

2022 Berklee Alumni Survey | Results Summary

The report below highlights the results of Berklee's Alumni¹ Survey, administered to Berklee College of Music, Boston Conservatory at Berklee, Berklee Valencia, and Berklee Online alumni between December 2021 and March 2022. For more information, please contact the Office of Institutional Research and Assessment at institutionalassessment@berklee.edu

RESPONDENTS

3,470

respondents

View an interactive dashboard of results by program: <https://bit.ly/berkleealumnisurvey2022>

QUESTIONS ANSWERED IN THIS REPORT

- Page 2: How well do alumni feel Berklee has prepared them for their careers?
- Page 3: What specific experiences at Berklee have alumni found helpful in their careers?
- Page 4: What types of jobs do Berklee alumni hold?
- Page 5: Why do 1 in 5 alumni not work in jobs related to what they studied at Berklee?
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- Page 8: What additional thoughts, suggestions, and comments did alumni share?

KEY FACTS

CURRENT EMPLOYMENT

43%

are self-employed

54%

are employed by a company or organization

55%

hold more than one job

74%

are satisfied with their career

82%

spent at least some of 2021 working in a field related to their education at Berklee.

Of those not working in a field related to what they studied at Berklee, the most common reasons include:

- Higher pay in other fields (54%)
- Employment in field not available (29%)
- Have debt and need to take a job in another field (18%)

BERKLEE EXPERIENCE

78%

are satisfied with their Berklee experience

41%

of alumni who left Berklee without graduating left because of financial reasons

26%

of alumni who left Berklee without graduating left because of a professional opportunity

Percent of alumni who said Berklee prepared them moderately, very, or extremely well for the following aspects of their careers:

- Connect with people from varying backgrounds (83%)
- Technical skills relevant to my field (82%)
- Preparation for my career in general (72%)
- Ability to develop a professional network (67%)
- Ability to run my own business or manage my career (53%)

RESPONDENTS

Over 3,400 alumni responded to the survey.

Learning Environment	respondents
Berklee College of Music - Boston	2,756
Boston Conservatory at Berklee	353
Berklee Online	278
Berklee Valencia	177
All Learning Environments	3,470

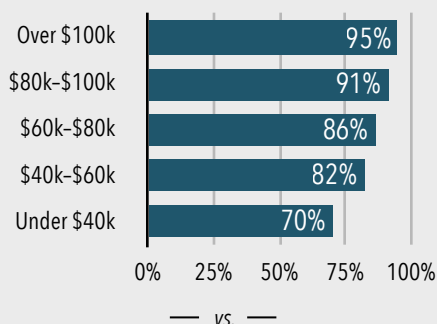
Note: Alumni are listed for each learning environment they attended.

INCOME AND CAREER SATISFACTION

Alumni who work in a job related to what they studied at Berklee have higher career satisfaction at each level of income than those not working in a position related to what they studied at Berklee.

Career Satisfaction By Income Range

Work in field related to studies at Berklee



Do not work in field related to studies at Berklee



¹ Berklee's definition of alumni includes any student who attended Berklee for at least one semester. Where available, data is separated by graduates and non graduates.

How well do alumni feel Berklee has prepared them for their careers?

Over 3,000 alumni shared their perspectives on how well Berklee prepared them for their careers. Alumni are most satisfied with how well Berklee prepared them to **connect with people from varying backgrounds and cultures**, and the **technical skills relevant to their fields**.

Additional findings include:

- **More recent alumni have higher satisfaction with how Berklee prepared them to develop a professional network or manage their careers** than alumni who attended in earlier years.
- Alumni who attended Berklee before 2000 had higher satisfaction with their Berklee experience than more recent alumni.
- Satisfaction with Berklee experience varies among alumni with different racial and/or ethnic identities.

How well did Berklee prepare you in the following ways for your career?

3,021 respondents | "moderately", "very", or "extremely well"



How well has Berklee prepared alumni for their careers? Are alumni satisfied with their Berklee experience? Are alumni satisfied with their careers? Items noted above are highlighted in yellow.

