

MANAGEMENT REPORT

2015-16 [right margin: UPV Quality]

calidadUPV

Master of Arts – Global
Entertainment and Music Business

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: Emilien Moyon, PhD, Program Director, MA-GEMB

Members of the Academic Committee of the Degree:

Name	Type	Category	Position
	PDI/PAS		Chair/secretary/member, etc.
Emilien Moyon	PDI	Professor	Program director, Full-time
Sam Arvidsson	PDI	Professor	Faculty, Part-time
Graham Ball	PDI	Professor	Faculty, Part-time
Allen Bargfrede	PDI	Professor	Faculty, Part-time
Ben Cantil	PDI	Professor	Faculty, Full-time
Benjamin Costantini	PDI	Professor	Faculty, Part-time
Ferran Coto	PDI	Professor	Faculty, Part-time
Alejandro Cuadrado	PAS	Librarian	Librarian, Full-time
Peter Dyson	PDI	Professor	Faculty, Part-time
Timothy Ferrone	PDI	Professor	Faculty, Part-time
Jon Forsyth	PDI	Professor	Faculty, Part-time
Stine Glismand	PAS	Administrator	Manager, International Career Center, Full-time
Nacho Marco	PDI	Professor	Faculty, Part-time
Lucas Martín	PDI	Professor	Faculty, Full-time
Neeltje Mooring	PDI	Professor	Faculty, Part-time
Alf Oloffson	PDI	Professor	Faculty, Part-time
Alexandre Perrin	PDI	Professor	Faculty, Full-time
Nevena Vujosevic	PDI	Professor	Faculty, Part-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	13%
	Full-time PDI rate	n/a	25%
Research activity	Weighted research activity indicator	n/a	20%
Demand	Enrollment rate	n/a	77.5%
	Supply and demand rate	n/a	270%

Level 2. Results indicators

Category	Indicator	Defined goal	Result academic year 2015-16
Teaching	Graduation rate	n/a	87.1%
	Attainment rate	n/a	98%
	Dropout rate	n/a	12.9%
	Efficiency rate	n/a	106%
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	97%
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	7.4%

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	60%
	Average satisfaction of the students with the teaching provided in the degree	n/a	60%
Graduates	Average satisfaction of graduates with the education received	n/a	75%

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. Many Berklee faculty in the MA-GEMB program work on music industry events and festivals, or are practicing music business professionals. This research and professional work means that they are able to offer students the latest insights to the industry. Faculty are evaluated each year based on their teaching, professional/research work, and college service. Faculty in the MA-GEMB department are engaged in research vital to the future of the music industry, including research that is shared at professional conferences and in professional journals.

3. Demand:

The demand for the MA-GEMB is very good, with a supply-demand rate of 270% and an enrollment rate of 77.5%. In 2015-16, the program had 108 applications. Of those, 31 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 87.1%. Four of the 31 students who began the program withdrew from the degree without finishing. The degree attainment rate is very high—98%. Most students were able to earn the credits they attempted. The efficiency rate is 106%. 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: 97% of students are from countries other than Spain. Students in the MA-GEMB come from Belgium, Canada, China, Columbia, France, Hong Kong, India, Jordan, Korea, Oman, the United States, and 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. Many are employed by some of the most important companies in the industry, including Native Instruments, Live Nation, Spotify, and BMG Chrysalis.

Students participate in important music industry conferences and festivals, where they interact with professionals and industry leaders. These conferences and festivals include: Musikmesse in Frankfurt; The Great Escape UK, in Brighton; Midem, in Cannes; and SONAR in Barcelona.

Berklee students also host and organize important industry events, including two major undertakings among the MA-GEMB students. These are TEDxBerkleeValencia and the Berklee Women's Empower Symposium. These large events are organized by students, under the guidance of faculty, and involve an audience of hundreds. TEDx and the Women's Empower Symposium recruit speakers from around the world to address audiences in Valencia. The former focuses on themes of relevance to all. The latter focuses on women in the music industry.

3. Employability, continued:

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

- "The Sound of Tomorrow," in which a student researched the factors that lead to success of a new music genre.
- "Flits," a new app that allows concertgoers and music enthusiasts to find trending music events.
- "Crowdfunding and the Music-Making Paradigm," a research project that explores contemporary value propositions and revenue streams.
- "The Music Industry in China: Analyzing Consumption, Marketing and Historical Trends," a research project that analyzes how music is consumed and marketed in the burgeoning Chinese market.

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

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 and with the teaching provided in the program is 60%. This 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 75%. This is lower than the program would like. We will be engaging in additional surveying with students and graduates to identify the areas of dissatisfaction and to make improvements.

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 music industry. Students learn to

- Synthesize the language of the global music and entertainment industries;
- Evaluate and apply leadership models as tools for ethical decision-making;
- Apply effective promotion and marketing strategies;
- Synthesize research techniques applicable to the global music and entertainment industries;
- Synthesize intellectual property laws, with particular attention to rights licensing;
- Assess markets for emerging business models;
- Assess financial considerations in the commerce of music and entertainment in a global economy; and
- Forecast trends and gain expertise in the technology applications appearing in business environments.

Students reach these program competencies, first, through their course work. Required courses in music business finance, contract law, and creative entrepreneurship, for example, help students assess market and financial considerations.

Students also reach these competencies through their participation in professional conferences and festivals, as mentioned above, and through their own leadership and organizing of professional events.

