MANAGEMENT REPORT 2018–2019

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
Maria M. Iturriaga	PAS	Dean	Dean Of Academic Affairs
Tano Darías	PAS	Director	Director of Academic Affairs
Ester Ruano	PAS	Senior Manager	Senior Manager Academic Affairs Operations
Lucio Godoy	PDI	Professor	Program Director, Full-time
Alfons Conde	PDI	Professor	Faculty, Full-time
Hillel Teplitzki	Student	Student	Student Advisory Board
Sarah Basciano	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 2018–2019
Teaching Activity	Weighted teaching activity indicator	80%	80%
	Doctorate PDI rate[1]	10%	11%
	Full-time PDI rate	50%	22%
Research Activity	Weighted research activity indicator	20%	20%
Demand	Enrollment rate	65%	75%
	Supply and demand rate	300%	318%

2. Results indicators

Category	Indicator	Defined Goal	Result Academic Year 2018–2019
Teaching	Graduation rate	95%	100%
	Attainment rate	99%	100%
	Dropout rate	5%	0%
	Efficiency rate	110%	111%(*)[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%	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%	30%

3. Satisfaction indicators

Category	Indicator	Defined Goal	Result Academic Year 2018–2019
Faculty	Average satisfaction of the faculty with the management of the degree	96%	91%
Students	Average satisfaction of the students with the management of the degree	90%	97%
	Average satisfaction of the students with the teaching provided in the degree	80%	90%
Graduates	Average satisfaction of graduates with the education received	90%	92%

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[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). 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 318% and an enrollment rate of 75%. In 2018–19, the program had 127 applications. Of those, 30 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%. All of the 30 students who began the program in fall 2018 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 111%. 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: 90% of students are from countries other than Spain. Students in the MM-SFTV program come from Canada, Chile, China, Colombia, France, Hong Kong, India, Israel, Italy, Jamaica, Korea, Mexico, Slovakia, Sweden, Taiwan, 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 2019 report "Valencia Graduate Alumni after Berklee," 94% of the responding master's degree alumni work in the entertainment industry. Of these, 53% are employed, 37% are self-employed/freelance, and 4% report a combination of both. The spring 2019 survey indicates that 37% of SFTV alumni are employed, 49% are self-employed, and 9% are both employed and 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 47 different countries, and many are employed by some of the most important companies in the industry, including the Believe Digital, Google, iZotope, Royal Conservatoire, Spotify, Sweetwater, and TIDAL.

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:
- "Cello Immersion: Surrounded by Visuals, Music, and Whales," an animated short film that uses 3D projection, surround sound, and live cello performance to create an immersive experience
- "Fusion Explorations from a Jazz Perspective," a series of original compositions fusing jazz with a range of international musical genres
- "The Time Capsule," a series of compositions that tell stories of life during the war in Syria

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—91% 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 97%. It is 90% 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 92%.

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 styles, languages, and composition techniques, as applied to visual media.
- Apply composition techniques to the creation of original music, appropriate to each genre and its related aesthetics accordingly, in the context of film, television, and video games.
- Apply artistic and musical aesthetics to projects for visual media in a variety of styles.
- Analyze dynamics and emotional content in different formats of visual media to identify the best-suited electronic or orchestral palettes that support the visual content.
- Evaluate, through study and analysis, works by the great masters of film composition, orchestration, and arranging.
- Synthesize copyright law mechanisms in the field of new media, and their intervention in a variety of contexts.
- Design projects in the area of new media emerging models, be it in their planning or studying their distinctive elements, both in genesis and in management.
- Show expertise in the technology applications present in composition for media and sound environments.

These competencies were updated in the modification proposal submitted in 2017 and approved in April 2018. As was proposed, they went into effect for the 208-19 academic year and have been updated online.

