



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus kooperacijos kolegijos
VERSLO EKONOMIKOS PROGRAMOS (653L17002),
vykdomos Vilniuje,
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *BUSINESS ECONOMICS* (653L17002)
STUDY PROGRAMME

At Vilnius Co-operative College, Vilnius department

Grupės vadovas:
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Išvados parengtos anglų kalba
Report language - English

Vilnius
2012

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Verslo ekonomika (vykdoma Vilniuje)</i>
Valstybinis kodas	653L17002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Ekonomika
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Ekonomikos rofesinis bakalauras
Studijų programos įregistravimo data	2010

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Business Economics (at Vilnius department)</i>
State code	653L17002
Study area	Social sciences
Study field	Economics
Kind of the study programme	College studies
Cycle of studies	First
Study mode (length in years)	Full time (3 years), part time (4)
Scope of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional bachelor in Economics
Date of registration of the study programme	2010

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

Vilnius Cooperative College (VCC) was established in 2000 alongside with other first colleges in Lithuania, when the implementation of the Law of Higher Education was commenced, legalizing the system of higher education in Lithuania. The College was established on the basis of Vilnius Higher Co-operative School which had functioned since 1991. Its predecessor dates back to 1930 when the School of Economics was established in Kaunas. In 1945 that School was transferred to the Union of Lithuanian Consumer Co-operatives (Union of Lithuanian Cooperatives), which is the actual founder of Vilnius Cooperative College.

The Vision of VCC is to be a widely acknowledged institution of higher education in the area of European higher education, providing high quality and innovative studies based on practical learning as well as research and training or retraining services for native and foreign students, social partners and business entities.

The Mission of VCC:

- to conduct college studies, providing qualification of higher college education and meeting the needs of the society and labor market.
- to develop applied research, to provide consulting services to business and social partners as well as after-training services to persons and business entities.
- to develop entrepreneurial, socially and civically responsible citizens.

Strategic Objectives of VCC:

- to provide high quality studies meeting modern social and economic needs.
- to develop national and international college activity by providing additional value for studies.
- to expand professional competence of academic and administrative personnel by enhancing staff capacity.
- to modernize the college infrastructure by renovating study areas and implementing advanced information technologies.

It is important to mention that demonstrated Self-evaluation programmes for two departments of Vilnius Cooperative College – Vilnius Department and Kaunas Department numbered as:

1.1. Programme aims and calculated learning outcomes

1.2. Programme structure

consist of identical content, so the Evaluation report in regards to the above bullet points refers to the both departments. The group consisted of international team – prof. Dzevad Sehic, assoc. prof. dr. Maik Huettinger and dr. Victor Gomez Frias. The visit was organized on the 6th of November, 2012. The report is based on the information provided by the school and site visit.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The Business Economics study programme and the outcomes of the programme are well defined and clear. The goal of the programme is workforce development, knowledge and entrepreneurship in the economy of Lithuania. These goals are also included in the Strategy of Long Term Development of Lithuania, this way the Programme directly contributes to the achieving them.

The study programme has been prepared following the regulations below:

Dublin Descriptors (2004), Description of General Requirements for the First Cycle and Integrated Studies Granting a Degree (Gaz., 2010, No. 44-2139), Standard for Economist (2008), On the Approval of the Description of Full-time and Part-time Mode of Studies (Gaz., 2009, No. 59-2325), On General Requirements for Study Programmes (Gaz., 2005, No. 93-3461), Description of Lithuanian Qualifications Framework (Gaz., 2010, No. 56-2761).

The programme requirements are directly correlated with the labor market demands and employment. The preparation of the programme was based not only on the annual labor market estimates carried out by Lithuanian Labor Market which forecast growth of 13.62 percent in the demand for economists but also on a survey of Vilnius and Kaunas districts employers carried out by the College. This survey showed that the current labor market demand for economists regarding their main abilities and skills and the real demand of such specialists do not match. The findings of the survey show that 74 percent of the surveyed enterprises indicated that they had only employees with a degree in Economics. The school noted in its Self-evaluation report that some graduates with a degree in Economics end being employed as accountants, economists and analysts.