Demographic Group	n	Percent of respondents who said Berklee prepared them "moderately", "very", or "extremely well"					Satisfaction with Berklee Experience	Satisfaction with career
		Connect with people from varying backgrounds	Technical skills relevant to my field	Preparation for my career in general	Ability to develop a professional network	Ability to run my own business or manage my career		
All Respondents	3,149	83%	82%	72%	67%	53%	78%	74%
<i>Graduated from Berklee</i>								
Graduated from Berklee	2,528	84%	84%	75%	69%	56%	81%	75%
Did not graduate from Berklee	619	77%	74%	63%	55%	42%	69%	72%
<i>Learning environment</i>								
Berklee College of Music – Boston	2,626	84%	81%	71%	67%	52%	79%	74%
Boston Conservatory at Berklee	340	74%	83%	76%	64%	48%	72%	78%
Berklee Online	268	80%	86%	75%	68%	66%	79%	63%
Berklee Valencia	172	87%	83%	77%	74%	66%	72%	65%
<i>Decade last attended Berklee</i>								
2020's	381	84%	90%	77%	77%	67%	75%	58%
2010's	842	84%	78%	69%	69%	50%	73%	71%
2000's	573	83%	76%	66%	65%	49%	74%	74%
Pre-2000	1,271	82%	84%	76%	62%	53%	85%	80%
<i>Nationality while attending Berklee</i>								
Domestic (United States)	2,233	82%	80%	71%	66%	53%	77%	74%
International	633	89%	88%	78%	73%	58%	84%	75%
<i>Racial and/or ethnic identity</i>								
Asian, Asian-American, East Asian, or Southeast Asian	243	85%	82%	73%	68%	59%	83%	68%
Black, African American, or Afro-Caribbean	156	86%	80%	71%	72%	56%	73%	69%
Indigenous, First Nations, American Indian, or Alaska Native	28	89%	79%	81%	68%	59%	75%	50%
Latinx/o/a or Hispanic	262	87%	85%	82%	75%	58%	84%	77%
Middle Eastern or North African	32	84%	77%	68%	68%	52%	72%	59%
Native Hawaiian or other Pacific Islander	8	88%	75%	63%	75%	63%	63%	75%
White, Caucasian, or European American	2,033	84%	82%	73%	68%	54%	81%	76%
<i>Gender identity</i>								
Cisgender man	1,715	84%	85%	75%	69%	54%	82%	76%
Cisgender woman	733	85%	78%	75%	70%	58%	79%	75%
Gender identity that is not cisgender man or cisgender woman*	138	76%	77%	55%	59%	45%	61%	59%

*Includes respondents who reported a gender identity of agender, gender-non-conforming, genderfluid, genderqueer, non-binary, transgender, two spirit, or a self-described gender identity. Results are aggregated due to small sample sizes and to protect the privacy of respondents. For information about disaggregated results, please contact institutionalassessment@berklee.edu.

What specific experiences at Berklee have alumni found helpful in their careers?

1,490 alumni responded to the open-ended question, "Please share if there was a specific course, activity, event, opportunity, or similar from your time at Berklee that you have found especially useful in your current professional situation."

Common Themes	%
Courses	52%
Faculty	32%
Community	12%
Performance or career opportunities	11%
Events and activities	7%
Collaboration opportunities	6%
Non-course programs	4%
Access to facilities	2%

Note: Comments may be coded with multiple themes.

Select additional responses

"The Berklee studios, learning with the best equipment to have a reference point for the future. Spending time with so many talented people in the same place."

"Berklee Popular Music Institute was an amazing experience that helped me build confidence in myself as an entrepreneur. I value the knowledge I've gained from many of my business classes since I now own my own business."

"Being able to use the studios 'playtime' after hours helped me learn extra skills and deal with other musicians."

"I was enrolled in many of the liberal arts courses in philosophy, psychology, and critical studies. Those classes and professors opened my eyes to many issues previously unknown to me, and they encouraged me to continue with my graduate degrees."

"The highly focused training on technical skill and the intense practice of those skills has stayed with me and I have been able to use those many times in various circumstances."

"My mentor at Berklee challenged me to completely learn a piece of studio gear within a week so I could demo it for the class. That single event taught me to learn gear and concepts on my own. How to dig through a manual and then use that information to make better music and be involved in many areas of the music business."

KEY FINDINGS

Alumni highlighted courses and programs that they found helpful in their careers.

"Ear Training, Harmony and Performance Techniques helped tremendously and have set an incredible foundation for me as a musician. Any time I sing, especially as a member of my church's praise team, I sing as an artist and am able to easily create parts to enhance what we are singing."

"The technology integration at Berklee is something I have noticed has set me apart from other people in my field. I also feel that I have a better knowledge of a variety of styles of music than my colleagues who went to more traditional music programs."

