

MANAGEMENT REPORT 2016–2017

Master of Arts
Global Entertainment and Music Business

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: Emilien Moyon, Ph.D., Program Director, MA-GEMB

Members of the Academic Committee of the Degree

Name	Type	Category	Position
Camille Colatosti	PAS	Dean	Dean Institutional Assessment and Graduate Studies
Maria M. Iturriaga	PAS	Dean	Dean of Academic Affairs
Enric Alberich	PAS	Assistant Dean	Assistant Dean Of Academic Affairs
Ester Ruano	PAS	Senior Manager	Senior Manager of Academic Affairs
Emilien Moyon	PDI	PHD	Program Director MA-GEMB
Alexander Perrin	PDI	Professor	Faculty, Full-Time
Hannah Lebel	Student	Student	Student Advisory Board
Brandon Jarret	Student	Student	Student Advisory Board

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	42%	20%
	Full-time PDI rate	16%	33%
Research Activity	Weighted research activity indicator	20%	20%
Demand	Enrollment rate	75%	85%
	Supply and demand rate	265%	265%

2. Results indicators

Category	Indicator	Defined Goal	Result Academic Year 2016–2017
Teaching	Graduation rate	90%	100%
	Attainment rate	98%	98%
	Dropout rate	10%	0%
	Efficiency rate	105%	105%(*) ¹
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	95%	88%
Employability	Number of enrolled students who have done internships at a company	0%	0%
	Percentage of graduate students who have done internships in companies	10%	15%

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	80%	85%
	Average satisfaction of the students with the teaching provided in the degree	80%	69%
Graduates	Average satisfaction of graduates with the education received	85%	69%

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

¹ Efficiency rate is higher than 100% because some students take elective courses beyond 60 ECTS

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 265% and an enrollment rate of 85%, an increase of 8% since 2015-16. In 2016-17, the program had 106 applications. Of those, 34 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 100%. The degree attainment rate is also very high—98%. Most students were able to earn the credits they attempted. The efficiency rate is 105%. 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: 88% of students are from countries other than Spain. Students in the 2016-17 MA-GEMB class come from Andorra, Canada, China, Colombia, France, Germany, Greece, India, Monaco, Portugal, 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. As presented in our spring report “Valencia Graduate Alumni after Berklee” 90% of the responding alumni work in the music/entertainment industry. Out of this 90%, 55% are employed and 42% are self-employed/freelance. 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 19 different countries across five continents. Many are employed by some of the most important companies in the industry, including Google Korea, Live Nation, Shutterstock Music, Sony Music Entertainment, and Spotify.

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. They also have the opportunity to complete consulting projects with well-known companies like Sony Music Germany through the Data Analytics in the Music Industry course, which was added to the program in the 2016-17 year.

Berklee students also host and organize important industry events, including two major undertakings among the MA-GEMB students. These are the Live Festival 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. Students’ theses show their preparation to be industry leaders. Topics include:

- “The Art of Hype in the Music Industry,” in which a student analyzed digital marketing data for a contemporary performer to determine its relationship to audience enthusiasm.
- “Coastline Carnival,” a business plan for a new music festival and conference in Asbury Park, New Jersey.
- “Classical Music on YouTube,” a consulting project for Warner Classics that recommends implementing digital strategies from popular music to increase audience for the classical music.

All of these projects prepare students for work as leaders of the contemporary music 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 85% and with the teaching provided in the program is 69%. 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 69%. This is lower than the program would like. We continue to engage 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

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	Complete	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 approval of changes made to the degree	In process	This item is still in process.	To be submitted in January 2018
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

Results of indicators and students satisfaction surveys are discussed and addressed at two levels, the Valencia Academic Leadership Team, and the Academic Committee of the program.

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)]

Berklee is awaiting the results of the AVAP visit in July of 2017. As noted in last year's report, the previous report from 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 in the process of submitting a modification to the Confirmed Report.

1.7 General qualitative analysis of the function of the degree

1. Strengths of the degree:

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

2. Weaknesses:

In the previous report, weaknesses came 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.

A second weakness identified by ANECA/AVAP is in information and transparency. There were a number of procedures that Berklee did not follow at that time and has modified and is already following. There are also a number of procedures that Berklee has followed but did not present in a clear manner to the ANECA/AVAP evaluators. This has been addressed, and now the following items are available on Berklee's website at <https://www.berklee.edu/institutional-research-assessment/valencia-spain-campus-accreditation>:

- The Confirmed Report from ANECA

- Quality indicators from Berklee College of Music Boston, 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 has since been rectified. 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. This was clearly presented in the July 2017 visit. 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	42%	15%
	Full-time PDI rate	33%	25%
Research Activity	Weighted research activity indicator	20%	20%
Demand	Enrollment rate	75%	85%
	Supply and demand rate	265%	275%

Level 2. Results indicators

Category	Indicator	Current Goal	Proposed Goal
Teaching	Graduation rate	90%	90%
	Attainment rate	98%	98%
	Dropout rate	10%	10%
	Efficiency rate	105%	105% ^{(*)2}
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	95%	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	10%	10%

² Efficiency rate is higher than 100% because several students take elective courses beyond 60 ECTS

Level 3. Satisfaction indicators

Category	Indicator	Current Goal	Proposed Goal
Faculty	Average satisfaction of the faculty with the management of the degree	96%	95%
Students	Average satisfaction of the students with the management of the degree	80%	80%
	Average satisfaction of the students with the teaching provided in the degree	80%	80%
Graduates	Average satisfaction of graduates with the education received	85%	85%

Justification of the new goals set out:

These goals show our intention to improve in key areas, especially in student satisfaction. 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
2017-18	Launch first DIY CDBaby conference outside the US in Valencia as a student-led project.	In process	Improve practical project experience for students interested in live industry events.
2017-18	Organize one-day Berklee Music Festival as a practicum.	In process	Improve practical project experience for students interested in live industry events.
2017-18	Add a festival-focused day to professional development week.	In process	Improve professional opportunities for students interested in live industry events.
2017-18	Add option to do an internship in the summer semester for credit.	In process	Improve student internship opportunities.

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.

Separate satisfaction surveys in two areas, Academic Affairs and Student Affairs. Identify indirect variables that contribute to achieve a better picture of program success and students satisfaction.

Appendix A: Master of Arts – Global Entertainment and Music Business
Courses by Semester, Academic Year 2017-18

	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 MB-621 Live MB-623 Record		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-613 The Science of Artist Management MB-614 The Art of Live Entertainment MB-615 Digital Marketing & Social Media Management MTI-543 Music Video Production (5 ECTS) MTI-613 Electronic Dance Music Composition	X	X X	X	
Optional Electives (<i>do not count in credit total of program</i>) 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 Graduate Professional Development Seminar		X		
Optional Internship (1 credit/2 ECTS) GS-595 Graduate Internship (NOTE: can be applied as elective, if taken during summer)			X	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	26	22	14	2