

MANAGEMENT REPORT 2017–2018

Master of Arts
Global Entertainment and Music Business

Berklee College of Music, Valencia Campus



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

Objective

The objective of the present document is to:

- Present a quantitative and qualitative analysis of the functions and results of the degree program
- Re-establish degree program goals, in response to the principal indicators
- Indicate changes made to the program to improve student learning and analyze the results of those changes
- Define objectives and actions to improve the program

Academic director of the degree: Emilien Moyon, Ph.D., Program Director, MA-GEMB

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 of Academic Affairs
Emilien Moyon	PDI	PHD	Program Director MA-GEMB
Alexander Perrin	PDI	Professor	Faculty, Full-Time
Jeheremy Characo	Student	Student	Student Advisory Board
Sandra Jondottir	Student	Student	Student Advisory Board

1. Analysis of the function and results of the degree

1.1 Quantitative indicators of the degree management program

1. Analysis of the function and results of the degree

Category	Indicator	Defined Goal	Result Academic Year 2017–2018
Teaching Activity	Weighted teaching activity indicator	80%	80%
	Doctorate PDI rate	15%	12%
	Full-time PDI rate	25%	24%
Research Activity	Weighted research activity indicator	20%	20%
Demand	Enrollment rate	85%	85%
	Supply and demand rate	275%	280%

2. Results indicators

Category	Indicator	Defined Goal	Result Academic Year 2017–2018
Teaching	Graduation rate	90%	94%
	Attainment rate	98%	98%
	Dropout rate	10%	6%
	Efficiency rate	105%	107%(*) 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%	97%
Employability	Number of enrolled students who have done internships at a company	0%	0%
	Percentage of graduate students who have done internships in companies	10%	44%

3. Satisfaction indicators

Category	Indicator	Defined Goal	Result Academic Year 2017–2018
Faculty	Average satisfaction of the faculty with the management of the degree	95%	96%
Students	Average satisfaction of the students with the management of the degree	80%	94%
	Average satisfaction of the students with the teaching provided in the degree	80%	88%
Graduates	Average satisfaction of graduates with the education received	85%	69%

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

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

Level 1. Activity indicators of the degree

1. Teaching activity:

The Academic Committee of the Degree sees these 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 in ensuring that faculty are up-to-date in their profession. Many Berklee faculty in the MA-GEMB program work on music industry events and festivals or are practicing music business professionals. This research and professional work means that they are able to offer students the latest insights to the industry. Faculty are evaluated each year based on their teaching, professional/research work, and college service. Faculty in the MA-GEMB department are engaged in research 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 MA-GEMB is very good, with a supply-demand rate of 280% and an enrollment rate of 85%, the same enrollment rate as in 2016–2017. In 2017–2018, the program had 112 applications. Of those, 34 students enrolled for the 40 student spots. As noted in the April 2017 modification report, the number of students that the program is able to accommodate was updated from 20 to 40. 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 94%. The degree attainment rate is also very high—98%. Most students were able to earn the credits they attempted. The efficiency rate is 107%. 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 production. 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: 97% of students are from countries other than Spain. Students in the 2017–2018 MA-GEMB class come from Brazil, Canada, China, Colombia, Denmark, France, Iceland, India, Italy, Portugal, South Africa, Switzerland, Taiwan, Turkey, Uganda, the United Kingdom, the United States, and Spain.

3. Employability:

Employability has been achieved at a high level. Berklee has a strong focus on preparing students for careers. As presented in our spring 2018 report “Valencia Graduate Alumni after Berklee,” 91% of the responding master’s degree alumni work in the entertainment industry. Of these, 56% are employed and 40% are self-employed/freelance. The spring 2018 survey indicates that 82% of GEMB alumni are employed and 16% are self-employed.

The International Career Center at the Berklee campus in Valencia is dedicated to providing students expert guidance, cutting-edge resources, and professional development experiences. Students work with advisors to build a career plan and engage in meetings with the industry. Master’s degree graduates are working in 46 different countries, and many are employed by some of the most important companies in the industry, including the African Music Institute, Apple, Audible, Capitol Studios, Izotope, Live Nation, Shutterstock, Sony, and Spotify.

Students participate in important music industry conferences and festivals, where they interact with professionals and industry leaders. These conferences and festivals include: The Great Escape UK, in Brighton; Midem, in Cannes; and Future Music Forum in Barcelona. They also have the opportunity to complete consulting projects with well-known companies like Sony Music and the Orchard through the Data Analytics in the Music Industry course.