"The most impactful courses at Berklee for me were private lessons on my instrument and ear training classes, where I learned how to practice effectively to be able to apply that to learning dance"

"The many labs that I took on various instruments has given me the most useful skills in the field that I use most regularly."

"My artistic education has informed my work on the business side by how I relate to artists. The directing emphasis at the Conservatory prepared me to be a producer."

Alumni shared positive experiences of faculty members who helped prepare them for their careers.

"What was especially useful to me was highly capable and dedicated faculty I formed relationships with who mentored me in my musical and professional development."

"The teachers were amazing at Berklee. They all had real world experience in the music industry and their advice was invaluable."

"The teachers I experienced wouldn't let you fail. They went out of their way to make sure I succeeded and even offered new ideas to make sure we had every opportunity to be successful."

"I've been able to contact professors for career advice. They were generous with both their time and words, giving me the reassurance I needed at the time."

"I found that the biggest impact for me was from teachers who gave us advice about being an entrepreneur in the music industry and how to have longevity and sustainability in the industry. It was not necessarily the curriculum we were taught officially, which was undoubtedly useful, but the extra lectures teachers gave us from their own life experience that made a lasting impact and pushed me to believe in myself."

Berklee created opportunities for students to network and collaborate with others.

"Being inspired all the time and motivated fuels my passion for music and life. When I was at Berklee, I was always playing for different people's recitals and that really help me sharpen my tools."

"Being immersed in an environment of exceptionally talented students as peers produces a constant creative environment that stays with you for the rest of your life."

"Connecting with students in more advanced semester levels via student clubs allowed me to create a personal network of people who were currently working in the industry when I graduated."

"Being around other talented people gave me the drive and competitiveness to compete, perform and deliver at the highest level. That competitiveness has given me a very successful career for over 30 years."

"Connecting with people from all over the world who, like me, wanted to pursue music as a full-time career, was the most lasting benefit from going to Berklee, and I reap the benefits of it today."

"I think the most useful pieces have been the network of friends in my field that came from school as well as an introduction to large scale performances, artists, and to a variety of dance styles."

Opportunities to work and find internships were helpful for students to establish their careers.

"Internships. Real life experience is the most useful and underrated way to prepare for a career."

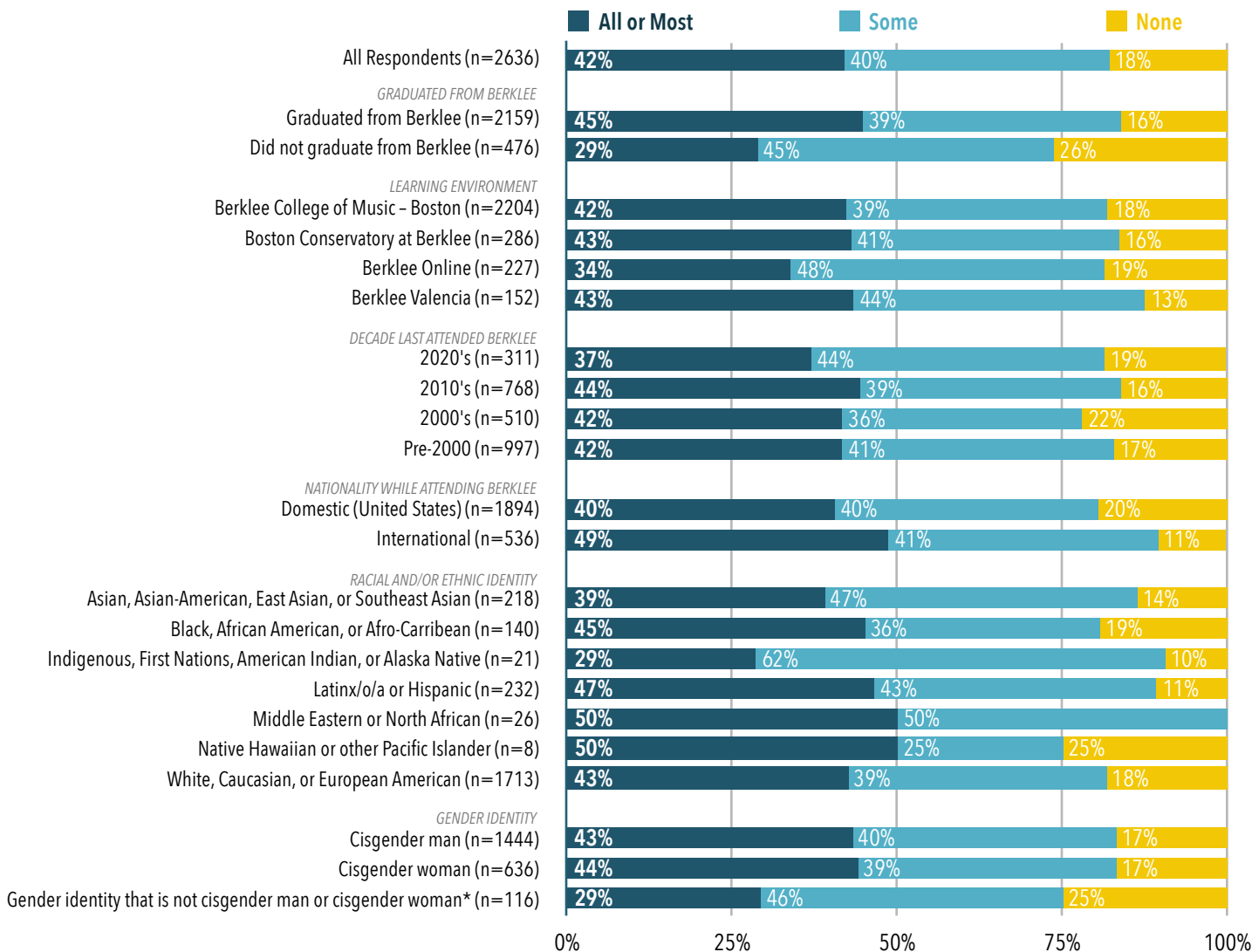
"The LA internship program was a life changing experience."

