STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Alytaus kolegijos

STUDIJŲ PROGRAMOS *MULTIMEDIJA, DIZAINAS IR LEIDYBOS TECHNOLOGIJOS (valstybinis kodas – 653E14002)*

VERTINIMO IŠVADOS

EVALUATION REPORT

OF *MULTIMEDIA, DESIGN AND PUBLISHING TECHNOLOGIES (state code – 653E14002)*

STUDY PROGRAMME

At Alytus College

1. **Prof. Frode Eika Sandnes (Chair of the Team),** *academic,*
2. **Prof. Jürgen Dorn,** *academic,*
3. **Prof. Kari-Jouko Räihä,** *academic,*
4. **Assoc. Prof. Jaanus Pöial,** *academic,*
5. **Mr Juozas Breivė,** *representative of social partners',*
6. **Ms Ieva Ulevičiūtė**, *students' representative.*

Evaluation Coordinator Ms Eglė Grigonytė

Išvados parengtos anglų kalba
Report language – English

Vilnius
2016

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	***Multimedija, dizainas ir leidybos technologijos***
Valstybinis kodas	653E14002
Studijų sritis	Technologijos mokslai
Studijų kryptis	Informatikos inžinerija
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3 metai), ištęstinė (4 metai)
Studijų programos apimtis kreditais	180 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Informacinių technologijų profesinis bakalauras
Studijų programos įregistravimo data	Lietuvos Respublikos švietimo ir mokslo ministro 2007 m. gegužės 23 d. įsakymu Nr. ISAK-883.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	***Multimedia, Design and Publishing Technologies***
State code	653E14002
Study area	Technological Sciences
Study field	Informatics Engineering
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time studies (3 years), part-time studies (4 years)
Volume of the study programme in credits	180 ECTS
Degree and (or) professional qualifications awarded	Professional Bachelor of Information Technologies
Date of registration of the study programme	23rd May 2007, under the Order of the Minister of the Ministry for Education and Science of the Republic of Lithuania No. ISAK-883.

CONTENTS

I. INTRODUCTION

1.1. Background of evaluation process

The evaluation of on-going study programmes is based on the **Methodology for Evaluation of Higher Education Study Programmes,** approved by the Order No 1-01-162 of 20th December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter, SKVC). Evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: *1) self-evaluation and the Self-evaluation Report (hereafter, the SER) prepared by a Higher Education Institution (hereafter, the HEI); 2) a visit of the Review Panel at the higher education institution; 3) preparation of the evaluation report by the Review Panel and its publication; 4) follow-up activities.*

On the basis of the study programme external evaluation SKVC takes a decision to accredit the study programme either for 6 years or for 3 years. If evaluation of the programme is negative such programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas were evaluated as "very good" (4 points) or "good" (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as "unsatisfactory" (1 point) and at least one evaluation area was evaluated as "satisfactory" (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The application documentation submitted by the HEI follows the outline recommended by SKVC.

1.3. Background of the HEI/Faculty/Study field/Additional information

Alytus College (hereafter, the College) is a public higher education institution that was founded in 2000. The College has three faculties and offers 13 study programmes with emphasis on practical training.

Multimedia, Design and Publishing Technologies is a three-year Professional Bachelor programme for full-time students and four-year for part-time students. The design-oriented study programme is in the study field of Informatics Engineering. The study programme is hosted by the Department of Information Systems in the ICT Faculty.

The Review Panel was asked to evaluate two study programmes at the College in addition to *Multimedia, Design and Publishing Technologies*, namely *Technologies of Information Systems* and *Administration of Computer Network*. These study programmes have several similarities, such as several overlapping study subjects, overlapping teaching staff and a shared management structure. These similarities are reflected in the three SERs, which have several identical descriptions. Consequently, this report has similar descriptions as the other evaluation reports when addressing aspects that are common to the programmes. However, the Review Panel want to emphasize that each of the study programmes has been evaluated individually on its own merits according to the information provided.

1.4.The Review Panel

The Review Panel was composed according to the *Description of the Review Team Member Recruitment,* approved by the Order No 1-01-151, 11/11/2011 of the Director of the Centre for Quality Assessment in Higher Education. The visit to the HEI was conducted by the Panel on 26-27/04/2016.

