

MANAGEMENT REPORT 2016–2017

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

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: 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
William Borland	Student	Student	Student Advisory Board
Mauricio Vasconcelos	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 ¹	10%	0%
	Full-time PDI rate	80%	80%
Research Activity	Weighted research activity indicator	20%	20%
Demand	Enrollment rate	65%	80%
	Supply and demand rate	300%	240%

2. Results indicators

Category	Indicator	Defined Goal	Result Academic Year 2016–2017
Teaching	Graduation rate	95%	97%
	Attainment rate	99%	99%
	Dropout rate	3%	3%
	Efficiency rate	105%	122%(*) 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%	88%
Employability	Number of enrolled students who have done internships at a company	0%	0%
	Percentage of graduate students who have done internships in companies	20%	26%

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%	100%
	Average satisfaction of the students with the teaching provided in the degree	80%	83%
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 Politecnica 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 recent 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 forthcoming 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 good, with a supply-demand rate of 240% and an enrollment rate of 80%. In 2016–17, the program had 96 applications. Of those, 32 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%. Only one of the 32 students who began the program in fall 2016 withdrew from the degree without finishing. The degree attainment rate is very high—99%. Most students were able to earn the credits they attempted. The efficiency rate is 122%. This rate is not because students are repeating failed courses. Students are allowed to enroll in courses above those required for the degree. This provides an opportunity for students to explore an area of interest.

2. Internationalization:

This category does not apply to Berklee as the institution is an international school. Berklee's internationalization is very high: 88% of students are from countries other than Spain. Students in the MM-SFTV program come from Argentina, Brazil, Canada, China, Hong Kong, India, Japan, Mexico, Russia, 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. 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 more than 25 different countries across five continents.

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:

- "Color and Music: Association of Music and Color in *The Grand Budapest Hotel*," an exploration of the relationship between music and color as seen in Alexandre Desplat's score for *The Grand Budapest Hotel*.
- "King Kong: Reflections of Feminism Through Film Music," a critical analysis of the scores for the 1933, 1976, and 2005 King Kong films as a reflection of women's changing social roles and feminism.
- "Music Cognition: Emotions and Psychology in Pascal Gaigne's Soundtrack for the Basque Film *Loreak*," a study of the cognitive processes by which listeners appreciate musical characteristics, based on the soundtrack to *Loreak*.

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 100%. It is 83% 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
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)]

The latest report from ANECA/AVAP showed that Berklee has not aligned as fully as necessary with the Spanish criteria defined by the European Higher Education Area (EHEA). This is because Berklee has not submitted a modification to the Confirmed Report to show the ways the curriculum and program has changed. As Berklee College of Music is a college based in the United States, approval for all changes was received by the US accreditation authorities through the New England Association of Schools and Colleges (NEASC). Berklee is submitting a modification as soon as possible.

1.7 General qualitative analysis of the function of the degree

1. Strengths of the degree:

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

2. Weaknesses:

In the previous report, weaknesses came from Berklee's not submitting appropriate documentation to ANECA/AVAP to note the changes in the program implemented since the approval of the Confirmed Report. This led ANECA/AVAP to conclude that there is insufficiency in organization and development. Berklee disagrees and responds that we have not followed proper processes of communication regarding changes. Organization and development are indeed sufficient.

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

- The Confirmed Report from ANECA
- Quality indicators from Berklee College of Music Boston, including
 - NEASC approval report
 - Program review information

- Course evaluation information from Berklee College of Music Boston
- Graduate studies bulletin, including detailed information for the establishment of the master's thesis
- Course syllabi
- Faculty information, including CVs

A third weakness identified by ANECA/AVAP was the fact that the UPV SGIC system had not been implemented. This report is an effort to rectify that. Clear information about the quality improvement plan—the student satisfaction surveys, student course evaluations—was not presented to evaluators. This led ANECA/AVAP to conclude that Berklee does not have procedures that facilitate evaluation and improvement of the quality of the teaching and learning process. In fact, Berklee does have procedures in place but these were not presented in a satisfactory manner. This was clearly presented in the July 2017 visit. Likewise, Berklee is supplementing its procedures with the UPV SGIC system.

2. Proposals and improvements

2.1. Revision of goals established for indicators of the System of Quality Management of Official Degrees of UPV

Level 1. Activity Indicators

Category	Indicator	Current Goal	Proposed Goal
Teaching Activity	Weighted teaching activity indicator	80%	80%
	Doctorate PDI rate ³	10%	10%
	Full-time PDI rate	80%	80%
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	3%	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	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

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.

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
2017-18	Introduce more cross-course projects to the curriculum	In process	Integrate curriculum across courses
2017-18	Continue outreach to nearby schools, particularly ilm, video game, and animation programs	In process	Expand students' professional and creative connections
2017-18	Increase focus on students' artistic voices within program	In process	Enhance students' artistic development

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 (3 credits/1 ECTS)	X			
FS-531 Directed Study 2 (3 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)