

MANAGEMENT REPORT 2016–2017

Master of Music
Music Production, Technology, and Innovation

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: Pablo Munguía, Program Director, MM-MPTI

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
Pablo Munguia	PDI	Professor	Program Director, Full-time
Frederic P. Warnecke	PDI	Professor	Faculty, Full-time
Daniel Kleffmann	Student	Student	Student Advisory Board
Guy Schneider	Sudent	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	11%	10%
	Full-time PDI rate	33%	50%
Research Activity	Weighted research activity indicator	20%	20%
Demand	Enrollment rate	85%	90%
	Supply and demand rate	280%	273%

2. Results indicators

Category	Indicator	Defined Goal	Result Academic Year 2016–2017
Teaching	Graduation rate	95%	97%
	Attainment rate	95%	98%
	Dropout rate	5%	3%
	Efficiency rate	105%	117%(*) 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%	100%
Employability	Number of enrolled students who have done internships at a company	0%	0%
	Percentage of graduate students who have done internships in companies	15%	14%

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	90%	91%
	Average satisfaction of the students with the teaching provided in the degree	90%	86%
Graduates	Average satisfaction of graduates with the education received	90%	96%

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

Level 1. Activity indicators of the degree

1. Teaching activity:

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

The Academic Committee of the Degree sees the results as favorable as Berklee College of Music is a teaching institution, rather than a research institution. The work of the faculty is concentrated on teaching. Faculty meet together regularly to discuss teaching, pedagogy, student success and satisfaction. These discussions enable faculty to focus on students and to strengthen teaching, as well as to make improvements in the curriculum as necessary. That 80% of faculty time is devoted to teaching is very positive for the institution and for the students.

2. Research activity:

Berklee is a teaching college rather than a research institution. 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 MM-MPTI program work on music industry events and festivals, or are practicing music technology professionals. This research, creative and professional work means that they are able to offer students the latest insights to the industry. Program director Pablo Munguía, for instance, is an active music engineer and producer who works with clients including Madonna, Carole King, Sheryl Crow, Barbra Streisand and more. He has also worked in television audio production for the Oscars, Grammys, Superbowl Halftime Shows, and more. Javier Sanchez has served as a post-doctoral researcher at Stanford University's Center for Computer Research in Music and Acoustics and is an expert in the development of iOS apps, as well as the co-founder of the language learning tool Lingualia. Faculty are evaluated each year based on their teaching, professional/research work, and college service. Faculty in the MM-MPTI department are engaged in research and professional service 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 MM-MPTI is very good, with a supply-demand rate of 273% and an enrollment rate of 90%. In 2016–7, the program had 109 applications. Of those, 36 students enrolled for the 40 student spots. Note that the number of students that the program is able to accommodate has changed from the 20 stated in the Confirmed Report. There are now 40 possible seats. This change is appropriate as the program's capacity has expanded, due to increased physical space and increases in the number of faculty. This number of students provides for a more vigorous and diverse cohort. The demand for the program is strong and is expected to continue to grow, as the program itself becomes more established.

Level 2. Indicators of the results of the degree.

1. Teaching:

The graduation rate is 97%. Of the 36 students who began the program, 35 completed it. The degree attainment rate is very high—98%. Most students were able to earn the credits they attempted. The efficiency rate is 117%. 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: 100% of students enrolled for 2016–17 are from countries other than Spain. Students in the MM-MPTI program come from Brazil, Chile, China, Colombia, Ecuador, Hong Kong, India, Malaysia, Mexico, Peru, Switzerland, Turkey, and the United States.

3. Employability:

Employability has been achieved at a high level. Berklee has a strong focus on preparing students for careers. The International Career Center at the Berklee campus in Valencia is dedicated to providing students expert guidance, cutting-edge resources, and professional development experiences. Students work with advisors to build a career plan. They engage in meetings with the industry.

Graduates are working in 13 different countries across six continents. Many are employed by some of the most important companies in the industry, including Capitol Studios, Sonos, and the Latin GRAMMY Awards.

Students participate in important music industry conferences and festivals, where they interact with professionals and industry leaders. These conferences and festivals include: Musikmesse in Frankfurt; The Great Escape UK, in Brighton; Midem, in Cannes; and SONAR in Barcelona.

Berklee students also host and organize important industry events, including TEDxBerkleeValencia, where MM-MPTI students are actively engaged in production, and “Innovation: En Vivo!” This is a concert, open to the entire Valencia community, that explores the future of music. The concert features surround sound with interactive video and world music, jazz, folk, and electronic music. It features student performers from Berklee and from the Universidad Politecnica de Valencia, as well as from the Institut Educacio Secundaria Arabista Ribera. Students in the MM-MPTI program also participate in production of the many concerts Berklee provides to the community each year, including the regular outdoor concert series at the Palau: “Un Lago de Conciertos’ and the major commencement concert, also outside, in July.

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

- “The Canary Suite,” an audiovisual composition that combines classical composition with traditional and electronic instruments and a film featuring organic (non-digital) visual effects.
- “Seclude,” a three-part film series that explores the concepts of identity through first-person immersion, using 360 degree video content, storytelling, and songwriting to explore the world through storytellers’ eyes.
- “Moove,” an automated, motorized, professional music video controller that responds to the music’s beats per minute and can be controlled by smartphone app.

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 91%, and 86% are satisfied with the teaching provided in the program.

3. Graduates:

The average satisfaction of graduates of the program with the management of the program and with the teaching provided in the program is 96%.