1. **Prof. Frode Eika Sandnes (Chair of the Team)**
   Professor at Oslo and Akershus University College of Applied Sciences, Norway.
2. **Prof. Jürgen Dorn**
   Professor at Vienna University of Technology, Austria.
3. **Prof. Kari-Jouko Räihä**
   Professor at University of Tampere, Finland.
4. **Assoc. Prof. Jaanus Pöial**
   Associate Professor at Estonian IT College, Estonia.
5. **Mr Juozas Breivė**
   IT Security Officer at Klaipėdos Nafta, SC, Lithuania.
6. **Ms Ieva Ulevičiūtė**
   3rd year student in Applied Mathematics (first cycle) study programme at Vilnius University, Lithuania.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim of the study programme is to educate students for the labour market in the area of multimedia, design and publishing technologies. However, two partially antagonistic aims of the College are stated in the SER and were emphasized during the site visit, namely to internationalize the College and to serve regional businesses. This leads to the provision of English lectures and orientation towards international standards on one side and the adaptation to local needs on the other. This is a challenge for the College and the programme.

The SER declares that graduates of this study programme shall be "capable of designing and creating electronic and traditional publications, multimedia products, organising publishing processes with the application of computerized publishing technologies, combining knowledge of engineering with the fundamentals of business; using, selecting, classifying and analysing target information, constantly improving their competencies, thinking creatively and critically as well as analysing and generalising the results of their work".

According to the College management, the aims are motivated by the needs of local businesses and the general market and these needs were confirmed during the Review Panel's discussions with social partners.

The aims are to be achieved by seven intended learning outcomes. The intended learning outcomes are listed in Table 1 of the SER and assigned to 39 study subjects in the curriculum indicated in Table 3 of the SER. Most of the intended learning outcomes appear too abstract and general. For example, it is not obvious to a potential employer what specific types of problems the graduate is trained to solve according to the intended learning outcome "Apply knowledge of fundamental sciences and basics of computer engineering in solving design, technological and organizational tasks of a particular publishing company". Some intended learning outcomes are assigned to over 15 study subjects and it is therefore difficult to identify the actual intended learning outcome of a specific subject. The assignment of intended learning outcomes to subjects leaves an impression that the programme is highly research-oriented, while the aims of the programme signal a focus on practical experience. It may therefore be useful to split up the intended learning outcomes such that a more fine-grained learning objective-to-subject assignment is possible while making the profile of the programme more visible. The intended learning outcomes should be the vocabulary that is used to discuss expectations with social partners and communicate to students what they will learn. One example of a relevant intended

learning outcome is the ability to develop interactive Web sites. The current intended learning outcomes do not specify such skills, although study programme includes a *Creating Interactive Websites* study subject.

In general, the programme aims and the intended learning outcomes are consistent with the type and level of studies and the level of qualifications offered.

A description of the programme and the intended learning outcomes are published on the Web[1]. All applicable Lithuanian laws in terms of definition of the programme aims and intended learning outcomes appear to be regarded. The name of the study programme is compatible with the aims and content of the study.

2.2. Curriculum design

The study programme comprises 180 ECTS, which is consistent with regulations for professional bachelor study programmes in Lithuania[2]. The volumes for the full-time and part-time provisions are equivalent. The study programme description lists 15 ECTS general subjects, which is the minimum required by law[3]. However, the actual number can be considered to be more than 15 ECTS as the study subjects *Mathematics*, *Physics*, *Environmental and Human Safety*, also can be classified as general subjects since these are not central to Multimedia, Design and Publishing Technologies. The study field subjects total 156 ECTS which is above the minimum requirement of 135 ECTS[4]. Of these, 114 ECTS makes up the compulsory study field subjects, 30 ECTS are allocated to practical training, and the final thesis comprises 12 ECTS, which is above the minimum legal requirement[5].

