

MANAGEMENT REPORT 2017–2018

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

Berklee College of Music, Valencia Campus



Prepared by the Office of Institutional Research, Assessment, and Accreditation

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
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 Academic Affairs Operations
Lucio Godoy	PDI	Professor	Program Director, Full-time
Vanessa Garde	PDI	Professor	Faculty, Full-time
Kelsey Rogers	Student	Student	Student Advisory Board
Josue Parrilla	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 2017–2018
Teaching Activity	Weighted teaching activity indicator	80%	80%
	Doctorate PDI rate ¹	10%	0%
	Full-time PDI rate	80%	50%
Research Activity	Weighted research activity indicator	20%	20%
Demand	Enrollment rate	65%	70%
	Supply and demand rate	300%	315%

2. Results indicators

Category	Indicator	Defined Goal	Result Academic Year 2017–2018
Teaching	Graduation rate	95%	100%
	Attainment rate	99%	100%
	Dropout rate	5%	0%
	Efficiency rate	105%	121%(*) 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	90%	96%
Employability	Number of enrolled students who have done internships at a company	0%	0%
	Percentage of graduate students who have done internships in companies	20%	11%

3. Satisfaction indicators

Category	Indicator	Defined Goal	Result Academic Year 2017–2018
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	90%	84%
	Average satisfaction of the students with the teaching provided in the degree	80%	84%
Graduates	Average satisfaction of graduates with the education received	90%	89%

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.

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

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 Politécnica 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 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 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 strong, with a supply-demand rate of 315% and an enrollment rate of 70%. In 2017–18, the program had 126 applications, an increase from 96 in 2016–17. Of those, 28 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 was included in the modification report submitted in April 2017 and 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%. All of the 28 students who began the program in fall 2017 completed the program. The degree attainment rate is very high—100%, with all students able to earn the credits they attempted. The efficiency rate is 121%. This rate is higher than 100% because students are allowed to enroll in courses above those required for the degree, especially in the field of music business and music technology. This provides an opportunity for students to diversify their skill sets, which, in result, increases their employability on the job market.

2. Internationalization:

This category does not apply to Berklee as the institution is an international school. Berklee's internationalization is very high: 96% of students are from countries other than Spain. Students in the MM-SFTV program come from Argentina, Brazil, Canada, China, Colombia, Cyprus, France, Georgia, Germany, Hong Kong, Iceland, Korea, Macao, Mexico, Peru, Serbia, 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. As presented in our spring 2018 report "Valencia Graduate Alumni after Berklee," 91% of the responding master's degree alumni work in the entertainment industry. Of these, 56% are employed and 40% are self-employed/freelance. The spring 2018 survey indicates that 36% of SFTV alumni are employed and 60% are self-employed.

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 and engage in meetings with the industry. Master's degree graduates are working in 46 different countries, and many are employed by some of the most important companies in the industry, including the African Music Institute, Apple, Audible, Capitol Studios, Izotope, Live Nation, Shutterstock, Sony, and Spotify.

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.

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

- "Battle with the Tarnhag," a score, script, storyboard, and recording of an orchestral interpretation of a pivotal section of *Beowulf*.
- "The Eldritch Truth: Lovecraft's Legacy," an original story and score written in the style of H.P. Lovecraft and influenced by the videogame *Bloodborne*.
- "The Last Wish," an original score for a script of Andrzej Sapkowski's collection of Witcher stories.

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. The most recent employee satisfaction survey indicates that 96% of employees 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 84%. It is 84% with the teaching provided in the program.

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 89%.

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

Academic Year	Improvement action implemented	Status	Results obtained	Observations
2017–18	Introduce more cross-course projects to the curriculum	In process	Integrate curriculum across courses.	Students learn how to prepare for a

			Created opportunities for students in the Master's in Contemporary Performance and Production to work with the SFTV students in the studios.	recording session (selecting musicians, transcribing music, rehearsing, recording, and mixing the track). Completed on a short time frame, to emulate an industry situation.
2017–18	Continue outreach to nearby schools, particularly film, video game, and animation programs	In process	Expand students' professional and creative connections	Ongoing project to increase opportunities for collaboration. Developed face-to-face opportunities in existing relationships.
2017–18	Increase focus on students' artistic voices within program	In process	Enhance students' artistic development	Increased variety of musical/film examples provided in classes (works by different composers, including lesser-known composers, and from different countries and genres).

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)]

A January 2017 report from ANECA/AVAP showed that Berklee had not aligned as fully as necessary with the Spanish criteria. Berklee had the opportunity to respond to these allegations and the Master's in Scoring for Film, Television, and Video Games, received its formal reaccreditation notice from the Ministerio de Educación, Cultura y Deporte in May 2017. In addition, Berklee submitted a modification report to ANECA in April 2017, with the goal of implementing the changes in the 2018–19 academic year.

1.7 General qualitative analysis of the function of the degree

1. Strengths of the degree:

In their response to the 2016–17 management report submitted by Berklee Valencia to UPV, the latter congratulated Berklee on the strong results received in the satisfaction of levels related to the

management of the degree. They also recognized the work that had been done in order to improve publicly available information regarding accreditation.

