

MANAGEMENT REPORT

2015-16 [right margin: UPV Quality]

calidadUPV

Master of Music – Scoring for
Film, Television and Video Games

Berklee College of Music, Valencia
Campus

Objective.

The objective of the present document is to:

- Present a quantitative and qualitative analysis of the functions and results of the degree program
- Re-establish degree program goals, in response to the principal indicators
- Indicate changes made to the program to improve student learning and analyze the results of those changes
- Define objectives and actions to improve the program

Academic director of the degree: Lucio Godoy, Program Director, MM-SFTV

Members of the Academic Committee of the Degree:

Name	Type	Category	Position
	PDI/PAS		Chair/secretary/member, etc.
Lucio Godoy	PDI	Professor	Program director, Full-time
Alfons Conde	PDI	Professor	Faculty, Full-time
Alejandro Cuadrado	PAS	Librarian	Librarian, Full-time
Vanessa Garde	PDI	Professor	Faculty, Full-time
Stine Glismand	PAS	Administrator	Manager, International Career Center, Full-time
Sergio Jimenez Lacima	PDI	Professor	Faculty, Part-time
Pablo Schuller	PDI	Professor	Engineer/Faculty, Full-time

1. Analysis of the function and results of the degree

1.1. Quantitative indicators of the degree management system

Level 1. Activity indicators

Category	Indicator	Defined goal	Result academic year 2015-16
Teaching activity	Weighted teaching activity indicator	n/a	80%
	Doctorate PDI rate	n/a	0%
	Full-time PDI rate	n/a	80%
Research activity	Weighted research activity indicator	n/a	20%
Demand	Enrollment rate	n/a	67.5%
	Supply and demand rate	n/a	302.5%

Level 2. Results indicators

Category	Indicator	Defined goal	Result academic year 2015-16
Teaching	Graduation rate	n/a	96.3%
	Attainment rate	n/a	99%
	Dropout rate	n/a	3.7%
	Efficiency rate	n/a	104%
Internationalization	Number of exchange students received	n/a	n/a
	Number of enrolled students who have done an academic exchange	n/a	n/a
	Percentage of graduate students who have done an academic exchange	n/a	n/a
Alternative definition of internationalization	Percentage of international students, students from countries other than Spain	n/a	93%
Employability	Number of enrolled students who have done internships at a company	n/a	0
	Percentage of graduate students who have done internships in companies	n/a	15.4%

Level 3. Satisfaction indicators

Category	Indicator	Defined goal	Result academic year 2015-16
Faculty	Average satisfaction of the faculty with the management of the degree	n/a	96%
Students	Average satisfaction of the students with the management of the degree	n/a	100%
	Average satisfaction of the students with the teaching provided in the degree	n/a	67%
Graduates	Average satisfaction of graduates with the education received	n/a	100%

1.2 Analysis of the quantitative results of the degree

The results of each of the indicators for the degree defined in the System of Quality Management of Official Degrees of UPV [Universidad Politecnica de Valencia] are analyzed below

Level 1. Activity indicators of the degree

1. Teaching activity:

The Academic Committee of the Degree sees the results as favorable as Berklee College of Music is a teaching institution, rather than a research institution. The work of the faculty is concentrated on teaching. Faculty meet together regularly to discuss teaching, pedagogy, student success and satisfaction. These discussions enable faculty to focus on students who are struggling and to strengthen teaching, as well as to make improvements in the curriculum as necessary. That 80% of faculty time is devoted to teaching is very positive for the institution and for the students.