The study subjects for both the full-time and part-time variations of the study programme are spread evenly, with one noteworthy exception. There are only totally 9 ECTS of subjects related to the Multimedia, Design and Publishing Technologies in the first semester, namely *Information Technologies in Publishing* and *Desktop Publishing*. The other first-semester study subjects are not related to Informatics Engineering, namely *Standards of Professional Language and*

[1] http://alytauskolegija.lt/multimedia-design-and-publishing-technologies-2/
[2] Order of the Minister for Education and Science of the Republic of Lithuania "General Requirements of First Degree and Integrated Study Programmes".
[3] Order of the Minister for Education and Science of the Republic of Lithuania "General Requirements of First Degree and Integrated Study Programmes".
[4] Order of the Minister for Education and Science of the Republic of Lithuania "General Requirements of First Degree and Integrated Study Programmes".
[5] Order of the Minister for Education and Science of the Republic of Lithuania "General Requirements of First Degree and Integrated Study Programmes".

Document Management, *Foreign Language*, *Mathematics* and *Physics*. Students interviewed expressed a desire to be introduced core subjects already from a day one. Students may be demotivated having to start with subjects that do not match their academic interests. This may consequently lead to some students dropping out. The College is thus recommended to introduce more subjects related to Multimedia, Design and Publishing Technologies during the first semester to fuel students' enthusiasm for learning while moving non-related subjects to later semester. There does not appear to be any repetitive themes in the study programme.

The contents of the study field subjects in *Multimedia, Design and Publishing Technologies* study programme are relatively consistent with the type and level of Informatics Engineering studies worldwide although there perhaps could be more programming as only 12 ECTS in total are dedicated to programming (*Programming* and *Practical Training in Programming*). However, compared to other similar study programmes around the world it appears to be many unrelated study subjects, both general subjects and study field subjects. In particular, it is unclear why *Physics* and *Environmental and Human Safety* are listed as core subjects and not general subjects as none of these subjects are related to Multimedia, Design and Publishing Technologies. If these study subjects were considered general subjects it would be apparent that there are too many general subjects where some should be replaced by core subjects that are related to Multimedia, Design and Publishing Technologies.

The Review Panel has observed that curriculum design has a dominant emphasis on design and creativity, yet the study programme is classified as Informatics Engineering where one perhaps could expect a more defined balance between engineering and design study subjects. In particular, one would expect a deeper coverage on how the various multimedia technologies work, and more extensively train students engineering skills such as programming. Alternatively, the study programme could have been classified as belonging to Design with either Visual Communication Design descriptor or Graphic Design descriptor. However, with Design classification the study programme probably would be considered too biased towards engineering. Unfortunately, there are no multidisciplinary study field categories in Lithuania. Clearly, the demand for such a multidisciplinary engineering and design study programme is well justified in the SER and through the evidence gathered during the site visit. There are also trends internationally that point towards such multidisciplinary combinations. The Review Panel's opinion is that the College has developed well-justified study programme and thus made a pragmatic decision by classifying the study programme as Informatics Engineering due to a

lack of a better alternative. The Review Panel did not find that the study programme violates any formal requirements or guidelines in this regard.

The study programme has a wide profile. In particular, the study programme covers several media including photography: *Digital Photography and Image Processing*; animation: *Two-dimensional Animation*, *Three-dimensional Animation*; video, audio: *Video and Audio Technologies*; physical objects: *Computer Graphics and Modelling* and printed media: *Desktop Publishing, Layout and Technical Editing*), while web-based publishing only receives a limited focus of 18 ECTS: *HTML Technologies, Databases* and *Creating Interactive Websites*. The study field subjects *Mathematics, Physics, Statistics* and *Environmental and Human Safety* appear less relevant to Multimedia, Design and Publishing Technologies. The study programme also includes several highly relevant study field subjects addressing design generally, in particular *Drawing Colour Research and Composition* and *Visual Aesthetics and Ethics*. The scope of the programme is sufficient to ensure the achievement of the intended learning outcomes.

The content and methods of the study subjects are appropriate for the achievement of the intended learning outcomes. Moodle is used for learning management.

The contents of the study programme adequately reflect the latest achievements in science and technologies. The College should be commended for several highly relevant study subjects such as *Drawing, Colour Research and Composition*, *Digital Photography and Image Processing*, *Visual Aesthetics and Ethics* as well as the more software product centric subjects related to design. Although the programme has several subjects related to website development such as *Creating Interactive Websites* there is no mention of user-centric development processes and website prototyping in the study subjects descriptions. User-centric processes and prototyping are essential for successful development of interactive web sites and multimedia systems and these techniques are widely used by professional web designers and developers. Moreover, the College should consider to offer *Human-Computer Interaction* study subject. Another useful subject relevant to the study programme could be *Information Architecture*.

