

MANAGEMENT REPORT 2016–2017

Master of Music
Contemporary Performance (Production Concentration)

Berklee College of Music, Valencia Campus



Prepared by the Office of Graduate Studies

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: Casey Driessen, Program Director, MM-CPPD

Members of the Academic Committee of the Degree

Name	Type	Category	Position
	PDI/PAS		Chair/secretary/member, etc.
Casey Driessen	PDI	Professor	Program director, Full-time
Enric Alberich	PDI	Professor	Assistant Dean/Faculty, Full-time
Peter (Zebbler) Berdovsky	PDI	Professor	Faculty, Part-time
Ben Cantil	PDI	Professor	Faculty, Full-time
Drew Cappotto	PDI	Professor	Engineer/Faculty, Full-time
Alejandro Cuadrado	PAS	Librarian	Librarian, Full-time
Neil Diercks	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
Sergio Martínez	PDI	Professor	Faculty, Part-time
Victor Mendoza	PDI	Professor	Faculty, Full-time
Celia Mur	PDI	Professor	Faculty, Part-time
Polo Orti	PDI	Professor	Faculty, Part-time
Paul Pacifico	PDI	Professor	Faculty, Part-time
Yoel Páez	PDI	Professor	Faculty, Part-time
Olga Roman	PDI	Professor	Faculty, Part-time
Perico Sambeat	PDI	Professor	Faculty, Part-time
Isreal Sandoval	PDI	Professor	Faculty, Part-time
Mariano Steimberg	PDI	Professor	Faculty, Part-time
Liz Teutsch	PDI	Professor	Director/Faculty, Full-time
Javier Vercher	PDI	Professor	Faculty, Part-time
Chris Wainwright	PDI	Professor	Engineer/Faculty, Full-time
Gary Willis	PDI	Professor	Faculty, Part-time
Brian Zalmijn	PDI	Professor	Faculty, Part-time

1. Analysis of the function and results of the degree

1.1 Quantitative indicators of the degree management program

1. Analysis of the function and results of the degree

Category	Indicator	Defined Goal	Result Academic Year 2016–2017
Teaching Activity	Weighted teaching activity indicator	80%	80%
	Doctorate PDI rate ¹	0%	0%
	Full-time PDI rate	33%	30%
Research Activity	Weighted research activity indicator	20%	20%
Demand	Enrollment rate	75%	93%
	Supply and demand rate	280%	408%

2. Results indicators

Category	Indicator	Defined Goal	Result Academic Year 2016–2017
Teaching	Graduation rate	95%	97%
	Attainment rate	95%	99%
	Dropout rate	5%	3%
	Efficiency rate	100%	103%
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	90%	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	15%	17%

3. Satisfaction indicators

Category	Indicator	Defined Goal	Result Academic Year 2016–2017
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	85%	79%
	Average satisfaction of the students with the teaching provided in the degree	90%	76%
Graduates	Average satisfaction of graduates with the education received	85%	75%

1.2 Analysis of the quantitative results of the degree

¹ In this program, it is most important that faculty have experience as performers 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.

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 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. This is a performance program and the emphasis is on performance practice and on artistic research. All of Berklee faculty in this program are engaged in performance and/or artistic research. This is important to their being up-to-date in their profession. They are active performers and understand well the music industry today. Many Berklee faculty in the MM-CPPD program perform regularly in Valencia and around the world. Casey Driessen, the director of the program, for instance, recently released his third album, one that grew out of his many live performances. Saxophonist Perico Sambeat is considered one of the best musicians in Spain and is performing continuously, across Spain and Europe. Vibraphonist and composer Victor Mendoza is a leading international artist in the Latin jazz and world percussion spheres, has won many awards and continues to tour and perform. That the program is led by performing faculty means that students have many opportunities to perform, in Valencia and beyond, often joining their faculty on stage. It also means that Berklee is able to offer students the latest insights to the industry. Faculty are evaluated each year based on their teaching, professional/research/creative work, and college service. Faculty in the MM-CPPD department are engaged in creative work and professional service vital to the future of the music industry. They understand the world of musical performance today and are able to prepare students well for their careers.

3. Demand:

The demand for the MM-CPPD is very good, with a supply-demand rate of 408% and an enrollment rate of 93%. In 2016–17, the program had 163 applications. Of those, 37 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 97%. The degree attainment rate is very high—99%. Most students were able to earn the credits they attempted. The efficiency rate is 103%. 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: 95% of students are from countries other than Spain. Students in the MM-CPPD program come from Brazil, Canada, China, Colombia, France, Ireland, Korea, Lebanon, Mexico, Russia, Serbia, South Africa, 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 four continents. Most graduates of the MM-CPPD program choose to launch their own performing careers, touring with their bands around the world. Others have gone on to earn additional master or doctoral degrees, especially in pedagogy or in musicology.

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 engage in regular performances in Valencia, throughout Spain and throughout Europe. Weekly, students perform "The B Jam Sessions" at Radio City in Valencia, a series presented by LiveXmusic; students perform in the regular outdoor concert series Berklee sponsors at the Palau: "Un Lago de Conciertos," and students perform in the major commencement concert, also outside, in July.

The program requires students to develop a business plan for their performing career and to learn how to record and produce their own music.

Students' theses show their preparation to be performing musicians. All students complete a creative project that involves performing and recording. Some students also complete a research project.

Examples include:

- "Rhythms from the Arabian Peninsula," in which a student researched and presented an overview of historical origins, notations, and recordings of selected Arabian Peninsula rhythms.
- "Setting Music to Latin American Poetry," a project that explored the artist's identity by composing music to poems by Nicaraguan-Italian novelist/poet Gioconda Belli and Argentine poet Alfonsina Storni.
- "Viola Soundscapes," in which a student produced an EP that merges viola with electronic music, showcasing possibilities for classical instruments in electronic music.