2. Research activity:

Berklee is a teaching college rather than a research institution. That said, all of Berklee faculty are engaged in research or other professional and creative work. This is important to their being up-to-date in their profession. Berklee faculty in the MM-SFTV are actively engaged in professional work in scoring for film, television and video games. For instance, program director Lucio Godoy is among the best-known film composers in Spain. His credits include, among others, the recent films *The Fury of a Patient Man* (2016) and *A Bakery in Brooklyn* (2016), as well as the popular television series *Velvet* (2013-15) and *Grand Hotel* (2011-13). Vanessa Garde has worked on the forthcoming film *Hunter's Prayer* (2017) and the feature film *Exodus: Gods and Kings* (2014), among many other projects. Alfons Conde has worked on *The Bride* (2015) and the short film *Copetin* (2014), among others. Among his many credits, Sergio Jimenez Lacima composed the music for the popular video game *Call of Duty: Black Ops II* (2012). Pablo Schuller runs his own recording studio, SchullerSound, and works with musicians in all genres. Berklee faculty are evaluated each year based on their teaching, professional/research/creative work, and college service. Faculty in the MM-SFTV department are actively engaged in composing, scoring and producing film, television and game music. This engagement enables them to provide students the most up-to-date teaching about the music industry.

3. Demand:

The demand for the MM-SFTV program is very good, with a supply-demand rate of 302.5% and an enrollment rate of 67.5%. In 2015-16, the program had 121 applications. Of those, 27 students enrolled for the 40 student spots. Note that the number of students that the program is able to accommodate has changed from the 20 stated in the Confirmed Report. There are now 40 possible seats. This change is appropriate as the program's capacity has expanded, due to increased physical space and increases in the number of faculty. This number of students provides for a more vigorous and diverse cohort. The demand for the program is strong and is expected to continue to grow, as the program itself becomes more established.

Level 2. Indicators of the results of the degree.

1. Teaching:

The graduation rate is 96.3%. Only one of the 27 students who began the program in fall 2015 withdrew from the degree without finishing. The degree attainment rate is very high—99%. Most students were able to earn the credits they attempted. The efficiency rate is 104%. This rate is not because students are repeating failed courses. Students are allowed to enroll in courses above those required for the degree. This provides an opportunity for students to explore an area of interest.

2. Internationalization:

This category does not apply to Berklee as the institution is an international school. Berklee's internationalization is very high: 93% of students are from countries other than Spain. Students in the MM-SFTV program come from Canada, China, Ecuador, Italy, Malta, Norway, Switzerland, the United Kingdom, and the United States, as well as Spain.

3. Employability:

Employability has been achieved at a high level. Berklee has a strong focus on preparing students for careers. The International Career Center at the Berklee campus in Valencia is dedicated to providing students expert guidance, cutting-edge resources, and professional development experiences. Students work with advisors to build a career plan. They engage in meetings with the industry. Graduates are working in more than 25 different countries across five continents.

Berklee students in the MM-SFTV program are provided with professional recording experiences. Several times throughout the year, students record their compositions on the Berklee Valencia scoring stage with professional musicians from the major orchestras in Valencia. This is an opportunity for students to engage with the community and to provide additional employment for local musicians, as well as to prepare for their careers working with orchestra professionals. Students also participate in remote recording sessions with orchestras such as the Budapest Art orchestra, connecting with the studio team and the orchestra online, which is an increasingly popular way to record film music.

The thesis project for students in the MM-SFTV program includes a professional recording session at a major studio, such as Air Studios or Abbey Road Studios in London. Students record their master's composition with a professional orchestra there, just as they would for a major feature film.

Students also learn the latest hardware and software used in the industry. They graduate with professional knowledge of industry workflows and processes.

3. Employability, continued:

Students' theses show their preparation to be industry leaders. Topics include:

- "Lament," in which a student composed music for scenes in *Atonement* and *Ana Karenina* using diversified orchestral and non-western instruments.
- "The Rise and Fall of Globosome," an original score for an animated Disney Pixar film.
- "The Alien Anthology," in which a student analyzed the score of the sci-fi film *Alien*, compared it to other sci-fi films and re-imagined the film with an original score.

All of these projects prepare students for work as leaders of the contemporary film scoring industry.

Level 3. Satisfaction indicators of the degree

1. Faculty:

Faculty satisfaction with the management of the degree is very high—96% are satisfied or very satisfied. Faculty are engaged and committed to students.

2. Students:

The average satisfaction of students with the management of the program is 100%. It is 67% with the teaching provided in the program. The latter is lower than the program would like. We will be engaging in additional surveying with students to identify the areas of dissatisfaction and to make improvements.