2.3. Teaching staff

The teaching staff of the study field subjects is reported to consist of 23 teachers, six of whom are PhDs. Additionally, four teachers with Master's degree teach general study subjects. The number of PhDs has grown from four to six during the reporting period. 24 ECTS out of 156

ECTS in study field subjects, i.e. 15.4%, are taught by doctors of science, which satisfies the legal requirement of minimum 10%[6]. However, it is noteworthy that only one of the teachers has the doctoral degree in Informatics Engineering. The other doctoral degrees are in Educology, Physics, Economics and Environmental Engineering and Landscape Management. A recommendation in the previous external evaluation was to "increase proportion of holders of scientific degree within teaching staff, especially in informatics core fields". This is still a valid concern. The Panel recommend that the College makes an effort to increase the number of scientists in the teaching staff, for instance by supporting the doctoral studies of some teachers that currently have a Master's degree, as was the case with at least one of the PhD degrees obtained during the reporting period.

The average teaching experience of the teaching staff is 20 years, which is high. Four new teachers were hired during the evaluation period, so there is some turnover of the teaching staff. The average age of the teaching staff is 49 years. The teaching staff actively publishes lecture material and participates in several committees and study programme development activities.

Another legal requirement is that at least half of the staff should have at least three years of practical experience[7]. This is satisfied by about 14 of the 23 teachers listed for the study programme (excluding the general subjects), meeting the legal requirement. It is recommended to report on the practical experience of the staff in a way that details their work outside Alytus College and other educational institutes (both higher education and primary level) and how this experience is related to the study subjects they are teaching. It is difficult to identify the connection between the subjects taught and prior practical experience from the CVs provided with the SER appendices. In any case, the Panel recommend that the College continues to make an effort to employ more teachers with recent relevant practical experience, for instance by recruiting part-time teachers from local industry who work with design, multimedia or publishing. The study subject descriptions indicate that representatives from companies have been consulted when developing the subject in cases where the teacher did not have relevant practical experience. Such consultations are indeed useful, but they do not eliminate the need for teachers with first-hand practical company work-experience.

[6] Order of the Minister for Education and Science of the Republic of Lithuania "General Requirements of First Degree and Integrated Study Programmes".
[7] Order of the Minister for Education and Science of the Republic of Lithuania "General Requirements of First Degree and Integrated Study Programmes".

It would also be helpful if the information gathered about teachers' experience included details about how the teachers have shared their time between teaching and practical work. For instance, one of the SER appendices lists that 59 years old teacher has 36 years of teaching experience and 26 years of practical experience, totalling 62 years. Clearly, some of the experiences reported must be part-time for these numbers totally, but it is not clear what is considered the full-time experience and what is considered the part-time experience.

The number of students has ranged from 66 to 74 during 2011 to 2015 and the ratio of students per teacher is stated to be 2 in the SER. Again, this is partly a reporting issue. Teachers share their time between several study programmes, and some work only part-time. A more useful metric would be to use a full-time equivalent (FTE) both for students and teachers, so that a teacher using 20% of his or her time for teaching in this programme is counted as 0,2 teachers. Nevertheless, even with a revised metric it is a concern whether the programme is economically viable, that is, whether the College is able to attract a sufficient number of students to maintain the high level of personal supervision. Increasing the number of new students should be a main priority in future development efforts.

The field of Multimedia, Design and Publishing Technologies develops at a fast pace and requires the teachers to be well informed on new developments and they continuously need to update their skills. The College does support the development of the professional skills of the personnel based on their individual plans. The teaching staff have the opportunity to participate in international exchange, conferences, and other events that provide new knowledge. This commendable practice should be continued to the extent financially possible.

Internationalization and attracting increasing numbers of foreign students is a core element of the strategy of the College. To achieve this goal, sufficiently many teachers must be able to communicate with international students. One possibility is to arrange English courses for the current teaching staff and reward efforts by individual teachers to improve their English, for instance via regular appraisal discussions and during contract renewal.