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
2018–19	Increase the number of female students.	In process	The percentage of female students actually decreased, from 39% in 2017-18 to 23% in 2018-19.	The decrease in the percentage of female students would indicate that much work still needs to be done.
2018–19	Establish a new Rachel Portman scholarship for female students.	In process	Steps to establish a scholarship are underway and will be available to one student per year. First recipient will be in 2019–20	Rachel Portman is prepared to serve as a mentor to the recipient. This should help increase the percentage of female students in the future.
2018–19	Balance the intensity of the program throughout the different terms.	In process	Started recording sessions later in the fall semester. Balanced recording sessions to make the fall/spring/summer trimesters more even.	Recording sessions were the greatest source of stress among students due to the deadlines coinciding with other assignments and projects. Spreading out the sessions helped alleviate this stress.

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)]

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. This request included a new structure for the Master's in Scoring for Film, Television, and Video Games, based on modules (módulos) rather than courses (asignaturas). The approval for the modification was received in July 2018 and the modifications went into effect, as planned, that fall.

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 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 was proposed and approved by ANECA.

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.

AVAP also requested that information on students' culminating experience projects (Trabajos Fin de Master) as well as on their professional outcomes be available. A page on careers was created, so that students could see possible professional paths, and information on the Culminating Experience, including specific examples, is now included online, along with information on the final recording project, which is part of the Culminating Experience and which takes place in London.

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	50%	50%
Research Activity	Weighted research activity indicator	20%	20%
Demand	Enrollment rate	65%	70%
	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	110%	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

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[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.

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.

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
2019–20	Keep increasing the number of female students.	In process	Despite having set this as a goal for 2018-19, the number of female students actually decreased, indicating there is more work to be done.
2019–20	Finalize the new Rachel Portman scholarship for female students.	In process	This scholarship will help attract more female students to the program and will provide a role model for students.
2019–20	Continue to work on balancing the intensity of the program throughout the different terms.	In process	The changes made in the 2018–19 academic year helped balance the workload throughout the year. Further changes will be made based on experience this year and the skills

and experiences of the
new cohort of students.

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 2018–19

Módulos	Materias	Trimestre	Asignaturas	Competencias	Total Créditos
MU en Composición Musical para Cine, Televisión y Videojuegos (Scoring for Film, Television, and Video Games) 2018-19					
Módulo Troncal	Lenguajes y Medios de las Artes Visuales	**1 y 2**	FS-510 Advanced Scoring 1: Narrative Analysis FS-520 Advanced Scoring 2: Genre and Form FS-615 Video Game Scoring Techniques	CG01, CG02, CG03, CG04, CG05, CG06 CE01, CE02, CE03, CE05, CE06, CE07, CE08	**18 ECTS**
	Técnicas Orquestales	**1 y 2**	FS-620 Advanced Dramatic Orchestration 1 FS-621 Advanced Dramatic Orchestration 2 FS-533 Conducting for Scoring	CG02, CG03, CG07, CG08, CG09, CG10 CE02, CE03, CE04, CE08	**18 ECTS**
	Tecnología y Grabación para Medios Visuales	**1 y 2**	FS-631 Recording, Editing and Mixing Techniques for Film Composers 1 (4 ECTS) FS-616 Technology in Media Scoring (4 ECTS) FS-617 Dramatic Electronic Composition (4 ECTS)	CG01, CG02, CG03, CG05, CG06, CG08 CE01, CE03, CE04, CE05, CE06, CE08	**12 ECTS**
Módulo Optativas	Técnicas Orquestales - ampliación	**2**	FS-633 Advanced Conducting for Scoring	CG01, CG02, CG04, CG07, CE03, CE05, CE06, CE07	**6 ECTS**
	Lenguajes y Medios de las Artes Visuales - ampliación		FS-623 Advanced Video Game Scoring	CG01, CG02, CG08, CG10 CE01, CE04, CE08	
	Tecnología y Grabación para Medios Visuales - ampliación		FS-632 Recording, Editing and Mixing Techniques for Film Composers 2	CG01, CG05, CG08, CG09 CE03, CE04, CE07, CE08	
Módulo TFM	Estudio Supervisado	**1 y 2**	FS-530 Directed Study 1 (1 ECTS) FS-531 Directed Study 2 (1 ECTS)	CG03, CG04, CG05, CG07, CG08, CG10, CE01, CE02, CE04, CE07	**6 ECTS**

	Culminating Experience	**3**	FS-695 Culminating Experience (4 ETCS)	
			TOTAL	**60 ECTS**