"Working on the BPC stage crew completely changed my career. While I'm still an educator, I'm now supervisor of theater tech for my entire school district. I was surprised to find that I'm the only teacher with any live performance tech background."

What types of jobs do Berklee alumni hold?

82 percent of respondents reported they work in a job that was related to what they studied at Berklee. 42 percent of respondents spend all or most of their working time in jobs related to what they studied at Berklee. **Alumni who graduated from Berklee are more likely to work in a job related to what they studied than alumni who did not graduate.**

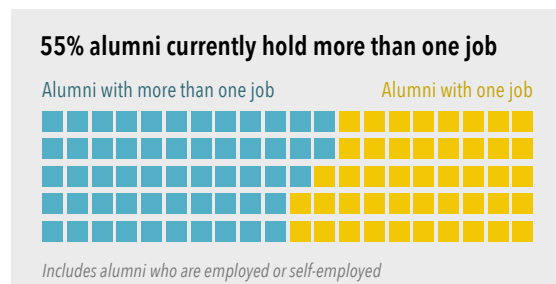
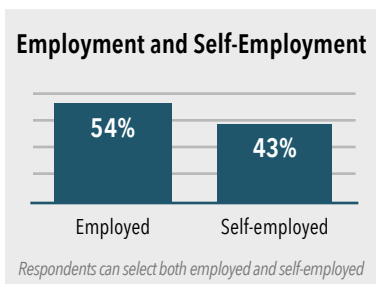
How much time do alumni spend working in a job related to what they studied at Berklee?



*Includes respondents who reported a gender identity of agender, gender-non-conforming, genderfluid, genderqueer, non-binary, transgender, two spirit, or a self-described gender identity. Results are aggregated due to small sample sizes and to protect the privacy of respondents. For information about disaggregated results, please contact institutionalassessment@berklee.edu.

Additional findings about types of employment:

- 54% of respondents are employed by a company or organization.
- 43% of respondents are self-employed.
- 55% of respondents currently hold more than one job. This may include someone who is employed at a company but also is self-employed doing additional work.



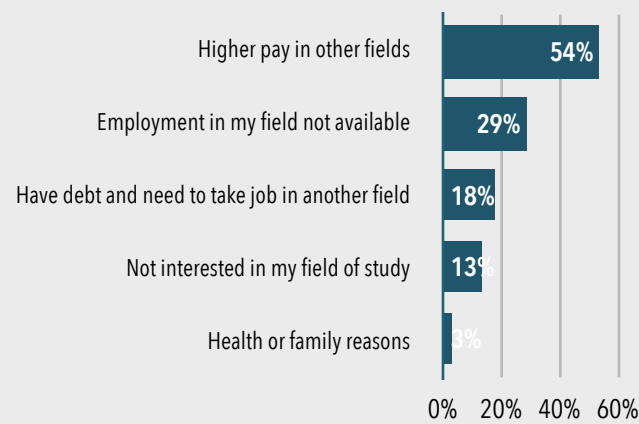
Why do 1 in 5 alumni not work in jobs related to what they studied at Berklee?