The teaching staff are involved in various activities, including art exhibitions, termed "applied research" in the SER. These applied research activities are not the same as scientific research and only one international publication was listed in the CVs of the teaching staff, namely an article in the European Scientific Journal. The teaching staff are active in international mobility programmes, and it is recommended to extend such teacher exchanges to also include research activities as this may help increase the culture to be involved in research at the College. On the

other hand, scientific research is not the main responsibility of the College. Still, it is important for students to learn the basics of the scientific method (problem description, analysis, experimenting, reporting), and they would benefit from the teachers using their own research experiences in the teaching.

2.4. Facilities and learning resources

The premises for studies appear adequate both in their size and quality. There are good conditions for students in the classrooms in terms of hygiene norms and technical facilities. Most of the equipment is up-to-date; the classrooms are renovated and equipped with wireless Internet connection allowing students to use their own computers at the College. All the study rooms are equipped with the necessary equipment such as multimedia projectors, interactive boards and TV sets.

Some of the classroom computers should be renewed and the College has plans for this in 2016. The College should carefully consider if it is more optimal to invest in many computers with moderate specifications or fewer computers with modern and higher specifications given that there are relatively few students enrolled onto the study programme.

The Microsoft DreamSpark programme allows students and teachers to use the latest software products. Several of these software products are de facto standard in many businesses.

The College could consider acquiring more servers for virtualization if student enrolments increase as this would facilitate effective sharing of computationally expensive rendering resources.

The College has a modern and well-equipped audio-video laboratory on site and agreements with social partners that allows students to use their multimedia equipment. The facilities in the College Publishing Centre are used by both the College and Alytus city for layout, brochure preparation, binding, photography and video production. This cooperation allows students to practice in real business environments with state-of-the-art equipment. The possibility to use a 3D printer in the study process extends the sphere of acquired skills.

The College also has equipment and expertise that allows students to specialize in laser presentations. Although the scope of the laser facilities are limited from an educational standpoint, its visual attractiveness and “wow factor” are used by the College to attract the

interest of students and the local region and thus generate enthusiasm and curiosity towards technology education.

The teaching is mostly based on e-books provided by the teachers. The library has purchased some current and highly relevant titles. However, the students reported that they did not use the stock of printed books in the library as the e-books are more practical.

2.5. Study process and students' performance assessment

The admission requirements are clear, well-founded and available on the College website[8]. According to the SER, the high drop-out rate of 30% during 2011-2015 was mostly due to 20% of students failing exams. Furthermore, most first year subjects are general and are intended to establish a strong foundation for the study field subjects. However, the students interviewed expressed that general subjects such as *Physics* and *Law* should be more related to the study programme.

The study process is organized such that the students get plenty of practical hands on design experience with relevant tools that are used by publishing companies. The practical training with Graphic Design Applications was valued by the students, as some students even would like to have more such training. The students expressed that their suggestions are heard, yet the College has to find a suitable balance between theory and practice according to the legal requirements. The Review Panel therefore finds that the study process ensures an adequate provision of the programme and the achievement of the learning outcomes which emphasize students' ability to master modern design tools, for example "… using special publishing software tools…", "… product development by applying graphic design solutions…" and "…selecting technological and organizational tools …", and that students' feedback impacts the study programme. The College is recommended to increase the number of optional study subjects, for instance by offering study subjects from the two other study programmes in Informatics Engineering at the College. Moreover, during the interviews one teacher presented ideas for developing an optional study subject in Laser Technologies by utilizing the laser technology acquired by the College.

During the site visit, the College management emphasized that an important goal of the College is to prepare graduates, who would be capable to fluently communicate in English and work in international teams. The College therefore hosts open lectures in English given by visiting professors. However, these lectures are mostly organized for general subjects such as Philosophy

[8] http://alytauskolegija.lt/stojantiesiems/

and Psychology. The site visit revealed that most students would prefer to perform coursework in international groups and have lectures together with the foreign exchange students at the College. The College is therefore encouraged to organize some common study field subjects for both local and foreign exchange students.

Multimedia, Design and Publishing Technologies study programme students do applied research during their final thesis relevant to the needs of the organisations or businesses where students find practice places. The site visit revealed that the students are quite positive towards participation in applied research activities during their studies. Some of the teachers claimed to organise special projects that included students but no evidence to prove it was given.