3. Graduates:

The average satisfaction of graduates of the program with the management of the program and with the teaching provided in the program is 100%.

1.3. Analysis of the scope/level of competencies

The acquisition of specific skills and knowledge are evaluated throughout the program by faculty, advisors and industry experts. As well, the scope of knowledge for both specific and general skills are evaluated by assessments specified in the educational guidelines of each class.

The program prepares students to succeed in the scoring industry. Students learn to

- Synthesize the language of visual media;
- Evaluate and apply leadership models as tools for ethical and culturally influenced decision-making;
- Interpret and apply musically artistic aesthetics to visual media projects in different styles;
- Analyze and research techniques of leading masters of music composition, orchestration, and arranging;
- Synthesize intellectual property laws, with particular attention to artistic contracts;
- Design project management plans for emerging new media scoring models;
- Assess financial considerations in the commerce of music within the entertainment economy; and
- Exhibit expertise in the technology applications appearing in media scoring and sound environments.

Students reach these program competencies, first, through their course work. Required courses in scoring, orchestration, and technology, for example, help students synthesize the language of visual media and develop expertise in technology applications related to media scoring.

Students also reach these competencies through their participation in professional recording sessions, in which they conduct musicians who perform students' original compositions.

Additionally, students master these competencies by completing their own unique thesis projects, which are overseen and guided by a committee led by a faculty member and staffed with other faculty and/or industry leaders. These research and creative thesis projects help students learn the program contents and competencies and develop as individuals ready to lead in the industry.

1.4. Analysis of the actions proposed in previous reports

(NOTE: There were no previous reports. This is the first annual report. This summarizes actions taken.)

Academic Year	Improvement action implemented	Status	Results obtained	Observations
2013-15	Increased number of full-time faculty: the number of full-time faculty was increased 100% from 2 to 4	Complete	Students have more access to consistent well qualified faculty. Full-time faculty are able to devote more time to students and their work.	This has strengthened teacher/student interaction.
2014-15	Increased number of part-time faculty, adding a part-time faculty member who is an expert in video game scoring	Complete	Students have more access to consistent well-qualified faculty. Permanent part-time faculty are able to devote more time to students and their work.	Part-time faculty have become more involved in student thesis projects.
2013-14	Increased number of student spots in the program from 20 to 40	In process	This has expanded the program's ability to meet demand and serve more students. It has also increased the diversity of the student body.	In some years, including 2015-16, finding 40 qualified students to enter the

				program has been challenging. Admissions processes are being refined.
2012-16	Ongoing curriculum review and revision: changes to required courses, career preparation, and thesis project	In process	The preparatory bridge class, FS-500 Scoring Techniques and Technology, was removed as an option. As the program developed, this was not needed as students' entering skill levels are high and any deficiencies are addressed in existing courses. A third level of directed study was added, FS-532 Directed Study 3, to increase student opportunities for creative and collaborative projects. A second level was added to the Advanced Dramatic Orchestration series as well. Two additional courses were added as required to address important technology skills for film scorers: FS-616 Technology in Media Scoring and FS-631 Recording, Editing, and Mixing Techniques for Film Composers 1. A zero ECTS advising course was added on student schedules, as well as GS-503 Career Preparation, a 2 ECTS course for required career counseling and planning. (See the curriculum grid in Appendix A.)	At Berklee, curriculum revision occurs annually, led by the Academic Committee of the Degree. Curriculum revisions are made to improve student learning, are based on feedback received from student course evaluations and from faculty analysis of student success. These changes will be continually monitored and aligned with student learning.
2012-16	Ongoing curriculum review and revision: changes to elective courses	In process	Since this program's inception, the electives have changed to include additional film scoring-specific courses. Students are offered the opportunity to focus on an additional skill, choosing from conducting, video game scoring, advanced editing and recording skills, and additional technological skills. Two courses were removed from the offerings, based on student feedback and interest: FS-619 Master Film Composers and FS-627 Global Music Traditions. Students in need of conducting experience are strongly encouraged to enroll in FS-533 Conducting for Scoring. Those who need more technology experience are strongly encouraged to select FS-617 Dramatic Electronic Composition. Students are also able to enroll in an optional internship (2 ECTS) after they complete their master's degree studies, as well as a research course (GS-510 Principles of Music Research). (See the curriculum grid in Appendix A.)	At Berklee, curriculum revision occurs annually, led by the Academic Committee of the Degree. Curriculum revisions are made to improve student learning, are based on feedback received from student course evaluations and from faculty analysis of student success. These changes will be continually monitored and aligned with student learning.