463 alumni shared reasons why they are not working in jobs related to what they studied at Berklee. Higher pay in other fields (54%) and limited employment opportunities (29%) are the most common reasons for working in industries other than what they studied at Berklee.

Additional findings include:

- A majority of respondents who left Berklee in the past two years reported employment was not available in their field as a reason for not working in a job related to their studies.
- Alumni who attended Berklee as international students reported higher levels of limited employment opportunities than alumni from the United States.

Reasons for not working in field related to studies at Berklee
463 respondents | Respondents select all that apply



Why do some alumni not work in jobs related to what they studied at Berklee?

Items noted above are highlighted in yellow. Respondents select all that apply.

Demographic Group	n	Reasons for not working in a field related to what they studied at Berklee				
		Higher pay in other fields	Employment in my field not available	Have debt and need to take a job in another field	Not interested in my field of study	Health or family reasons
All Respondents	463	54%	29%	18%	13%	3%
<i>Graduated from Berklee</i>						
Graduated from Berklee	342	54%	31%	18%	13%	2%
Did not graduate from Berklee	121	52%	23%	17%	13%	5%
<i>Learning environment</i>						
Berklee College of Music – Boston	391	55%	27%	18%	14%	3%
Boston Conservatory at Berklee	45	44%	33%	16%	13%	2%
Berklee Online	42	36%	43%	17%	7%	2%
Berklee Valencia	18	33%	50%	33%	6%	0%
<i>Decade last attended Berklee</i>						
2020's	58	31%	62%	33%	3%	3%
2010's	122	59%	35%	26%	19%	3%
2000's	109	67%	25%	24%	14%	4%
Pre-2000	166	49%	16%	2%	13%	2%
<i>Nationality while attending Berklee</i>						
Domestic (United States)	365	56%	28%	19%	13%	3%
International	55	42%	36%	2%	18%	2%
<i>Racial and/or ethnic identity</i>						
Asian, Asian-American, East Asian, or Southeast Asian	30	43%	47%	7%	17%	3%
Black, African American, or Afro-Caribbean	26	38%	42%	19%	12%	8%
Indigenous, First Nations, American Indian, or Alaska Native	2	0%	100%	50%	0%	0%
Latinx/o/a or Hispanic	23	52%	48%	17%	4%	0%
Middle Eastern or North African	0	-	-	-	-	-
Native Hawaiian or other Pacific Islander	2	100%	0%	0%	50%	0%
White, Caucasian, or European American	308	59%	25%	17%	15%	2%
<i>Gender identity</i>						
Cisgender man	243	57%	26%	12%	12%	2%
Cisgender woman	104	52%	31%	23%	14%	3%
Gender identity that is not cisgender man or cisgender woman*	28	43%	50%	18%	7%	4%

*Includes respondents who reported a gender identity of agender, gender-non-conforming, genderfluid, genderqueer, non-binary, transgender, two spirit, or a self-described gender identity. Results are aggregated due to small sample sizes and to protect the privacy of respondents. For information about disaggregated results, please contact institutionalassessment@berklee.edu.

How have Berklee alumni been impacted by the pandemic?

2,053 alumni responded to the open-ended question, "Please explain how the pandemic has affected your career."

Common Themes	%
Live performances / gigs	48%
Innovation / adaptation / resilience	47%
Less work / lower income	36%
Pursued additional education	21%
Health related	17%
Relocation	17%
Lost networking opportunities	12%
Travel restrictions	9%
Mental health / motivation	9%

Note: Comments may be coded with multiple themes.

Additional responses

"As a DJ, all my gigs/tour were cancelled. It took a while for me to get back on track, find daily motivation to pursue my art and to be allowed to perform in front of a crowd. I tried to reorient myself, found another job that is not music related to pay bills. It was difficult mentally not to be able to perform. I had to reorganize and perform virtually (Twitch, Lives etc.) and focused a bit more on production and composition."

"I know several teachers, including myself, who are close to burning out. We are hoping that the future will be brighter and that we might return to music making the way it was before the pandemic."