All of these projects prepare students for work as contemporary musicians.

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 79%, and 76% are satisfied with the teaching provided in the program.

3. Graduates:

The average satisfaction of graduates of the program with the management of the program is 75%.

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 as contemporary performers. Students learn to

- Synthesize the harmonic and stylistic practices associated with their chosen area of performance;
- Synthesize the skills required of performers in a variety of contemporary music settings;
- Perform music in contemporary musical styles;
- Create and improvise music;
- Develop strategies for producing and marketing their performance projects;
- Synthesize their artistic identity, vision, and intent in performance work; and
- Apply technology to recording and distributing music.

Students reach these program competencies, first, through their course work. Students study in private lessons and ensembles each semester. Students also complete required and elective courses in performance, production, entrepreneurship, music theory, pedagogy, songwriting and more. These all contribute to students' development as performers and to their preparation not only to make music but to be able to support themselves financially while doing it.

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

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 creative and research thesis projects help students learn the program contents and competencies and develop as individuals ready to lead as contemporary performers.

1.4 Analysis of the actions proposed in previous reports

Academic Year	Improvement action implemented	Status	Results obtained	Observations
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	Students were surveyed at graduation about their post-graduation plans and satisfaction, as well as at the end of each semester.	Improved survey process will continue for the 2017-18 academic year
2016-17	Limit the number of extra courses in which students may enroll	Complete	Students require the approval of their program director to enroll in extra courses.	Additional courses must be beneficial for the student's development.
2016-17	Submit to ANECA/AVAP the necessary reports to attain	In process	This item is still in process.	

	approval of changes made to the degree		
2016-17	Publish required documentation on the website to be in compliance with ANECA/AVAP requirements	Complete	Available at https://www.berklee.edu/institutional-research-assessment/valencia-spain-campus-accreditation
2016-17	Participate in UPV SGIC quality system	Complete	Berklee has adopted this annual process

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)]

ANECA/AVAP has not yet visited campus to evaluate this program.

1.7 General qualitative analysis of the function of the degree

1. Strengths of the degree:

ANECA/AVAP has not yet visited campus to evaluate this program. Strengths of the degree include the quality of the content, the professional level of the instructors, and the international prestige. An additional strength includes the professional facilities in which students complete their studies. The principal indicators of the Degree, Graduation Rate, Dropout Rate, Efficiency Rate, and Rate of Attainment are also strong. The focus on self-sufficiency and career skills is an advantage over most performance programs. As well, the integration with the MM-MPTI and MA-GEMB programs enhances student skills and learning. The program provides excellent preparation for an independent performing artist.

2. Weaknesses:

ANECA/AVAP has not yet visited campus to evaluate this program. Berklee is working to ensure compliance with ANECA criteria.

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 ²	0%	0%
	Full-time PDI rate	33%	33%
Research Activity	Weighted research activity indicator	20%	20%
Demand	Enrollment rate	75%	80%

² In this program, it is most important that faculty have experience as performers 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		280%	300%
Level 2. Results indicators			
Category	Indicator	Current Goal	Proposed Goal
Teaching	Graduation rate	95%	95%
	Attainment rate	95%	95%
	Dropout rate	5%	5%
	Efficiency rate	100%	100%
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	90%	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%	15%

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	85%	85%
	Average satisfaction of the students with the teaching provided in the degree	90%	90%
Graduates	Average satisfaction of graduates with the education received	85%	85%

Justification of the new goals set out:

These goals show our intention to continue to excel 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 provide a high level education.

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
2017-18	Launch rhythm-focused elective	In process	Broaden curriculum
2017-18	Develop piano skills course designed specifically for CPPD	In process	Broaden curriculum
2017-18	Improve faculty offering contemporary bowed string & upright bass instruction	In process	Broaden curriculum

2017-18	Invite & support a wider range of visiting artists from Spain, Mediterranean region, and Europe	In process	Improve student engagement with region-specific music
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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: Master of Music – Contemporary Performance (Production Concentration)
Courses by Semester, Academic Year 2017-18

	Fall: Semester 1	Spring: Semester 2	Summer: Semester 3	Fall: Semester 4 (optional)
Required Courses (3 credits each/ECTS as noted)				
PS-619 Masters Performance Forum (6 ECTS)	X			
PS-622 Masters Advanced Performance Forum (6 ECTS)		X		
PS-532 The Artist as a Startup (5 ECTS)		X		
PS-522 Production Concepts for the Contemporary Musician (5 ECTS)	X			
PS-624 Applied Advanced Production Projects (5 ECTS)		X		
PIMM-550 Private Instruction 1 (2 ECTS)	X			
PIMM-600 Private Instruction 2 (2 ECTS)		X		
PIMM-650 Private Instruction 3 (2 ECTS)			X	
ENDS-550 Contemporary Ensemble (1 credit/3 ECTS; take 3 times)	X	X	X	
Electives: Choose any two (3 credits each/5 ECTS each unless otherwise noted) MTI-543 Music Video Production MTI-613 Electronic Dance Music Composition AR-511 Contemporary Arranging ET-511 Contemporary Ear Training HR-511 Contemporary Harmony PS-621 Topics in Improvisation PS-631 Performance Pedagogy PS-635 Cross Cultural Rhythm Studies for Musicians GS-627 The Performing Composer SW-565 Lyric Writing	X	X		
Optional Research Elective (does not count in credit total of program; 3 credits/6 ECTS) GS-510 Principles of Music Research		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) PS-695 Culminating Experience			X	
Total credits: 40/41 with optional internship	13	17	10	1 (optional)
Total ECTS: 60	21	28	11	2 (optional)