Students have opportunities to participate in Erasmus exchange programmes, but only five students have opted for this since 2010. One explanation given was that many students start to work during the 2nd or 3rd year of their studies making it more difficult to travel abroad. Graduates have an opportunity to continue their studies at Coventry University in the UK where they can qualify for a Bachelor in Engineering after one year of study. Nearly 20 graduates of Alytus College have already opted for this opportunity.

The College organizes adaptation events for the entrants of *Multimedia, Design and Publishing Technologies* study programme. Students are introduced to Moodle where they can find all the information related to their studies. Moreover, students are consulted by the Faculty Dean, the Head of Department, the group tutors and the teachers of the study programme. Consultations are also conducted via e-mail. Students can get help with their future career via the Career and Public Relations Centre. Disabled students are eligible for financial support. Students can retake exams. Students who have not failed any exams can apply for several types of financial support, including social grants, promotional grants, orphan's grants, mobility grants, one-time social grants or bonuses. Undergraduates are asked to complete surveys 2-3 times a year. The College is recommended to collect data more systematically by asking all students and graduates of the study programme to complete carefully designed questionnaires.

The assessment system of the study subjects is clearly explained in-class at the beginning of each semester and made available electronically. The final assessment of each subject is composed from the results from intermediate tests and the exam. The exam counts for 50% or more. The final assessments are uploaded onto the Moodle system where students log in and check their results. The final theses are evaluated by an Assessment Board with representatives of employers and teachers of the College.

According to the SER, 50% (33 out of 66) of the graduates has found employment relevant to the study programme. The site visit revealed that this employment recently has risen to approximately 73%. The College should be commended on their active efforts to help students find practice places and help graduates find relevant employment.

2.6. Programme management

The Internal Study Quality Management System was certified according to ISO 9001:2008 in 2013. Responsibilities for decisions and monitoring of the implementation of the programme appear to be clearly allocated. The Coordinator and the Study Programme Committee are the most central structures. The Study Programme Committee is responsible for the implementation of the programme and the continuous quality supervision. The Coordinator oversees the daily implementation of the study programme.

Study programme quality surveys, graduate surveys and employer surveys are carried out every year. Students confirmed the systematic issue of surveys for each study subject during the site visit. However, the interviews revealed that there are several key issues that do not seem to have been identified, documented and handled by the quality management system. For example, students indicated that they had told the College that they would like fewer subjects unrelated to Multimedia, Design and Publishing Technologies during the first semester, such as *Physics* and *Mathematics*. This suggestion is indeed consistent with the pedagogical perspective of motivating students by introducing subjects that match their interest from the start. Moreover, stakeholders do not appear to be systematically informed of changes to the study programme resulting from their feedback. In addition to the implementation of changes resulting from feedback it is also important to inform stakeholders giving feedback about the consequences of their input as this is likely to motivate and encourage more constructive feedback and quality culture at the College.

The study programme was externally evaluated by an international Review Panel appointed by SKVC in 2012. The Panel listed several recommendations that subsequently were discussed in the Directors meeting, in the Study Programme Committee and among the teaching staff in the Department. Several of the recommendations have been followed up such as increasing the number of teaching staff with the PhD.

In addition to responding to surveys, stakeholders are also represented in various committees such as the group that prepared the SER and Study Programme Committee. The College also

have regular round-table meetings with social partners to discuss improvements to the study programme. The College runs an Alumni Club to maintain contact with former students. Alumni are invited to provide suggestions for improvement.

The College has a well-defined study programme management structure on paper, but the management structure does not appear to be completely effective and efficient in practice. For example, although the practical experience of the teaching staff currently satisfies the legal requirement, the margin is small. If three teachers with sufficient experience leave the Department, the legal requirements are no longer met. A more serious issue is that the practical experience of teaching staff often is not related to the study subject taught. The connection between the teachers' practical experience and the study subject contents was not identified or discussed in the SER, and the Review Panel did not get the impression that this was considered as an issue of importance during the meeting with the College management. For effective management of a study programme it is essential that the teaching staff situation and other areas with legal requirements, are constantly monitored, analysed and plans for improvement are put into effect.