It is important to emphasize that Business Economics study programme has been carried out for only two years, thus with no graduates available. Therefore, it is not possible to analyze their employment indicators and feedback from the market. Only the analysis of the current market demand is attainable. Furthermore, Self-analysis emphasizes that in 2013 VCC plans to observe the preparation of students for the labor market. VCC is open to changes and improvements of the pursued learning outcomes taking into account the remarks made by employers and students as well as the feedback of potential graduates.

Having successfully completed the *Business Economics* programme, a student will be able to research and evaluate the economic business environment, to determine the objectives of a business entity, to systemize and analyze research data and the economic information necessary for making managerial decisions, to evaluate economic, financial, investment activity and financial resources of a business entity or its branch, to plan, analyze and control the utilization of the available material, labor or financial resources, to prepare reports of the management activity and statistics, and to find the optimum balance of the projected material, labor, financial and investment needs and available resources of a business entity.

The correlation between learning objectives and outcomes of the programme and course units are compatible. In relation to that in the Self-Analyses it is indicated that the VCC teaching staff must coordinate their course unit programmes and submit proposals for their adjustments and renewal at the beginning of each academic year.

2. Curriculum design

According to the Self Evaluation Report the curriculum design meets legal requirements. The programme is being carried out in Vilnius and Kaunas Departments providing full-time and part-time mode of studies. The duration of full-time studies is three years (six terms), whereas part-time studies last for four years (eight terms).

The number of ECTS credits allocated for the studies programme is 180. The number of ECTS credits allocated for the course units of General education is 15 (which makes up 8.3 percent of all the programme capacity). The number of ECTS credits included into the Course Units of the Study Field of Economics is 135 (which accounts for 75 percent of all the programme capacity). The number of ECTS credits allocated for the Final Practice, the preparation of the Final Thesis and Alternative Course Units is 30 (which makes up 16.7 percent of all the programme capacity). The Final Theses – 9 ECTS credits (which makes up 5 percent of all the programme capacity) and Alternative Course Units – 21 ECTS credits (which makes up 11.7 percent of all the programme capacity).

According to the Self Evaluation Report the list of Alternative Course Units is updated every academic year, considering the trends of changing economy, new technologies and the student's requests. Alternative Course Units provide more skills necessary for study process and integration into social life.

The content of all course units is targeted to provide the academic achievements in the stipulated period. The number of course units during a term in the full-time and part-time studies does not exceed seven course units. Courses and modules are spread evenly and their contents are not redundant.

The distribution of the course units in the Study Plan is consistent and integral. The course units complement each other in the way so that the pursued learning outcomes could provide an opportunity to gain required competences necessary for an economist: general, specialization and special skills. The professional composition of the studies programme is chosen with regard to the projected learning outcomes. Capacity of the course units is adjusted in order to avoid dominating course units by unreasonably decreasing the capacity of other course units.

Content of the course units aims to form professional competences of an economist, providing an ability to perform a complex work that requires personal responsibility in the following areas of a business: analysis, evaluation, action planning, strategy planning and activity control.

According to the Self Evaluation Report the classical methods are replaced by the methods of teamwork. When study methods are adjusted, priority is given to the ones that aim to develop student creativity and to stimulate critical thinking, general and special abilities and stipulate active student participation in the education process by cooperation with a lecturer. A variety of methods are applied during lectures and seminars in order to achieve high learning results.

3. Teaching staff

The teaching staff has been formed according to the legal acts of the Republic of Lithuania and other standard documents. All lecturers have obtained a qualification degree not lower than the second study cycle (Master's degree) or an equivalent to Master's qualification degree in different scientific areas.

The total number of the teaching staff who graduated or plan to continue their programmes is 39 (over the last year the studies programme has been conducted by 27 members of staff in the full-time studies and by 14 members of the staff in the part-time studies). 90 percent of Vilnius department lecturers have some professional work experience; 35 percent of all Vilnius department lecturers have practical experience working in real companies.

According to the Self Evaluation Report in the first year of studies all course units of general education are carried out by the joint Business Economics students group with another studies programme group. A group of 30–60 students study the theoretical part together. The groups are subdivided into subgroups of 15–20 students for practical training, practical assignments, seminars and practice groups. In the Self Evaluation Report the data are emphasized for the second year of studies, but it is assumed to be the same or even better in the terms for the ratio of the number of the students and teachers. Anyway, the fact that the size of the group for practical trainings, assignments, seminars is very small (15 to 20 students) provides possibility for high quality of work inside of group.