Berklee students also host and organize important industry events. For example, in April 2018 students in the MA-GEMB partnered with students in the MM-CPPD program to host the inaugural Musaico Festival, a daylong live music festival showcasing varied musical styles. This large event was organized by students, under the guidance of faculty, and involved a live audience. Additionally, students’ theses show their preparation to be industry leaders. Topics include:

- “Disrupción Records,” in which a team of students built an artist incubator record label focusing on Berklee Valencia students.
- “International Tour Planning for Independent Artists from Taiwan,” a guide to international touring for independent artists based in Taiwan.
- Women in Music—Berklee Chapter,” a self-study of the founding and first year of operation of a new branch of the Women in Music organization.

All of these projects prepare students for work as leaders of the contemporary music industry.

Level 3. Satisfaction indicators of the degree

1. Faculty:

Faculty satisfaction with the management of the degree is very high. The most recent employee satisfaction survey indicates that 96% of employees are satisfied or very satisfied. Faculty are engaged and committed to students.

2. Students:

The average satisfaction of students with the management of the program is 94% and with the teaching provided in the program is 88%. This shows a great deal of improvement from the previous year, when 85% were satisfied with the management of the degree and just 69% were satisfied with the program’s teaching.

Additional surveys are conducted to measure specific aspects of students' satisfaction. Students are asked to evaluate guest speakers weekly. We use the feedback to decide if guest speakers should be reinvited in the future or not. Finally, we organise a focus group with 10 students from the program at the end of the summer term. During the focus group, students have a two-hour discussion on the areas of the program that brought them the most value and the areas of the program that should be improved.

3. Graduates:

The average overall satisfaction of graduates of the program is 69%. This is lower than the program would like. As noted above, we continue to engage in additional conversations with students and graduates to identify the areas of dissatisfaction and to make improvements, and we will again measure overall satisfaction in the next academic year. These surveys have led, for instance, to changes in the list of guest speakers.

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 industry. Students learn to

- Synthesize the language of the global music and entertainment industries;
- Evaluate and apply leadership models as tools for ethical decision-making;
- Apply effective promotion and marketing strategies;
- Synthesize research techniques applicable to the global music and entertainment industries;
- Synthesize intellectual property laws, with particular attention to rights licensing;
- Assess markets for emerging business models;
- Assess financial considerations in the commerce of music and entertainment in a global economy; and
- Forecast trends and gain expertise in the technology applications appearing in business environments.

Students reach these program competencies, first, through their course work. Required courses in music business finance, contract law, and creative entrepreneurship, for example, help students assess market and financial considerations.

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
2017–18	Launch first DIY CDBaby conference outside the U.S. in Valencia as a student-led project.	Implemented	Improved practical project experience for	Conference launched in spring 2018.

			students interested in live industry events.	
2017–18	Organize one-day Berklee Music Festival as a practicum.	Implemented	Improved practical project experience for students interested in live industry events.	Inaugural Musaico Festival held in spring 2018.
2017–18	Add a festival-focused day to professional development week.	On hold	Proposed to improve professional opportunities for students interested in live industry events.	This was not implemented because of the proximity of Eurosonic conference.
2017–18	Add an option to do an internship in the summer semester for credit.	Implemented	Improved student internship opportunities.	Internship option added in spring 2018.

1.5 Analysis of complaints and objections of the interest groups

Results of indicators and students satisfaction surveys are discussed and addressed at two levels, the Valencia Academic Leadership Team, and the Academic Committee of the program.

1.6 Analysis of the latest evaluation reports of ANECA [Agencia Nacional de Evaluación de la Calidad y Acreditación (National Quality Evaluation and Accreditation Agency)]/AVAP [Agència Valenciana d'Avaluació i Prospectiva (Valencian Evaluation and Planning Agency)]

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

1.7 General qualitative analysis of the function of the degree

1. Strengths of the degree:

In their response to the 2016-17 management report submitted by Berklee Valencia to UPV, the latter congratulated Berklee on the strong results received in the satisfaction of levels related to the management of the degree. They also recognized the work that had been done in order to improve publicly available information regarding accreditation.

2. Weaknesses:

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

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

As per the Modification Request, a new structure for the Master's in Global Entertainment and Music Business has been proposed. This structure is based on modules (módulos) rather than courses (asignaturas).