III. RECOMMENDATIONS

1. ***Make the intended learning outcomes of the programme more specific*** such that they clearly match the contents of the study subjects.
2. ***Move more subjects related to Multimedia, Design and Publishing Technologies to the first semester*** and move non-related subjects to later semesters.
3. ***Replace study field subjects unrelated to Multimedia, Design and Publishing Technologies*** with new and highly related study field subjects.
4. ***Increase the number of teachers with PhDs*** in a field relevant to Multimedia, Design and Publishing Technologies (Computer Science).
5. ***More accurately monitor teachers' relevant practical experience***, and emphasize relevant practical experience when employing new teachers.
6. ***Exploit teaching staff mobility programmes*** as the means to increase the international research activity among the teaching staff of the study programme.
7. ***Ensure that the evaluations focus on issues of importance*** such that critical areas are identified and necessary action is taken.

IV. EXAMPLES OF EXCELLENCE

The audio-visual laboratory associated with *Multimedia, Design and Publishing Technologies* study programme at Alytus College is modern and well equipped. Such state-of-the-art laboratories inspire students and teachers, and have the possibility to serve as an engine for excellence in education.

V. SUMMARY

The aims of the study programme appear consistent with the needs of the region. However, the intended learning outcomes appear to be too abstract and general. It is therefore difficult for prospective students and other stakeholders to understand what graduates of the study programme have learned. Instead, the intended learning outcomes should be more specific and more closely match the content of the study subjects.

The curriculum includes several highly relevant study field subjects that address design and multimedia and train students in design tools and publishing technologies that are important to local businesses and companies. However, to be Informatics Engineering study programme the curriculum includes very few programming study subjects. The curriculum contains too many study field subjects that could easily as well have been classified as general subjects as they have weak relevance to Multimedia, Design and Publishing Technologies. The first semester is dominated by unrelated study subjects.

The study programme teaching staff meets legal requirements, but only by a small margin. Although the College has documented a growth in terms of teaching staff with PhDs in the study field, the number is still low. The College is thus recommended to continue their efforts to increase the ratio of teachers with relevant PhDs that are actively involved in research. More importantly, the number of teaching staff with relevant practical experience is low. Yet, teaching staff with relevant practical experience is crucial to this professional study programme. The College thus needs to focus their attention on the quality and relevance of the teaching staff's practical experience.

The facilities and learning resources are adequate to offer *Multimedia, Design and Publishing Technologies* study programme. This is also the case for the study process and students' performance assessment. The audio-visual laboratory is excellent.

There are problems with the management of the study programme, as the systems seem unable to identify key issues that need attention. For example, the College does not appear to have identified that the ratio of teaching staff with relevant practical experience is marginally above the legal minimum limits. Adjustments must be made such that substantial and relevant issues are systematically identified and documented, and that the College is able to act accordingly.

VI. GENERAL ASSESSMENT

The study programme *Multimedia, Design and Publishing Technologies* (state code – 653E14002) at Alytus College is given a positive evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Teaching staff	2
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	2
	Total:	**15**

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;
2 (satisfactory) - meets the established minimum requirements, needs improvement;
3 (good) - the field develops systematically, has distinctive features;
4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. Frode Eika Sandnes
Grupės nariai: Team members:	Prof. Jürgen Dorn
	Prof. Kari-Jouko Räihä
	Assoc. Prof. Jaanus Pöial
	Mr Juozas Breivė
	Ms Ieva Ulevičiūtė

ALYTAUS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *MULTIMEDIJA, DIZAINAS IR LEIDYBOS TECHNOLOGIJOS* (VALSTYBINIS KODAS –653E14002) 2016-07-14 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-167 IŠRAŠAS

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Alytaus kolegijos studijų programa *Multimedija, dizainas ir leidybos technologijos* (valstybinis kodas – 653E14002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	**15**

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

V. SANTRAUKA

Studijų programos tikslai atitinka regiono poreikius. Vis dėlto studijų programos numatomi studijų rezultatai yra pernelyg abstraktūs. Atitinkamai būsimiems studentams ir kitiems išorės socialiniams dalininkams sunku suprasti, kokie tiksliai specialistai yra rengiami šioje studijų

programoje. Programos numatomi studijų rezultatai turėtų būti konkretesni ir glaudžiau sietis su studijų dalykų turiniu.