The number of teaching staff members who have improved their qualifications and methods of professional development through the trainings, conferences, courses, seminars, scientific applied activity, project activity, exchange programmes, etc, shows that in the last two years there has been achieved tremendous development of their skills and qualifications.

By analyzing the Self Evaluation Report it is concluded that Vilnius Cooperative College is a research oriented college. Specifically, the number and the type of research projects that have involved teachers of VCC during the year of 2011 and 2012 confirms this conclusion. When the information from the attached resumes of the teaching staff is considered, it is very clear that these teachers with very rich practical experience contribute to the quality of the classes, especially the practical part of it.

The Business Economics studies programme has gone through a small-scale teaching staff turnover: 9 members of teaching staff have been added to the list over the last year. They are teaching or going to complete course units projected for the end of the studies. These changes have not had any major influence for the study process.

VCC needs to increase the number of teaching staff with scientific degrees, because eight teachers with PhD degrees is insufficient. Furthermore, distribution of teaching staff according to age shows that age group from 46 to 60 years has 16 teachers or 41% of total number of teachers which is a very high percentage. That is why in the Self Evaluation Report it is legitimately emphasized: „Within the next few years it is planned to increase the number of teaching staff with scientific degrees, to employ more members of a younger age for permanent positions, granting the priority for specialists with practical work experience or substantial motivation to work in the education system.“

The self-evaluation report provides information concerning only full-time lecturers of the college and their participation in the mobility programmes under Vilnius Cooperative College (which make about 30 percent). Few lecturers also participated in the visits abroad under other schools or activities of other establishments, which were are not included in the table. One of the weaknesses

of VCC is insufficient mobility of teachers in terms of their visits to foreign universities through different programs, especially through their involvement in teaching at foreign universities.

Few scientists are employed and so there are only a few publications. Teachers complain about lack of time for training, but do admit that there are training sessions.

Cheating is present. If a student is caught cheating, s/he has to just repeat that exam or assignment without any further penalty. Ethics committee is not used at all. However, cheating is recognised as an important problem which is also present at other schools. System for checking plagiarism is used but it only works for in-house assignments/papers.

Very heterogeneous if work-load is observed – on average 6-8 hours/week. There is a small number of full time teachers.

The self-evaluation report mentions that students positively evaluated the applied innovative methods by lecturers and the self evaluation report indicates the applied new methods, like video-conferences. 40 percent of lecturers learned new methods during the participation of the EU projects. This is certainly positive feature, and however the overall conclusion is that there is a need for more active work in the renewal of teaching methods, which should be is a constant process.

4. Facilities and learning resources

The total area of legally registered premises in Vilnius is 6700 m². Nearly half of this area is assigned to educational purposes. There is a dormitory of 210 rooms, and a cafeteria for 100 people. The study building is equipped with auditoriums, computer classrooms, library, practical business training firm *REDA* and other premises for educational purposes.

According to the Self Evaluation Report at the moment a project is being prepared for renovation of the study building of Vilnius Department. Under this project the present three-story building is going to be replaced by a new six-storey modern building. During the renovation, the lectures are going to be held at the equipped classrooms set up for the special purpose in the nearby building. Therefore, it should not cause any inconvenience either to residents of the College dormitory or to students coming to classes from any other places. This was confirmed to the expert team during the visit.

For the purpose of training practical entrepreneurship skills there has been established a Practical Business Training Firm *REDA*. Activity of an operating business company is simulated there. Students carry out employee functions of personnel, finance, purchasing, sales and marketing departments. The firm operates according to standard legal acts of Lithuania and the European Union and maintains a close cooperation with other practical business training firms in Lithuania and the European Union.

The Library is a structural division of the College. It operates according to the established laws of the Republic of Lithuania, Government Resolutions, Orders of the Principal of the College and Library Provisions. The Library has two departments: Central Library of Vilnius Department and Library of Kaunas Department. Both archives of the Library are made up of 30000 units of the latest and the most topical literature in Lithuanian and foreign languages, corresponding to the programmes of the College studies. The structure of the Library is as follows: an archive storage, an open archive, a reading room and a computerized reading room. There are 15 computerized workplaces available in Internet rooms of Vilnius Department. Free internet access is available.