2. Weaknesses:

In their report, dated January 13, 2017, AVAP identified areas of improvement, which were addressed in the Modification Request submitted in April 2017. These include:

- Aligning course requirements
- Increasing the number of students admitted to the program to 40
- Making information publicly available online, including course descriptions, admissions criteria, and accreditation information.

As per the Modification Request, a new structure for the Master's in Scoring for Film, Television, and Video Games has been proposed. This structure is based on modules (módulos) rather than courses (asignaturas).

In addition, the Boston and Valencia websites have been updated in order to include the requested information, such as [admissions criteria](#), [course descriptions](#), and [accreditation](#). A profile of who we are looking for is included on the [program's webpage](#). Another improvement to the website was made in response to UPV's recommendation, following the 2016–17 management report submitted by Berklee Valencia to UPV, that Berklee create a method whereby students can make comments, suggestions, and raise concerns. [This form](#) is now available to the entire Berklee community as well as to the public and comments can be made anonymously. Users are asked to indicate which of four categories — academic programs, campus facilities, students services, general feedback — their comments fall into and the information is routed to the appropriate department..

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 ³	10%	10%
	Full-time PDI rate ⁴	80%	50%
Research Activity	Weighted research activity indicator	20%	20%
Demand	Enrollment rate	65%	65%
	Supply and demand rate	300%	300%

Level 2. Results indicators

Category	Indicator	Current Goal	Proposed Goal
Teaching	Graduation rate	95%	95%
	Attainment rate	99%	99%
	Dropout rate	5%	5%
	Efficiency rate	105%	110%
Internationalization	Number of exchange students received	n/a	n/a

³ 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. Currently, there is one faculty member pursuing their doctorate at the University of London.

⁴ Our Full-time PDI rate for 2017-18 is 50%. As mentioned in note #3, we seek faculty that are well-connected professionally and that are active in their fields. This does not necessarily allow faculty to assume a full-time teaching position yet the expertise, experience, and connections they bring to the program are invaluable.

	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	20%	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	90%	90%
	Average satisfaction of the students with the teaching provided in the degree	80%	80%
Graduates	Average satisfaction of graduates with the education received	90%	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. We propose increasing the efficiency rate goal from 105% to 110%. As indicated earlier in this document, students are electing to take additional courses in the areas of music technology and music business. The need for these classes is not universal, as the backgrounds and experiences of students in this program are varied. For this reason, we do not propose modifying the core requirements of the SFTV program in order to add these subjects. Rather, we encourage students to explore areas that they feel will be beneficial and advise them on what these additional courses, beyond the required ones, might be best suited to their particular profile. An efficiency rate of 110% is a manageable course load for our students and allows all students, no matter their backgrounds, to graduate with skills in music business and music technology, along with their Film Scoring expertise.

While in 2017–18 we did not meet our goal of the percentage of graduate students who have done internships in companies, we propose to maintain it as is (20%) as we recognize the importance of these experiences and will work on ways to achieve that goal.

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
2018–19	Increase the number of female students.	In process	Women are underrepresented in the film music industry. Increasing the number

			of women with a Master's degree in SFTV could help change the situation
2018–19	Establish a new Rachel Portman scholarship for female students.	In process	Help attract more women to the SFTV program, which in turn could influence the gender gap in the industry. Provide a role model for students.
2018–19	Balance the intensity of the program throughout the different terms.	In process	Recording sessions happen early in the fall semester and are need to be more evenly distributed throughout the year.

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 – Scoring for Film, Television, and Video Games
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 except where noted/ECTS as noted)				
FS-510 Advanced Scoring 1: Narrative Analysis (6 ECTS)	X			
FS-520 Advanced Scoring 2: Genre and Form (6 ECTS)		X		
FS-530 Directed Study 1 (1 credits/1 ECTS)	X			
FS-531 Directed Study 2 (1 credits/1 ECTS)		X		
FS-615 Video Game Scoring Techniques (5 ECTS)	X			
FS-620 Advanced Dramatic Orchestration 1 (5 ECTS)	X			
FS-621 Advanced Dramatic Orchestration 2 (5 ECTS)		X		
FS-631 Recording, Editing and Mixing Techniques for Film Composers 1 (5 ECTS)	X			
FS-632 Recording, Editing and Mixing Techniques for Film Composers 2 (5 ECTS)		X		
FS-616 Technology in Media Scoring (5 ECTS)	X			
FS-617 Dramatic Electronic Composition (5 ECTS)		X		
FS-533 Conducting for Scoring (5 ECTS)	X			
Advising (0 credits/0 ECTS) GS-500 Master's Advising	X	X	X	
Optional Program Electives: (do not count in credit total of program; 3 credits/5 ECTS each, choose one) FS-633 Advanced Conducting for Scoring FS-623 Advanced Video Game Scoring		X		
Career Preparation (1 credit/2 ECTS) GS-503 Graduate Professional Development Seminar		X		
Optional Electives (do not count in program total; 3 credits/6 ECTS unless otherwise indicated) GS-510 Principles of Music Research	X	X	X	
Optional Internship (1 credit/2 ECTS) GS-595 Graduate Internship				X
Culminating Experience (6 credits/6 ECTS) FS-695 Culminating Experience			X	
Total credits: 39/40 with optional internship/43 with internship and optional elective	19	14	6	1 (optional)
Total ECTS: 60	31	23	6	2 (optional)