Studijų programoje yra dėstoma keletas labai svarbių ir aktualių krypties dalykų, susijusių su dizainu ir multimedija, kuriuose studentai mokomi taikyti dizaino priemones ir leidybos technologijas, svarbias vietos verslo įmonėms. Vis dėlto kaip informatikos inžinerijos krypties programoje, joje yra dėstoma nepakankamai programavimo dalykų. Taip pat pabrėžtina, kad studijų programoje yra per daug studijų krypties dalykų, kuriuos taip pat galima priskirti ir prie bendrųjų, dėl menkų jų sąsajų su multimedija, dizainu ir leidybos technologijomis. Pirmajame semestre dominuoja būtent su informatikos inžinerija tiesiogiai nesusiję studijų dalykai.

Studijų programos dėstytojai atitinka teisės aktų reikalavimus, bet tik nedidele persvara. Nors programos vykdytojai dokumentuose ir nurodė, kad dėstytojų, turinčių mokslo daktaro laipsnį, daugėja, tačiau jų vis dar yra per mažai. Taip pat svarbu daugiau dėmesio skirti personalo įsitraukimui į mokslo tiriamąją veiklą. Pažymėtina, kad studijų programoje trūksta tinkamos praktinės patirties turinčių dėstytojų, o jie vykdant kolegines studijas yra labai svarbūs. Programos vykdytojai turi užtikrinti dėstytojų praktinės patirties kokybę ir aktualumą.

Patalpos ir mokymosi ištekliai yra pakankami *Multimedijos, dizaino ir leidybos technologijų* studijų programos vykdymui. Tą patį galima pasakyti apie studijų eigą ir studentų pasiekimų vertinimą. Garso ir vaizdo laboratorija – puiki.

Problemų kyla dėl studijų programos vadybos – esama sistema nesukuria prielaidų identifikuoti esminių programos silpnybių. Pavyzdžiui, programos vykdytojai nenustatė, kad dėstytojų, turinčių reikiamą praktinę patirtį, skaičius vos peržengia teisės aktais nustatytą žemiausią ribą. Kitas pavyzdys – programos vykdytojams nėra žinoma, kad studentai susiduria su problemomis, susijusiomis su vadovavimo baigiamiesiems darbams kokybe. Būtina pasirūpinti, kad sistemingai būtų identifikuojami ir dokumentuojami svarbiausi ir aktualūs probleminiai klausimai ir kad kolegija galėtų imtis atitinkamų priemonių reikiamu metu.

<…>

IV. IŠSKIRTINĖS KOKYBĖS PAVYZDŽIAI

Alytaus kolegijos garso ir vaizdo laboratorija, skirta *Multimedijos, dizaino ir leidybos technologijų* studijų programos vykdymui, yra šiuolaikiška ir gerai įrengta. Tokios laboratorijos

įkvepia studentus, dėstytojus ir suteikia galimybę įgyti pranašumą prieš kitas aukštąsias mokyklas.

<…>

III. REKOMENDACIJOS

1. ***Sukonkretinti numatomus studijų rezultatus***, kad jie visa apimtimi derėtų su studijų dalykų turiniu.
2. ***Daugiau su multimedija, dizainu ir leidybos technologijomis susijusių dalykų perkelti į pirmąjį studijų semestrą***, o nesusijusius dalykus – į vėlesnius semestrus.
3. ***Studijų krypties dalykus, kurie tiesiogiai nesusiję su multimedija, dizainu ir leidybos technologijomis, pakeisti*** naujais, susijusiais studijų dalykais.
4. ***Padidinti skaičių dėstytojų, turinčių mokslo daktaro laipsnį*** kryptyse, kurios yra susijusios su multimedija, dizainu ir leidybos technologijomis (kompiuterių mokslu).
5. ***Atidžiau stebėti, kad dėstytojai turėtų sukaupę dėstomą dalyką atitinkančios praktinės patirties*** bei ją akcentuoti į darbą priimant naujus dėstytojus.
6. ***Pasinaudoti dėstytojų judumo programomis*** kaip priemone skatinti programos dėstytojų tarptautinę mokslo tiriamąją veiklą.
7. ***Užtikrinti, kad atliekant programos vertinimą didžiausias dėmesys būtų skiriamas svarbiausiems dalykams,*** siekiant nustatyti labiausiai tobulintinas sritis ir imtis reikiamų veiksmų.

<…>