5. Study process and student's performance assessment

This part of the Self Evaluation Report is mainly focused on financial aspects of the study, and partly on matters concerning the criteria for evaluation. Financial aspects of the study are presented very clearly. Several possibilities for students to use different sources of financing are also explained.

According to the Self Evaluation Report *„students of the Business Economics programme are successfully taking part in Erasmus programme, but a growth in mobility is projected due to the fact that international studies are getting more important at the College“*. However, the data in regards to the student mobilization are not presented. There is no data on how many students stayed at foreign universities. There is also no information on incoming foreign students at VCC.

Authors of the Self Evaluation Report are aware of the lack of this data and in continuation of this report they are emphasizing: *„These are the issues related to this deficiency : some students have an insufficient level of English language knowledge (it showed up during testing and surveys); students find it difficult to adapt to the module based structure of studies that is common in foreign countries; inflexible system of crediting knowledge, especially for the students who completed module based studies, not course unit studies (difficulties in allocating ECTS credits). In order to solve this issue there should be a more-comprehensive coordination of the list of the course units for outgoing students and more flexible approach to the Procedure for Crediting Study Results established at the College“*.

Self-evaluation states that the members of the students' council participate in the provision with material support and grants for students, and in the consideration of students' progressiveness and survey outcomes. This information is announced in general meetings with students and on the college website. Self evaluation report declared the significance of students' opinions and College actions in the renewal of studies. However, the self evaluation report is not entirely clear how much students participate in creation and the process of changing the programme, how active they are and what was achieved by the students as a result of student representation.

Passing is easy because students have possibility of extra lectures to increase their grades. Retakes are sometimes easier.

Students would like to see more practical work. The study programme is designed in such a way that all real practices take place in the third course under the studied specialization (including and Bank Service Economics). Until the visit of experts, the practices had not started yet.

6. Programme management

All levels of the College starting from the top to the bottom (government level, college level, and student level) have their own responsibilities for the implementation of the programme.

VCC has formal mechanisms for approval, periodical examination and monitoring of the programmes. Monitoring of the teaching staff quality of lecture delivery is held annually, as well as the dissemination of good experience. Newly employed teaching staff participate in trainings that

are conducted by heads of study departments and departments of study field as well as their deputies for studies.

Administration of the Business Economics studies programme is completely integrated into the Internal Study Quality Assurance System approved by the College. It includes the following main processes: Preparation and Development of Study Programmes, Admission of Students, Organization of Study Process, Organization of Practices, Organization of the Final Qualification Evaluation, Career Planning and Managing Relations with Graduates.

The current internal quality management system will be complemented by new criteria and their indicators. System of indicators will include international Standard for quality management EPAS (Educational Planning and Assessment System), which is aimed at implementation of Business Economics studies programmes (requirements for personnel, resources, objectives and composition of studies programmes, study methods, evaluation, awarded competences, etc.).

The external evaluations of programme are not clear enough which can be explained by the fact that the programme started just two years ago. VCC has no feedback information how VCC College graduates are meeting the demands of business practice in terms of their acquired skills and knowledge. Furthermore, VCC does not have an alumni association that would provide useful feedback for needed adjustment to the market environment.

III. RECOMMENDATIONS

- 3.1. Having in mind the fact that it has been only two years since the start of the studies and according to that it is very short period of time to evaluate in what extent the programme satisfies the market demand. Programme would more intensively connect students with the business practice and use the experience according to the needs of the market. That would be the only missing indicator as to what extent the programme satisfies criteria of the business practice until information from the graduate students is going to be provided.
- 3.2. The curriculum clearly defines the structure of the final grade for each subject. In that context students should be motivated to participate actively in the classes, to participate in writing projects, assignments etc.
- 3.3. VCC needs to increase the number of teaching staff with scientific degrees. Considering the age structure of the teaching staff, it is necessary to increase the number of the staff with scientific degrees, to employ more members of a younger age for permanent positions, to grant priority to specialists with practical work experience, and to intensify mobility of the teaching staff in terms of their stay at foreign universities, as well as to provide more attractive conditions for staying foreign students at VCC
- 3.4. Since cheating is quite present, ethics committee needs to be formed and activated. The current system for checking plagiarism needs to be expanded.
- 3.5. Lecture rooms need to be improved to include adequate learning equipment. Library resources should be enhanced to include more English language resources.
- 3.6. Since students generally have limited English speaking skills, more opportunities need to be created in order for them to practice their English speaking and writing skills.

