



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

MARIJAMPOLĖS KOLEGIJOS
ĮMONIŲ IR ĮSTAIGŲ ADMINISTRAVIMO PROGRAMOS
(653N23007)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *OFFICE ADMINISTRATION* (653N23007)
STUDY PROGRAMME
at MARIJAMPOLE COLLEGE

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Įmonių ir įstaigų administravimas</i>
Valstybinis kodas	653N23007
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos profesinis bakalauras
Studijų programos įregistravimo data	2010-04-19

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Office Administration</i>
State code	653N23007
Study area	Social Sciences
Study field	Management
Kind of the study programme	College studies
Level of studies	First
Study mode (length in years)	Full-time (3); part-time (4)
Scope of the study programme in credits	180 credits
Degree and (or) professional qualifications awarded	Professional bachelor of Management
Date of registration of the study programme	2010-04-19

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I. INTRODUCTION

The College is a public institution of higher education governed by a College Board comprising nine members selected for five-year terms. Academic matters are the responsibility of Academic Council which has 15 members each serving five-year terms. The College has two faculties, Business and Technology and Education Studies and Social Work. The programme being evaluated is located in the Department of Business and Management, one of four departments in the Faculty of Business and Technology. The College implemented a number of organisational changes in 2011.

The current evaluation was conducted in November 2012 by a panel of experts from the United Kingdom, Austria, Finland and Lithuania, including a student representative. In conducting the evaluation the expert panel met senior administrative staff, teaching staff, current students and social partners. They also reviewed accommodation and resources and scrutinised student work. The programme commenced in 2010 and therefore has not yet produced graduates.

II. PROGRAMME ANALYSIS

1. Programme aims and intended learning outcomes

The programme is designed to meet a perceived regional need and is consonant with the strategy of the College. The main aims of the programme are to prepare graduates capable of planning, organising, managing and developing a company, private or public.

The aims fall into four groups: planning and organisation; information and document management; company administration and personnel management; and marketing and public relations. The intended learning outcomes fall into 12 categories and are consistent with the overall aims. The intended learning outcomes are clear and well understood by teachers and students. The emphasis on practical applications of knowledge and skills reflects professional requirements and on needs of the local labour market.

The structure of practically orientated management and business administration studies underpinned by relevant academic input is appropriate for the first cycle of academic studies. The programme seeks to provide a general grounding in business administration rather than specialised study in functional areas such as accounting, human resource management. This emphasis is well-reflected in the content.

2. Curriculum design

The curriculum was re-calibrated in 2011 to follow the ECTS system. The structure meets legal requirements of a professional bachelor degree. Total credits number 180 and these are distributed as follows: 96 credits for study field subjects; 15 credits for general subjects; 30 credits for professional practices; and nine credits for the final thesis; 30 credits are allocated to optional courses. The sequence of subjects is planned to ensure consistency and progression through the years of study although students consider that there is some overlap that could be eliminated. The relationship between intended learning outcomes, study subjects, study methods, assessment methods and student achievement is appropriate and communicated to students, although they would sometimes prefer more concise presentations of these. Textbooks are largely in Lithuanian, often translations from international management literature. The experts recommend greater internationalisation of the programme through increased use of foreign language materials, particularly English.

A variety of study methods is used. There is a virtual learning environment but it is in its infancy and has yet to be developed in to an interactive teaching and learning tool. Practical training is linked to theoretical studies and occurs in simulations in the College and during practical placements in real organisation. It is intended that the topic of the final thesis should be linked to the practical placement. Social partners who met the panel were very supportive of the structure of the curriculum and its practical orientation and it is recommended that the College engages more fully with social partners to identify suitable topics and ensure that the necessary data and support will be available. The student learning experience could be enhanced by facilitating a more formal sharing of students' practical experiences when they return to college.

The scope of the programme and its content are consistent with a professional bachelor degree and appropriately designed to allow students to achieve the intended learning outcomes. The College is aware of the need to support teachers' research activities to ensure that the programme reflects current norms. Research could be enhanced by wider access to, and use of, literature in English, and staff exchanges with foreign institutions.

3. Staff

The programme is delivered by 18 teachers, comprising one professor, two associate professors, and 15 lecturers. It meets legal requirements for professional bachelor study programmes: 78 per cent have master's or equivalent higher education degree and 11 per cent a doctorate. Practitioners

from regional companies are invited to teach on the programme and constitute around 8 per cent of teaching staff. The recruitment of a full-time associate professor to teach project management reflects the thoughtful approach to staffing.