"Overall, COVID's impact on my career has been extremely good: It has eliminated the need to commute to work, which means that at least 8 to 10 hours a week have become available to prepare my classes, grade assignments, etc. Thus, the quality of my lectures, demonstrations, etc. has greatly improved. It has also greatly diminished day-to-day contact and interaction with aspects of my job that lay outside teaching and mentoring. I can thus focus on helping my students reach their goals without those distractions. It's mostly been a very positive impact. The only negative aspect has been that for the kind of music composition and performance I do, there is a much more receptive cultural environment in Europe than in the USA. Therefore, I normally spent all my spring and December/January breaks, as well as summers over there. My work also involves multimedia, so I travel a lot to shoot video. Covid has made that hard."

"I had been incredibly busy, so the time out was a nice break. Also helped to focus on which projects/clients were more of a negative drain than a positive."

KEY FINDINGS

Alumni lost opportunities to perform live, gig, and tour.

"Theater closed where I worked part time as a sound designer."

"I work onboard cruise ships and the pandemic stopped the cruising industry for 18 months."

"As a full-time performer, I was unable to work in my normal capacity between March 2020 and June 2021. My return to work was very stressful as well, as my body was no longer conditioned to performing several nights in a row. I had also lost my vocal stamina."

"It has stopped my performances, now it is so difficult. I have many creative ideas but feel powerless to make them real."

"Cancelled shows, created lots of anxiety about financial stability."

"Well, it basically tanked all my wedding gigs, and stopped me from performing my own music as well. But it gave me more time to focus on songwriting (I started a songwriter's circle) and producing music."

"Almost all concerts were cancelled. Teaching in orchestra was really difficult."

"I wasn't able to tour for over a year. I did Facebook live concerts from my porch and connected with my fans differently. It was hard to see my band members struggle without gigs. We started working mid 2021 and toured quite a lot. I also held back an album we recorded, as it wouldn't sell properly without a tour to support it."

"My first album was released in February 2021. Most of my fans, it turns out, are in Europe, and there's been no practical way to set up a tour to meet them all."

Some alumni focused on other parts of the industry, evaluated their career paths, and took advantage of new opportunities.

"A lot of events with musical performances were virtual and needed quality music production and engineering. I was considered for some gigs."

"Online teaching has opened a lot of doors for me as well as new challenges. The gig economy has changed a lot and is still adapting to the new world we live in."

"All my performance opportunities were cancelled and I have not yet gotten back to the amount I was performing pre-pandemic. However, the time off allowed me to re-discover my own personal joy for learning, playing, and composing music."

"At first, it was very difficult and I lost all my work. However, it also gave me the space to think about the future. I also (home) recorded music for the first time. I found new ways to grow artistically and challenge myself... This experience has brought a new fire to my playing and writing that wouldn't have been there without it."

"Fewer gigs. More online students."

"I was fortunate enough to be needed even more. I work in Elder Care and my work was needed and valued even more to keep our seniors engaged and mentally healthy. Of course the down side was it was very stressful with all the restrictions of close contact with clients, the PPE, and the deaths."

"Made it difficult to play live but learned a lot more about professional broadcasting for live performance."

"I switched to streaming gigs and it has been amazing. I reach far more people now with my music. I also was able to really dig into some topics I wanted to study that I just never had time for."

"While our in person activities, from recording to performing came to a halt for an extended period, our online activities developed to new heights."

"COVID has changed how music education is delivered to students around the world. As many in-person doors closed, new opportunities to learn new programs and pedagogy have opened. It has been an interesting time in public education."

"Gigs dried up of course, but I met and am now networking with more musicians through webinars and zoom events than I ever would have otherwise."

"As a result of the pandemic my band had many concerts, festivals and tours canceled or postponed. Also performing live and organizing events in general has become much more difficult because of the constantly changing restrictions. I have been fortunate though to find opportunities to work in other areas of my field and I do specifically thank Berklee and it's well-rounded curriculum for that. I've also put more attention to promoting the sale of my own music online and this has been somewhat profitable, although not as much as performing live and selling merchandise at gigs, and definitely not as much fun. Although I am certain that it is possible to make a living in performing music "virtually" and I have had some success with it, given the choice I would still prefer to perform in front of live audiences."