- 3.7. Clearly define the procedure for including the students in the process of exchange and upgrade of the programme study. To intensify mobility of the students at VCC in the sense of motivating them to go to foreign universities as well as to provide better conditions for incoming foreign students at VCC.
- 3.8. To provide external system of the quality programme of the study as soon as possible.

IV. SUMMARY

1. Programme aims and learning outcomes – main strengths and weaknesses

Strengths

The main strength of the programme is its interconnection with the Strategy of Long Term Development of Lithuania. VCC contributes to the implementation of goals specified in the Strategy of Long Term Development of Lithuania. Programme aims are well defined.

Weaknesses

The main problem is the fact that it is impossible to verify the extent to which programme aims meet the market needs and there is not enough proof that the learning outcomes will be achieved. The assessment team was not able to verify whether the programme aims and learning outcomes are based on public needs and the needs of the labor market as there has not been enough time for appropriate feedback from the market.

Students are trained to work mostly in cooperatives. In general, 67 students entered the first year while 7 dropped out over 3 years (only 1 for academic reasons).

2. Curriculum design – main strengths and weaknesses

Strengths

Programme meets legal acts requirements

Presented classes and modules are interconnected and complementary with each other, and with the accent on practical work in the 4th, 5th, 6th, 7th and 8th semester.

Weaknesses

Possible ways of motivating students to participate actively in class are not explained.

The structure of the final grade for each class is also not explained.

3. Teaching staff - main strengths and weaknesses

Strengths

Connection of the teachers and students with the business practice through the research projects, and also other types of the projects.

Training for teachers includes training in intercultural competencies. 200.000 LT is spent on training each year. Teachers spend at least 35 days in teacher development a year. Teachers are involved in professional associations (example: management professors). International cooperation is present – 1/3 participated in international missions over last 3 years.

All course information is disseminated in the Moodle environment.

Weaknesses

VCC needs to increase the number of teaching staff with scientific degrees, because eight teachers with PhD degrees is insufficient. Furthermore, distribution of teaching staff according to age shows that age group from 46 to 60 years has 16 teachers or 41% of total number of teachers which is a very high percentage. That is why in the Self Evaluation Report it is legitimately emphasized: „Within the next few years it is planned to increase the number of teaching staff with scientific degrees, to employ more members of a younger age for permanent positions, granting the priority for specialists with practical work experience or substantial motivation to work in the education system.“

Finally, one of the weaknesses of VCC is insufficient mobility of teachers in terms of their visits to foreign universities through different programs, especially through their involvement in teaching at foreign universities.

Few scientists are employed and so there are only a few publications. Teachers complain about lack of time for training, but do admit that there are training sessions.

Cheating is present. If a student is caught cheating, s/he has to just repeat that exam or assignment without any further penalty. Ethics committee is not used at all. However, cheating is recognised as an important problem which is also present at other schools. System for checking plagiarism is used but it only works for in-house assignments/papers.

According to the Self-evaluation report and the information received during the visit, there is some evidence that teachers work on renewal of teaching methods, however it should be more actively developed as a constant process.

Very heterogeneous if work-load is observed – on average 6-8 hours/week. There is a small number of full time teachers.

4. Facilities and learning resources – main strengths and weaknesses

Strengths

Facilities include a special-purpose room for students to practice trading. Students participate in trading exercises through exchange of goods and services but without actually including real money.

Weaknesses

Lecture rooms are badly furnished and do not include adequate learning equipment. Also, library resources are insufficient, specially English language resources.

5. Study process and students' performance assessment – main strengths and weaknesses

Main strengths and weaknesses

Strengths

The school provides very comprehensive and in-detail explained possibilities for the different sources of student financing.

Distance learning is done through videoconferencing systems. Classes are limited to 30 students. Some teaching methods are interesting; students appreciate practice and examples.

The school invites professionals to speak to students.

Weaknesses

There are two major weaknesses: lack of inbound and outbound student exchange visits and unclear process of student participation in the creation and modification the program.

Students complain about demanding teachers. There is no continuous external quality assessment.

Students generally have limited English speaking skills due to lack of opportunities to practice their English speaking and writing skills.

