self-assessment.	Integrate more journaling in other AE courses - perhaps add a pre-semester, post-semester survey on reflection. Can students recognize their own reflective writing or do they have to be taught to recognize it?	Revise for next year

#### 6) Curricular mapping / Outcome assessment (NECHE Standard 4, 8)

- Please review and update the current curricular mapping and ensure syllabi reflect the mapping found at the official Husson Mapping Site ([HERE](#))
- Please update the progress made on specific learning outcomes below. If specific external tools are used (i.e. Praxis, Peregrine, etc.) be sure to include them.

Student Learning Outcome	Courses mapped to SLO	Summary for the given academic year	Action
PO 1 - Professionalism - Meet the social contract and professionalism expectations of employers and team members in a workplace environment.	AE 101, AE 103, AE 104, AE 201, AE 203, AE 253, AE 300, AE 303, AE 314, AE 351, AE 352, AE 353, AE 354, AE 403, AE 451, AE 453, AE 454	Professionalism has the largest Presence across all of the AE courses. Igt is critical to AE students' growth	Refinement of language used to assess professionalism is an ongoing process
PO 2 - Aural Knowledge - Evaluate sound and its aesthetic and technical characteristics.	103, 300, 353, 354, 402, 403	Integrated into courses where our ear-training curriculum is present. AE students still need to test their acute hearing abilities in a structured manner	At the moment we're requiring the students to 'test' their critical and analytical listening skills through weekly drill sets. Selecting the appropriate thinking

			taxonomy level has been difficult
PO 3 - Technical Knowledge - Demonstrate and apply knowledge of audio theory.	100, 200, 201, 300, 301, 303, 314, 351, 352, 403, 453	This is a core component of the AE program.	A deeper dive into scaffolding rigor levels across the courses might be useful
PO 4 - Delivering a Product - Produce audio as expected in an entry-level position.t	101, 103, 203, 302, 314, 353, 354, 402	Crucial for student to understand deliverables in this industry	How do we create a deliverable assignment that cannot be graded unless all requirements are perfectly met? We have found in the past that students seem to purposely ignore a requirement 'daring' us to fail them.
PO 5 - Technical Skills - Evaluate and employ audio technology.	101, 103, 104, 201, 203, 253, 301, 302, 303, 314, 351, 352, 353, 354, 402, 403, 404, 451, 453, 454	This is a core component of the AE program.	A deeper dive into scaffolding rigor levels across the courses might be useful
PO 6 - Knowledge of the Industry, Career Options, History - Demonstrate knowledge of the breadth, culture, and history of the audio industry.	101, 103, 200, 302, 451, 453,	Students must understand how the industry evolves and has evolved especially the existing roles, jobs, & careers, and how they interact and collaborate. Outside of written assignments and quizzes there isn't a performance evaluation that we've considered to assess this	Research other ways to assess this outcomes
PO 7 - Music Knowledge & Skills - Apply knowledge of music fundamentals, music industry culture, history, and style in professional practice.	102, 202, 302, 402, 451	Though not specifically present in numerous courses, this is a critical skill for AE grads. This skills can be (and is) assessed in multiple ways.	This SLO might not need updates
PO 8 - Literacy - Demonstrate ability to research, organize, and present, and defend information.	200, 302, 402, 451, 453	Students must learn to communicate. Finding the balance between all the other skills students must have along with this has been challenging. But it is a major component of the Music Prod capstone course	Literacy needs to be assessed on all courses.

## 7) Executive Summary:

- The major finding relates to making sure all department goals are manageable, meaningful, and measurable. While the intent of the goals is understood by those involved, they are not easy to assess or reflect on as written. These goals should drive the department forward and it's difficult to tackle issues like enrollment or retention if the goals lack specificity. Creating targets will help the department stay on track.
- Enrollment has been declining for the last ten years. While 2022 was a return (or close to it) for new students, 2023 was down significantly, and 2024 is only up by a single deposit. Given the financial aide problems, that could be seen as a victory but those victories don't forestall budget shortfalls and potential cuts. the AE department is considering all of these implications as we move forward. The BS AE Post-Prod. & AE Post-Prod MBA are being phased out due to low numbers.
- Retention is an area where we can and have shown success. Ensuring we keep the students we already have is critical.