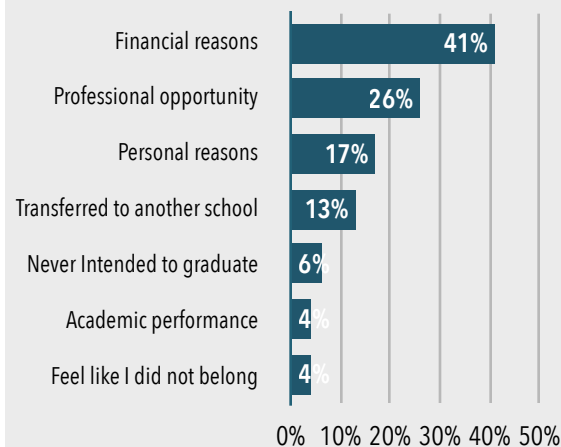
Why do some alumni leave Berklee without graduating?

639 alumni who left Berklee without graduating shared the reasons why they left. Financial reasons continue to be the most common reason for leaving Berklee without graduating (41%), followed by professional opportunity (26%). This trend has changed over time, as alumni who attended Berklee prior to 2000 had higher rates of leaving Berklee before graduating for a professional opportunity.

There were considerable differences among different groups of alumni, with some being more likely to leave for financial reasons and others leaving for a professional opportunity.

- Alumni from Boston Conservatory had lower rates of leaving for financial reasons (29%) than other learning environments.
- **Alumni who attended Berklee before 2000 had higher rates of leaving for a professional opportunity (30%)** compared to those who attended after 2000 (17%)
- **International alumni** were more likely to leave for financial reasons (51%) than alumni from the United States (40%).
- **Alumni of Color were more likely to leave Berklee for financial reasons (64%)** than alumni who are White, Caucasian, or European American (38%).
- Compared to alumni who are men, **women and alumni who have a gender identity that is not a cisgender man are more likely to leave for financial reasons (49%) and less likely to leave for a professional opportunity (15%).**

Reasons Why Alumni Leave Without Graduating
639 respondents | Respondents select all that apply



Why do some alumni leave Berklee without graduating?

Items noted above are highlighted in yellow. Respondents select all that apply.

Demographic Group	n	Reason for leaving Berklee without completing their program						
		Financial reasons	Professional opportunity	Personal reasons (inc. health, family)	Transferred to another school	Never intended to graduate	Academic Performance	Feel like I did not fit in because of my identities
All Respondents	639	41%	26%	17%	13%	6%	4%	4%
<i>Learning environment</i>								
Berklee College of Music – Boston	609	42%	26%	16%	13%	6%	4%	4%
Boston Conservatory at Berklee	28	29%	18%	25%	18%	4%	0%	11%
Berklee Online	43	58%	16%	23%	14%	2%	7%	5%
Berklee Valencia	6	50%	17%	0%	17%	0%	0%	17%
<i>Decade last attended Berklee</i>								
2020's	44	61%	20%	20%	14%	0%	5%	11%
2010's	80	63%	15%	24%	11%	5%	8%	11%
2000's	71	51%	18%	21%	17%	7%	7%	6%
Pre-2000	410	35%	30%	14%	14%	7%	3%	1%
<i>Nationality while attending Berklee</i>								
Domestic (United States)	476	40%	27%	17%	14%	5%	4%	4%
International	84	51%	21%	14%	8%	11%	0%	6%
<i>Racial and/or ethnic identity</i>								
Asian, Asian-American, East Asian, or Southeast Asian	29	55%	17%	28%	7%	3%	3%	14%
Black, African American, or Afro-Caribbean	31	74%	23%	3%	3%	6%	6%	0%
Indigenous, First Nations, American Indian, or Alaska Native	9	67%	22%	22%	33%	22%	0%	0%
Latinx/o/a or Hispanic	18	61%	33%	0%	17%	0%	6%	0%
Middle Eastern or North African	2	50%	50%	0%	0%	0%	0%	50%
Native Hawaiian or other Pacific Islander	0	-	-	-	-	-	-	-
White, Caucasian, or European American	418	38%	27%	18%	13%	7%	3%	3%
<i>Gender identity</i>								
Cisgender man	381	38%	31%	14%	10%	7%	2%	3%
Cisgender woman	95	49%	16%	24%	16%	3%	5%	6%
Gender identity that is not cisgender man or cisgender woman*	31	48%	10%	13%	35%	10%	6%	10%

*Includes respondents who reported a gender identity of agender, gender-non-conforming, genderfluid, genderqueer, non-binary, transgender, two spirit, or a self-described gender identity. Results are aggregated due to small sample sizes and to protect the privacy of respondents. For information about disaggregated results, please contact institutionalassessment@berklee.edu.