Expert team found that some courses overlap: for egz. Sales management and Management, Macroeconomics, Projects and more others. This could perhaps be explained by a lack of tools for preparation of participation in mobility programmes.

6. Programme management – main strengths and weaknesses

Strengths

The internal quality management system clearly emphasizes responsibility of each unit within VCC in order to provide high quality of studies.

Preparation for the process of the EPAS accreditation is in progress.

The school programs are targeted at unions and cooperatives. Students recognize the name of the college and expect training do be completed in unions and cooperatives.

Cooperatives have two objectives: regional development and cooperation between entrepreneurs. They appreciate middle-level managers that have the culture of cooperatives.

University students do not accept front-office positions, but they need people with broader knowledge but practical approach. College students are more down to earth in salary expectations and can perform analytical tasks.

Weaknesses

Despite the list of the participants for ensuring internal quality systems, their participation in the process is not clear. Procedures of the exchange and u

pgrade of the study programme are also not clear. There is also a lack of the external quality management system.

There is a lack of links with industry as well as insufficient attention to future employees. Furthermore, students are generally pessimistic about their career opportunities after graduation.

IV. GENERAL ASSESSMENT

The study programme *Business Economics* (state code 653L17002) of Vilnius Co-operative College, Vilnius department is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	2
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	2
6.	Programme management	2
	Total:	14

*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. dr. Dzevad Sehic

Grupės nariai:
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Kristina Šmotaitė

**VILNIAUS KOOPERACIJOS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS *VERSLO EKONOMIKA*, VYKDOMA VILNIUJE (VALSTYBINIS KODAS
– 653L17002) 2013-01-07 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-13 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus kooperacijos kolegijos studijų programa *Verslo ekonomika*, vykdoma Vilniuje (valstybinis kodas – 653L17002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	2
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	14

* 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)

<...>

IV. SANTRAUKA

1. Programos tikslai ir numatomi studijų rezultatai

Privalumai

Pagrindinis programos privalumas – jos sąsaja su Lietuvos ilgalaikės raidos strategija. Vilniaus kooperacijos kolegija (VKK) prisideda prie Lietuvos ilgalaikės raidos strategijoje nurodytų tikslų įgyvendinimo. Programos tikslai yra aiškiai apibrėžti.

Trūkumai

Problema yra tas, kad neįmanoma patikrinti, kiek programos tikslai atitinka rinkos poreikius ir nėra pakankamai įrodymų, kad bus pasiekti mokymosi rezultatai. Vertinimo ekspertų grupė negalėjo patikrinti, ar programos tikslai ir mokymosi rezultatai yra paremti visuomenės ir darbo rinkos poreikiais, kadangi neužteko laiko gauti atitinkamų atsiliepimų iš rinkos dalyvių.

Studentai daugiausiai mokomi dirbti grupėmis. Apskritai, įstojo mokyti 67 studentai, per 3 mokslo metus iškrito 7 (tik 1 dėl akademinų prižasčių).

2. Programos sandara

Privalumai

Programa atitinka teisės aktų reikalavimus.

Studijų dalykai yra tarpusavyje susiję ir vienas kitą papildo, o ketvirtame, penktame, šeštame, septintame ir aštuntame semestruose akcentuojamas praktinis darbas.

Trūkumai

Nėra paaiškinti galimi studentų motyvavimo būdai, kad jie aktyviai dalyvautų paskaitose. Taip pat nėra išaiškinta, kas sudaro galutinį kiekvieno studijų dalyko balą.

3. Personalas

Privalumai

Dėstytojai ir studentai vykdo verslo praktiką atlikdami tiriamuosius projektus bei kitokio pobūdžio projektus.

Dėstytojų mokyme įtrauktas tarpkultūrinės kompetencijos ugdymas. Mokymui kasmet išleidžiama 200 tūkst. Lt. Dėstytojai per metus 35 dienas skiria dėstyimo tobulinimuisi. Taip pat jie dalyvauja profesinėse asociacijose (pavyzdžiui, vadybos profesorių). Vystomas tarptautinis bendradarbiavimas – per pastaruosius 3 metus trečdalis visų dėstytojų dalyvavo tarptautinėse programose.

Visa kurso medžiaga talpinama per „Moodle“ aplinką.