1.5. Analysis of complaints and objections of the interest groups

Not applicable.

1.6. Analysis of the latest evaluation reports of ANECA [Agencia Nacional de Evaluación de la Calidad y Acreditación (National Quality Evaluation and Accreditation Agency)]/AVAP [Agència Valenciana d'Avaluació i Prospectiva (Valencian Evaluation and Planning Agency)]

The latest report from ANECA/AVAP showed that Berklee has not aligned as fully as necessary with the Spanish criteria defined by the European Higher Education Area (EHEA). This is because Berklee has not submitted a modification to the Confirmed Report to show the ways the curriculum and program has changed. As Berklee College of Music is a college based in the United States, approval for all changes was received by the US accreditation authorities through the New England Association of Schools and Colleges (NEASC). Berklee is submitting a modification as soon as possible.

1.7. General qualitative analysis of the function of the degree

1. Strengths of the degree:

ANECA/AVAP noted as strengths of the degree the quality of the content, the professional level of the instructors, and the international prestige. They also noted that the principal indicators of the Degree, Graduation Rate, Dropout Rate, Efficiency Rate, and Rate of Attainment are appropriate.

2. Weaknesses:

Weaknesses come from Berklee's not submitting appropriate documentation to ANECA/AVAP to note the changes in the program implemented since the approval of the Confirmed Report. This led ANECA/AVAP to conclude that there is insufficiency in organization and development. Berklee disagrees and responds that we have not followed proper processes of communication regarding changes. Organization and development are indeed sufficient.

2. Weaknesses, continued:

A second weakness identified by ANECA/AVAP is in information and transparency. There were a number of procedures that Berklee did not follow and will from now on. There are also a number of procedures that Berklee has followed but did not present in a clear manner to the ANECA/AVAP evaluators. Among these are the need to publish on the website:

- The Confirmed Report from ANECA
- Quality indicators from Berklee College of Music Boston (which are on the berklee.edu website but which were not properly presented to the evaluators), including
 - NEASC approval report
 - Program review information
 - Course evaluation information from Berklee College of Music Boston
 - Graduate studies bulletin, including detailed information for the establishment of the master's thesis
- Course syllabi
- Faculty information, including CVs

A third weakness identified by ANECA/AVAP was the fact that the UPV SGIC system had not been implemented. This report is an effort to rectify that. Clear information about the quality improvement plan—the student satisfaction surveys, student course evaluations—was not presented to evaluators. This led ANECA/AVAP to conclude that Berklee does not have procedures that facilitate evaluation and improvement of the quality of the teaching and learning process. In fact, Berklee does have procedures in place but these were not presented in a satisfactory manner. Likewise, Berklee is supplementing its procedures with the UPV SGIC system.

2. Proposals and improvements

2.1. Revision of goals established for indicators of the System of Quality Management of Official Degrees of UPV

Level 1. Activity indicators

Category	Indicator	Current goal	Proposed goal
Teaching activity	Weighted teaching activity indicator	80%	80%
	Doctorate PDI rate ¹	0%	10%
	Full-time PDI rate	80%	80%
Research activity	Weighted research activity indicator	20%	20%
Demand	Enrollment rate	67.5%	65%

¹ In this program, it is most important that faculty have experience in the scoring industry and are well-connected professionally. The faculty in this program are that. Berklee will make an effort to seek doctorally prepared faculty when new positions open. As well, we will support completion of advanced education by existing faculty.