What additional thoughts, suggestions, and comments did alumni share?

1,521 alumni responded to the open-ended prompt, **"Please feel free to expand on any question or address any issue you felt was not covered in the survey."**

Common Themes	%
Curriculum / academic support	25%
Career-related	23%
Student experience	12%
Financial	9%
Alumni-related	7%
General satisfaction	7%
Diversity, equity, and inclusion	6%
Faculty	6%
Degree completion	5%
Facilities	5%
Merger	5%
Music industry	4%
General dissatisfaction	3%

Note: Comments may be coded with multiple themes. Neutral comments include suggestions for changes.

Alumni reflected on their experiences and offered suggestions for programmatic and curricular changes.

"...I think a modern music education should require: knowledge of home studio production/recording, financial management... [and] less emphasis on traditional classical theory and conducting because those are more specialized areas of study. Students should check in with advisors about a post-Berklee career plan in their final semesters..."

"Consider the development of coursework around Audio User Experience, or Experience Design in general, including Sonic Branding and UX Sound Design. These skills have become paramount for me in standing out and developing an adroit skillset in my career."

"Something I would have benefited from SO much would have been a class (maybe required!) about handling your taxes and business as a self-employed musician, especially those of us touring & having income coming in from so many different places that differ year to year."

"More emphasis should be placed on the current state of the business side of the industry as well as how to negotiate contracts."

"The performance major should have some mandatory business/career management classes aimed at freelancers/small businesses"

"Make sure you're equipping students with tools that will help them discover & develop solutions to whatever problems they encounter in their work, rather than just equipping them with a litany of pre-canned approaches."

Additional suggestions for change

"Technology refreshers for alumni would be fantastic. Not necessarily new software or gear, but familiarization with new tech as the industry is always driving forward in this field. I'm still using finale 2010 and DP7 with a FireWire 400 connection."

"Create an easy way to find out about student, faculty, visiting artists, etc... performing around Berklee so I can attend and support as an audience member."

"Happy to be a part of the Berklee global community. But still lacks the interlink between alumni from different countries. I would be happy to spread the good words of the collage or could anyway be helpful to Berklee."

"I think Berklee should promote its influence on the game industry and sound design more. There are many Berklee grads all over the industry in very significant roles, making a big influence on the craft in general and making a lot of money! But I feel like I never really see Berklee promoting it very much."

"I would love to see more actual collaboration and cross-pollination between the music division at the Conservatory and the College. Students in both institutes would benefit from this kind of collaboration."

Alumni shared their experiences with the cost of education and debt after Berklee.

"The only downside is the cost of tuition and other expenses. They are steep, and can truly shackle students with heavy debt after leaving the college. In my time, I feel the college could have done a lot more to help me secure employment. The school needs more inroads with employers to create pathways for students."

"Cost is a huge factor. Both my son and I chose to attend for a year. Both of us gained valuable skills that helped us become income earning musicians. Neither of us could afford or justify 4 years of tuition balanced against a professional musician income."

"I enjoyed my Berklee experience but the high cost of tuition and housing is something that still has had a lingering unpleasant effect over my and my family's life to this day. I don't regret attending at all, and I would do it again, but nonetheless the monetary unpleasantness is there hanging over me. I think it's unfortunate that this feeling is mirrored in so many of the people who have gone through the Berklee experience and I wish there was a way to address it."

"Great school, but it's too expensive for most people and doesn't provide a return on the investment."

Alumni shared their experiences with diversity, equity, and inclusion at Berklee.

"I feel like I never got any opportunities to play at the BPC. It was so elitist... only "the top players" could play and it was always the same people playing all the major events."

"I am most encouraged about Berklee's prospects for a bright future based upon how much and how well Berklee has embraced diversity and inclusion, without compromising or diluting the push for quality of artistic expression."

"It was hard to be a woman at Berklee when I was a student. And it still is."

"Students of color need more accommodation and communication. It is incredibly discouraging how many of my classmates of color felt under served and neglected during their time at the conservatory and college."

"Put more money in mental health services. It's hard for students to network when they suffer from anxiety, and other hindering issues. It makes it extremely hard to be successful, let alone happy with their lives."