Trūkumai

VKK reikia padidinti dėstytojų, turinčių mokslinį laipsnį, skaičių, nes nepakanka tik aštuonių mokslų daktaro laipsnį turinčių dėstytojų. Be to, skaičiuojant dėstytojų pasiskirstymą pagal amžių, matyti, kad 16 dėstytojų priklauso amžiaus grupei nuo 46 iki 60 metų, o tai sudaro itin didelį 41 proc. viso dėstytojų skaičiaus. Todėl savianalizės suvestinėje teisėtai pabrėžiama: „*Per ateinančius kelis metus planuojama padidinti dėstytojų, turinčių mokslinį laipsnį, skaičių, į nuolatinės darbo vietas priimti daugiau jaunesnio amžiaus personalo, teikiant prioritetą specialistams, turintiems praktinio darbo patirties arba pakankamos motyvacijos dirbti švietimo sistemoje*“.

Pagaliau, vienas iš VKK trūkumų yra nepakankamas dėstytojų mobilumas, būtent jų vizitai į užsienio universitetus dalyvaujant įvairiose programose, ypač dėstytojavimas užsienio universitetuose.

Čia dirba nedaug mokslininkų, todėl yra tik keletas publikacijų. Dėstytojai skundžiasi turintys mažai laiko tobulinimuisi, tačiau pripažįsta, kad mokymo kursai yra organizuojami.

Egzistuoja nesąžiningo mokymosi problema. Jei studentas pagaunamas sukčiaujant, jis (ji) privalo tik perlaikyti tą egzaminą ar iš naujo atlikti tą užduotį, bet kitokios sankcijos jam (jai) už tai netaikomos. Etikos komitetas visai nefunkcionuoja. Tačiau sukčiavimas pripažįstamas svarbia problema, kuri taip pat egzistuoja ir kitose aukštosiose mokyklose. Taikoma plagijavimo kontrolės sistema, bet ja galima patikrinti tik kolegijos rašto darbų plagijavimą.

Vadovaujantis savianalizės suvestinės ir vizito metu gauta informacija, yra įrodymų, kad dėstytojai stengiasi atnaujinti mokymo metodus, tačiau šią veiklą reiktų vystyti aktyviau ir nuolat.

Darbo krūvis paskirstomas labai įvairiai – vidutiniškai 6-8 valandos per savaitę. Mažai dėstytojų, kurie dirbtų visą darbo dieną.

4. Materialieji ištekliai

Privalumai

Pastate yra specialiosios paskirties auditorija, skirta studentams prekybos praktikai atlikti. Studentai dalyvauja prekybos užsiėmimuose besikeisdami prekėmis ir paslaugomis, bet nenaudodami realių pinigų.

Trūkumai

Prastai įrengtos auditorijos, ir jose nėra atitinkamos mokymo įrangos. Taip pat nepakanka bibliotekos išteklių, ypač medžiagos anglų kalba.

5. Studijų eiga ir jos vertinimas

Privalumai

Kolegija teikia labai išsamią ir detaliai išaiškinatą informaciją apie studentų finansavimo galimybes iš skirtingų šaltinių.

Nuotolinis mokymasis vykdomas pasitelkiant vaizdo konferencijų sistemas. Auditorijose telpa 30 studentų. Kai kurie mokymo metodai yra įdomūs; studentams patinka, kai pateikiami praktiniai aspektai ir pavyzdžiai.

Kolegija kviečia profesionalus skaityti paskaitas studentams.

Trūkumai

Vyrauja du pagrindiniai trūkumai: trūksta atvykstanųjų ir išvykstanųjų studentų mainų ir neaišku, kaip studentai gali dalyvauti kuriant ir atnaujinant programą.

Studentai skundžiasi dėl to, kad dėstytojai daug reikalauja. Nevyksta tęstinis išorinis kokybės vertinimas.

Apskritai, studentų kalbėjimo įgūdžiai anglų kalba yra riboti dėl to, kad trūksta galimybių jiems praktikuoti anglų kalbos šnekėjimo ir rašymo įgūdžius.

Ekspertų darbo grupė nustatė, kad kai kurie studijuojami dalykai iš dalies sutampa, pavyzdžiui, *Pardavimo vadyba* ir *Vadyba, Makroekonomika, Projektai* bei daugelis kitų. Galbūt tai galima paaiškinti priemonių, skirtų pasirengti dalyvauti mobilumo programose, trūkumu.