	Supply and demand rate	302.5%	300%
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Level 2. Results indicators

Category	Indicator	Current goal	Proposed goal
Teaching	Graduation rate	96.3%	95%
	Attainment rate	99%	99%
	Dropout rate	3.7%	3%
	Efficiency rate	107%	105%
Internationalization	Number of exchange students received	n/a	n/a
	Number of enrolled students who have done an academic exchange	n/a	n/a
	Percentage of graduate students who have done an academic exchange	n/a	n/a
Alternative definition of internationalization	Percentage of international students, students from countries other than Spain	93%	90%
Employability	Number of enrolled students who have done internships at a company	0	0
	Percentage of graduate students who have done internships in companies	15.4%	20%

Level 3. Satisfaction indicators

Category	Indicator	Current goal	Proposed goal
Faculty	Average satisfaction of the faculty with the management of the degree	96%	96%
Students	Average satisfaction of the students with the management of the degree	100%	90%
	Average satisfaction of the students with the teaching provided in the degree	67%	80%
Graduates	Average satisfaction of graduates with the education received	100%	90%

Justification of the new goals set out

These goals show our intention to improve in key areas, especially in student satisfaction with the teaching provided in the degree. They reveal the commitment of the program to improve.

2.2. Objectives and actions to improve the degree

As a result of the analysis in the previous sections and the areas of improvement detected, the following objectives to improve the degree are defined, as well as the actions to be carried out in order to achieve them.

Proposed academic year	Improvement action	Status	Motivation
2016-17	Survey students in greater detail to learn more about the aspects of the teaching of the degree with which they are dissatisfied; and work to resolve their dissatisfaction	In process	To increase student satisfaction
2016-17	Limit the number of extra courses in which students may enroll	In process	To increase efficiency
2016-17	Submit to ANECA the necessary reports to attain approval of changes made to the degree	In process	To update the Confirmed Report so that Berklee is in alignment with ANECA requirements
2016-17	Publish required documentation on the website to be in compliance with ANECA requirements	In process	To meet requirements and increase transparency for students
2016-17	Participate in UPV SGIC quality system	In process	To improve quality and align with ANECA standards

2.3. Suggestions for improving the Internal System of Quality Management of Degrees

Optionally, evaluate and propose suggestions for improving the quality assurance system of degrees.

None at this time.

APPENDIX A:
Academic Year 2016-17
Master of Music – Scoring for Film, Television, and Video Games
Courses by Semester

	Semester 1	Semester 2	Semester 3	Semester 4 (optional)
Required courses (3 credits/6 ECTS each except where noted)				
FS-510 Advanced Scoring 1: Narrative Analysis	X			
FS-520 Advanced Scoring 2: Genre and Form		X		
FS-530 Directed Study 1 (3 credits/3 ECTS)	X			
FS-531 Directed Study 2 (3 credits/3 ECTS)		X		
FS-532 Directed Study 3 (3 credits/3 ECTS)			X	
FS-615 Video Game Scoring Techniques	X			
FS-620 Advanced Dramatic Orchestration 1	X			
FS-621 Advanced Dramatic Orchestration 2		X		
FS-631 Recording, Editing and Mixing Techniques for Film Composers 1	X			
FS-616 Technology in Media Scoring	X			
Electives (3 credits/3 ECTS each, choose one): FS-617 Dramatic Electronic Composition FS-618 Additional DAWs for Scoring FS-533 Conducting for Scoring FS-633 Advanced Conducting for Scoring FS-632 Recording, Editing and Mixing Techniques for Film Composers 2 FS-623 Advanced Video Game Scoring		X		
Advising (0 credits/0 ECTS) GS-500 Master's Advising	X	X	X	
Career Preparation (1 credit/2 ECTS) GS-503 Graduate Professional Development Seminar		X		
Optional Electives (do not count in credit total of program) GS-510 Principles of Music Research (3 credits/6 ECTS)	X			
Optional Internship GS-595 Graduate Internship (1 credit/2 ECTS)				X
Culminating Experience FS-695 Culminating Experience (6 credits/6 ECTS)			X	
Total credits: 40/41 with internship	18	13	9	1 (optional)
Total ECTS: 62/64 with internship	33	23	9	2 (optional)