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
2013-14	Increased number of full-time faculty: the number of full-time faculty was increased 100% from 1 to 2	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.
2013-14	Increased number of part-time faculty: the number of part-time faculty increased 100% from 5 to 10	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	In some years, including 2015-16, finding 40 qualified students to enter the program has

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			body.	been challenging. Admissions processes are being refined.
2014-15	Added professional conferences that students organize in Valencia, including TEDx and the Women's Empower Symposium	Complete	These major conferences and events provide students professional experience. Students recruit speakers, organize the events, build the audience, lead the marketing and more.	This is very empowering for students and helps them apply their classroom work to real life experiences.
2012-16	Ongoing curriculum review and revision: changes to required courses, career preparation, and thesis project	In process	The bridge course option MB-510 Survey of the International Music Industry was removed from the program of study. This course was unnecessary for nearly all of the accepted applicants. All of the current required courses have been updated to include the most recent developments in the global music industry's business practices, resulting in several title changes: MB-551, formerly Business and Intellectual Property Law, is now Contract Management and Entertainment Law; MB-553, formerly Accounting and Finance, is now Music Business Finance; and MB-562, formerly Entrepreneurship and Innovation, is now Creative Entrepreneurship. The number of required courses went from six courses down to four courses with the addition of a subject-specific practicum. This allows students greater flexibility in choosing courses that are directly related to their career goals and responds to student learning and practical needs. Students may choose from four practica, focusing on entrepreneurship, live music, record companies, or music technology business applications. MB-575 Music Business Seminar was added as a formalized class for students to engage with various visiting professors as needed. 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. MB-695 Culminating Experience has remained the same. (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	In process	Three previously required courses moved to electives:	At Berklee, curriculum revision

	courses		<p>MB-550, formerly International Marketing and Branding, now Branding, Sponsorship, and Advertising; MB-555, formerly Globalization and Organizational Leadership, now Global Leadership and Management; and MB-557, formerly Economics of Entertainment, now Economics of Creative Industries. These were moved to electives as it was determined that students have diverse needs. These courses are necessary for some students but not all. Other courses were removed from the curriculum to make way for more current content. For example, courses MB-561 Entertainment Management in Process and Theory, MB-611 Emerging Entertainment Business Models, MB-617 Cross-Cultural Business Communication, and MB-621 Operations of Live Entertainment were removed from the curriculum and replaced by other more up-to-date courses, or were transformed into courses that became the basis for the practica. MB-563 Data Analytics in the Music Industry was added, for example. The elective choices in this program also grew with technology course options due to the addition on the campus of the Master of Arts in Music Production, Technology, and Innovation program. Global Entertainment and Music Business students may choose either MTI-543 Music Video Production or MTI-613 Electronic Dance Music Composition as electives. Overall, the Master of Arts in Global Entertainment and Music Business program is highly customizable and serves diverse student interests under the umbrella of music business. 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.)</p>	<p>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.</p>
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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	41.7%	42%
	Full-time PDI rate	16.7%	16%
Research activity	Weighted research activity indicator	20%	20%
Demand	Enrollment rate	77.5%	75%
	Supply and demand rate	267.5%	265%

Level 2. Results indicators

Category	Indicator	Current goal	Proposed goal
Teaching	Graduation rate	87.1%	90%
	Attainment rate	98%	98%
	Dropout rate	12.9%	10%
	Efficiency rate	112%	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	97%	95%
Employability	Number of enrolled students who have done internships at a company	0	0
	Percentage of graduate students who have done internships in companies	7.4%	10%

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	60%	80%
	Average satisfaction of the students with the teaching provided in the degree	60%	80%
Graduates	Average satisfaction of graduates with the education received	75%	85%

Justification of the new goals set out

These goals show our intention to improve in key areas, especially in graduation rate and in student satisfaction with the management of 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 management 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/AVAP 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/AVAP requirements
2016-17	Publish required documentation on the website to be in compliance with ANECA/AVAP 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/AVAP 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 Arts – Global Entertainment and Music Business
Courses by Semester

	Fall: Semester 1	Spring: Semester 2	Summer: Semester 3	Fall: Semester 4 (optional)
Required Courses (3 credits/6 ECTS each unless otherwise noted; 10 credits/20 ECTS total)				
MB-551 Contract Management and Entertainment Law	X			
MB-553 Music Business Finance	X			
MB-562 Creative Entrepreneurship	X			
MB-575 Music Business Seminar (1 credit/2 ECTS); take both fall and spring	X	X		
Practicum Courses (3 credits/6 ECTS each; choose 1; determines program concentration) MB-611 Entrepreneurship Practicum MB-621 Live Practicum MB-623 Record Practicum MB-625 Technology Practicum		X		
Elective Courses (choose 4; 3 credits/6 ECTS each unless otherwise noted) MB-550 Branding, Sponsorship, and Advertising MB-555 Global Leadership and Management MB-556 Music Marketing MB-557 Economics of Creative Industries MB-559 Publishing, Licensing, and Distribution MB-563 Data Analytics in the Music Industry MB-564 Music, Media and Society MB-613 The Science of Artist Management MB-615 Digital Marketing & Social Media Management MTI-613 Electronic Dance Music Composition MTI-543 Music Video Production	X	X X	X	
Optional Electives (do not count in credit total of program) GS-510 Principles of Music Research (3 credits/6 ECTS)	X	X	X	
Advising (0 credits/0 ECTS) GS-500 Master's Advising	X	X	X	
Career Preparation (1 credit/2 ECTS) GS-503 Career Preparation		X		
Optional Internship (1 credit/2 ECTS) GS-595 Graduate Internship				X
Culminating Experience (6 credits/6 ECTS) MB-695 Culminating Experience			X	
Total credits: 33/34 with optional internship	13	11	9	1
Total ECTS: 60/62 with optional internship	26	22	12	2