6. Programos vadyba

Privalumai

Vidaus kokybės vertinimo sistema aiškiai pabrėžia kiekvieno VKK padalinio atsakomybę už aukštos kokybės studijų teikimą.

Ruošiamasi EPAS akreditacijos procesui.

Kolegijos programos nukreiptos į sąjungas ir kooperatyvus. Studentai pripažįsta kolegijos pavadinimą ir tikisi, kad mokymas bus susijęs su sąjungomis ir kooperatyvais.

Kooperatyvai turi du tikslus: regioninės plėtros ir verslo atstovų bendradarbiavimo. Vertinami viduriniojo lygmens vadybininkai, kurie moka dirbti kooperatyvuose.

Universiteto studentai neruošiami pareigybėms, kuriose tiesiogiai aptarnaujami klientai, tačiau tokioms pareigoms reikalingi žmonės, turintys bendras žinias ir praktinės patirties. Kolegijos studentai turi realesnių darbo užmokesčio lūkesčių ir gali atlikti analitines užduotis.

Trūkumai

Nepaisant to, kad yra sukurtas asmenų, atsakingų už vidaus kokybę, sąrašas, tai, kaip jie dalyvauja šiame procese, lieka neaišku. Studijų programos mainų procedūros ir jų naujinimas yra neaiškūs. Taip pat nėra išorinės kokybės valdymo sistemos.

Trūksta jungčių su pramone, taip pat teikiamas nepakankamas dėmesys būsimiems darbdaviams. Be to, apskritai, studentai yra nusiteikę pesimistiškai dėl karjeros galimybių baigus kolegiją.

III. REKOMENDACIJOS

3.9. Atsižvelgiant į tai, kad nuo studijų pradžios praėjo tik du metai, pagal tokį trumpą laiką tarpą sunku įvertinti, ar programa patenkina rinkos poreikį. Programa galėtų labiau skatinti studentus užsiimti verslo praktika ir naudoti rinkos poreikių patirtį. Tai būtų vienintelis trūkstamas rodiklis, nurodantis, kiek programa atitinka verslo praktikos kriterijus, iki tol, kol programos absolventai pateiks tokio pobūdžio informaciją.

3.10. Mokymo programoje aiškiai apibrėžta, kas sudaro galutinį kiekvieno dalyko vertinimo balą. Todėl studentai turėtų būti motyvuoti aktyviai dalyvauti paskaitose, rašymo projektuose, atlikti užduotis ir kt.

3.11. VKK turėtų padidinti dėstytojų, turinčių mokslinių laipsnių, skaičių. Atsižvelgiant į dėstytojų amžiaus struktūrą, svarbu padidinti personalo, turinčio mokslinius laipsnius, skaičių,

nuolatiniam darbui priimti jaunesnius darbuotojus, teikti prioritetus praktinio darbo patirties turintiems specialistams ir skatinti dėstytojų mobilumą, t.y. skatinti juos vykti stažuotis į užsienio universitetus, o taip pat užtikrinti užsienio studentams patrauklesnes sąlygas atvykti mokytis VKK.

3.12. Kadangi fiksuojama nemažai nesažiningo mokymosi atvejų, reikia suformuoti ir palaikyti etikos komiteto darbą. Reikia išplėsti esamą plagijavimo atvejų tikrinimo sistemą.

3.13. Reikėtų tobulinti auditorijas adekvačia mokymosi įranga. Derėtų papildyti bibliotekų išteklius literatūra anglų kalba.

3.14. Kadangi apskritai studentų kalbėjimo anglų kalba įgūdžiai yra riboti, reikėtų sukurti daugiau galimybių jiems praktikuotis anglų kalbos kalbėjimo ir rašymo įgūdžius.

3.15. Aiškiai apibrėžti studentų įtraukimo į mainų ir studijų programos atnaujinimo procesą procesų tvarką. Skatinti VKK studentų mobilumą, motyvuoti juos vykti studijuoti užsienio universitetuose, taip pat kurti geresnes sąlygas į VKK atvykstantiems užsienio studentams.

3.16. Kuo skubiau užtikrinti išorinę studijų kokybės sistemą.

<...>

Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

¹ Žin., 2002, Nr.37-1341