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 technology industry. Students learn to

- Create innovative music using technology;
- Apply technology to the composition of music;
- Analyze the properties of sound;
- Master critical listening and assessment skills;
- Synthesize studio technologies and techniques;
- Master MIDI and audio production technologies and techniques;

- Perform electronic music live;
- Integrate music and audio into software applications and games;
- Generate and manipulate video in relationship to music; and
- Develop audio in the context of software applications (i.e., coding).

Students reach these program competencies, first, through their course work. Required courses in music technology innovation, hybrid recording methods, electronic production and music video production, for example, help students develop and strengthen skills and knowledge in music technology as well as develop as innovators.

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.	
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)]

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

1.7 General qualitative analysis of the function of the degree

1. Strengths of the degree:

AVAP has not yet visited campus to evaluate this program (reaccreditation expected by May 2018). Strengths of the degree include the quality of the content, the professional level of the instructors, and the international prestige. An additional strength includes the professional facilities in which students complete their studies. The principal indicators of the Degree, Graduation Rate, Dropout Rate, Efficiency Rate, and Rate of Attainment are also strong. The program provides excellent preparation for an independent artist and producer to achieve success in a rapidly changing field.

2. Weaknesses:

AVAP has not yet visited campus to evaluate this program (reaccreditation expected by May 2018). Berklee is working to ensure compliance with ANECA criteria in order to meet those criteria when AVAP visits our campus.

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%
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Research Activity	Weighted research activity indicator	20%	20%
Demand	Enrollment rate	85%	85%
	Supply and demand rate	280%	280%

Level 2. Results indicators

Category	Indicator	Current Goal	Proposed Goal
Teaching	Graduation rate	95%	95%
	Attainment rate	95%	95%
	Dropout rate	5%	5%
	Efficiency rate	105%	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
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	15%	15%

Level 3. Satisfaction indicators

Category	Indicator	Current Goal	Proposed Goal
Faculty	Average satisfaction of the faculty with the management of the degree	96%	96%

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

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	90%	90%
Graduates	Average satisfaction of graduates with the education received	90%	90%

Justification of the new goals set out:

These goals show our intention to continue to excel in key areas, especially in graduation rate and in student satisfaction with the management of the degree. They reveal the commitment of the program to provide a high level education.

2.2. Objectives and actions to improve the degree

As a result of the analysis in the previous sections and the areas of improvement detected, the following objectives to improve the degree are defined, as well as the actions to be carried out in order to achieve them.

Proposed Academic Year	Improvement action	Status	Motivation
2017-18	Establishment of the Berklee Idea Incubator Institute (BI ³) for ideas developed by students of Berklee Valencia.	In process	Provide support for students in developing innovative projects
2017-18	Develop a Live Music Production program	In process	Improve practical project experience for students interested in live events.
2017-18	Reinforce the establishment of a rigorous approach that prepares the students to defend their work in any context beyond Berklee.	In process	Improve rigor of culminating experience, improve student presentation skills
2017-18	Definition of the goals of the Applied Media Lab (AML) to include the development of Interactive Musical Experiences (IMEs)	In process	Expand student opportunities to work with interactive media.

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 – Music Production, Technology and Innovation
Courses by Semester, Academic Year 2017-18

	Fall: Semester 1	Spring: Semester 2	Summer: Semester 3	Fall: Semester 4 (optional)
Required Courses (3 credits/ECTS as noted; must be taken in designated semester)				
MTI-515 Music Technology Innovation Seminar 1 (6 ECTS)	X			
MTI-616 Music Technology Innovation Seminar 2 (6 ECTS)		X		
MTI-525 Hybrid Recording Methods and Strategies (5 ECTS) or MTI-526 Advanced Hybrid Recording Methods and Strategies (5 ECTS)	X			
Required Courses (3 credits/ECTS as noted; can be taken in either semester) MTI-542 Live Video Music Production (5 ECTS; semester 1) or MTI-543 Studio Music Video Production (5 ECTS; semesters 1 and 2)	X	X		
MTI-521 Nonlinear Structures for Real-Time Media (5 ECTS)	X	X		
MTI-523 Electronic Production and Live Performance (5 ECTS)	X	X		
Electives: choose at least two and up to four (3 credits each/5 ECTS each semester availability as noted) MTI-611 DJing and Turntablism (all semesters) MTI-612 Advanced DJ Lab (semesters 2 and 3) MTI-614 Professional and Creative Music Sound Design (semester 2) MTI-618 Mobile Music App Writing (semesters 1 and 2) MTI-623 Applied Analog Synthesis (all semesters) MTI-630 Applied Media Design Techniques (semester 1) MTI-640 Applied Media Design and Prototyping Lab (semester 2) MTI-641 Advanced Topics in Music Technology (semester 2) MTI-643 Advanced Music Video Production (semester 2) MTI-645 Advanced Studio and Interactive Performance Mixing (semester 2)	X	X	X	
Advising (0 credits/0 ECTS) GS-500 Master's Advising	X	X	X	
Career Preparation (1 credit/2 ECTS) GS-503 Career Preparation		X		
Optional Electives (do not count in program total; credits/ECTS as noted); semesters vary ENDS-550 Contemporary Ensemble (1 credit/4 ECTS) GS-510 Principles of Music Research (3 credits/6 ECTS) MTI-615 Multimedia Installation Workshop (3 credits/5 ECTS) PS-635 Cross Cultural Rhythm Studies for Musicians (3 credits/5 ECTS)	X	X	X	
Optional Internship (1 credit/2 ECTS) GS-595 Graduate Internship				X

Culminating Experience (6 credits/6 ECTS) MTI-695 Culminating Experience in Music Production, Technology, and Innovation			X	
Total credits: 31/32 with optional internship	12	10	9	1 (optional)
Total ECTS: 60	17	25	18	2 (optional)