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

2. Proposals and improvements

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

Level 1. Activity Indicators

Category	Indicator	Current Goal	Proposed Goal
Teaching Activity	Weighted teaching activity indicator	80%	80%
	Doctorate PDI rate	15%	20%
	Full-time PDI rate	25%	30%
Research Activity	Weighted research activity indicator	20%	20%
Demand	Enrollment rate	85%	85%
	Supply and demand rate	275%	275%

Level 2. Results indicators

Category	Indicator	Current Goal	Proposed Goal
Teaching	Graduation rate	90%	90%
	Attainment rate	98%	98%
	Dropout rate	10%	10%
	Efficiency rate	105%	105% ^(*) 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	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	10%	30%

Level 3. Satisfaction indicators

Category	Indicator	Current Goal	Proposed Goal
Faculty	Average satisfaction of the faculty with the management of the degree	95%	95%
Students	Average satisfaction of the students with the management of the degree	80%	80%

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

	Average satisfaction of the students with the teaching provided in the degree	80%	80%
Graduates	Average satisfaction of graduates with the education received	85%	85%

Justification of the new goals set out:

These goals show our intention to maintain our improvements in key areas, especially in student satisfaction. They reveal the commitment of the program to improve, as well as to continue successful practices.

In 2017–18 we achieved an employability rate of 44%, significantly higher than the defined goal of 10%. While various factors may have led to such a high employability rate such as the profile of the student body and opportunities available, our overall goal is to increase the number of students pursuing internships in order to increase their employability. We would therefore like to increase our institutional goal from 10 to 30 percent in order to ensure that we continue to provide those opportunities.

In their 2017 report, AVAP indicated the need to increase the number of professors with doctorates. We therefore propose increasing our current Doctorate PDI rate goal of 15% to 20%, an increase of 33%. AVAP also indicated a need to improve in the area of full-time faculty. We therefore propose increasing our Full-Time PDI rate from 25% to 30%, an increase of 20%.

2.2. Objectives and actions to improve the degree

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

Proposed Academic Year	Improvement action	Status	Motivation
2018–19	Add a performance option to the program, including private lessons and ensembles.	In process	Allow students who have an interest in business and performance to take electives in both areas.
2018–19	Change course title: MB-551 Contract Management and Entertainment Law should be MB-551 Copyright and Contract Management.	In process	Align course title with curricular content.
2018–19	Add an elective course focusing on the role of A&R.	In process	Students with an interest in A&R and artist development need a course focused on this topic area.
2018–19	Add an elective course focused on opportunities in the global music market.	In process	As the music industry becomes increasingly global, students should have a course that focuses specifically on this topic.
2018–19	Discontinue music marketing course	In process	Low demand for course; preference for new elective in A&R and music artistry

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.

Appendix A: Master of Arts – Global Entertainment and Music Business
Courses by Semester, Academic Year 2017–18

	Fall: Semester 1	Spring: Semester 2	Summer: Semester 3	Fall: Semester 4 (optional)
Required Courses (3 credits/6 ECTS each unless otherwise noted; 10 credits/20 ECTS total)				
MB-551 Contract Management and Entertainment Law	X			
MB-553 Music Business Finance	X			
MB-562 Creative Entrepreneurship	X			
MB-575 Music Business Seminar (1 credit/2 ECTS); take both fall and spring	X	X		
Practicum Courses (3 credits/6 ECTS each; choose 1; determines program concentration) MB-611 Entrepreneurship MB-621 Live MB-623 Record		X		
Elective Courses (choose 4; 3 credits/6 ECTS each unless otherwise noted) MB-550 Branding, Sponsorship, and Advertising MB-555 Global Leadership and Management MB-556 Music Marketing MB-557 Economics of Creative Industries MB-559 Publishing, Licensing, and Distribution MB-563 Data Analytics in the Music Industry MB-613 The Science of Artist Management MB-614 The Art of Live Entertainment* MB-615 Digital Marketing & Social Media Management MTI-543 Music Video Production (5 ECTS) MTI-613 Electronic Dance Music Composition	X	XX	X	
Optional Electives (<i>do not count in credit total of program</i>) GS-510 Principles of Music Research (3 credits/6 ECTS)	X	X	X	
Advising (0 credits/0 ECTS) GS-500 Master's Advising	X	X	X	
Career Preparation (1 credit/2 ECTS) GS-503 Graduate Professional Development Seminar		X		
Optional Internship (1 credit/2 ECTS) GS-595 Graduate Internship* (NOTE: can be applied as elective, if taken during summer)			X	X
Culminating Experience (6 credits/6 ECTS) MB-695 Culminating Experience			X	
Total credits: 33/34 with optional internship	13	11	9	1
Total ECTS: 60	26	22	14	2

*GS-595 and MB-614 are new courses that were approved by the Graduate Studies Committee on April 27, 2017 and were offered for the first time in 2018–19.