Some 84 per cent of teachers are employed full-time. The number of teaching staff is adequate and turnover is minimal. Staff are appropriately qualified and the majority have more than three years' relevant practical experience. The College supports the professional development of teaching staff through attendance and participation in seminars, conferences and other events. The majority of teachers were involved in a project titled 'Improvement of studies quality in the context of lifelong learning' in which existing teaching material was updated and new material created. The College also provides free English language courses for teaching staff to improve their language skills and to promote internationalisation of the programme. However, there is a need for greater staff participation in conferences abroad and exchange programmes. The College is recommended to consider teaching some courses in English as part of this internationalisation process.

Some 13 per cent of teaching staff are involved in research, writing and publishing articles in peer-reviewed journals. The College has established research groups and a research journal demonstrating its commitment to developing its research profile. However, lack of financial resources restricts the College's ability to support teachers' participation in research events. Some teachers undertake research for regional businesses, often in conjunction with students, and integrate their findings into their teaching.

4. Facilities and learning resources

Premises are adequate. There is a range of classroom sizes able to accommodate from 20 to 60 persons. The rooms have been renovated and are well-equipped with overhead projectors, multimedia projectors and other equipment.

The College has 135 computer work stations, including 30 in the Accounting and Finance Learning Centre, and a classroom with 20 workstations running specialised accounting software. The College has recently introduced a Moodle-based virtual learning environment but, in discussions with the panel, few teachers were aware of it. The more intensive use of e-learning, particularly to promote and support interactive learning is recommended.

Students use the college library which has 40 workplaces, nine of which are computerised with internet access. The reading room has audio and video equipment, dictionaries, textbooks and periodicals. The library is open on weekdays from 8 to 6p.m. It is recommended that the library is opened at weekends to cater particularly for part-time students and those in employment.

One teacher has overall responsibility for the organisation and management of students' practice placements which is helpful in ensuring consistency. The College's business simulation firm, sponsored by a regional company, reflects the functions of a real enterprise. Students' first practice is in this in-house 'firm'. This enables students to acquire practical skills before their external placement in a real company. The College's close cooperation with regional businesses ensures the sufficiency of placements for its students.

Course notes, textbooks, computerised exercises and powerpoint presentations are the main teaching resources used. There is a sufficient number of books, periodicals and textbook copies in the library. Teaching materials are reviewed and updated regularly. Students use internet sources but make little use of databases. Teaching staff need to encourage students to use these sources.

5. Study process and student assessment

The admission requirements are fair and appropriate for the programme. The study programme is well advertised and benefits from the high regional reputation of the College, and the programme. A number of activities, including open days, are held to publicise the college and the programme. Some scholarships are offered for outstanding candidates for admission. However, scores of entrants in 2011 were slightly below those for entry in 2010.

The intended learning outcomes are very well defined and communicated. There is a clear understanding among staff, and students, of the role played by individual courses in meeting the overall programme aims. However, students have highlighted some unintended overlap between material covered in different courses, suggesting that communications between lecturers could be improved. To assist those in employment, the programme is also run on a part-time basis with teaching condensed in to intensive four-week periods. However, students have an intensive timetable, averaging eight hours a day, which leaves little time for reflection and wider reading. Longer library opening times, including weekends, would help to offset this. Staff office hours, of three hours a week, are clearly publicised. Students value the accessibility of staff during, and outside, these times.

The in-house simulations and external placements ensure that students are well-prepared for future careers. These components are underpinned by the necessary academic foundation to ensure that students are supported in achieving the intended learning outcomes. Student-mobility on ERASMUS exchanges is very low: in 2011-12 only one student, who went on a three-month exchange to Bulgaria. Given the importance of global-wide organisations and the employment opportunities they present, the experts would encourage the College to develop its opportunities for students (and staff) to participate in international exchanges, such as the ERASMUS programme.

The College Council and Academic Board are aware of teachers' high workloads and their consequently low research output (only three articles published in peer-reviewed journals were reported). Enhanced international contacts by staff would facilitate greater involvement in research projects and possibly lead to joint publications.

The student assessment structure is well explained and means of assessing students' performance are clear and transparent. The link between module intended learning outcomes and the assessment method employed is appropriate and well explained to the students. Formative assessment is not widely used and the experts recommend that this omission is addressed to guide and inform student learning. The programme team may also wish to consider employing more open-book examinations in order to test other aspects of students' learning and associated skills.

Although the programme has yet to produce graduates, the Career Centre provides information on employment opportunities and arranges visits to local enterprises. This is highly valued by students. The College's close cooperation with several regional businesses gives students the opportunity to work and get hand-on experience which complements their experience in the in-house simulation businesses.

6. Programme management

Monitoring and management of the programme is the responsibility of the Department and the Programme Committee. The Committee comprises seven members, the head of department, three teachers on the programme, one student and two social partners. The line of reporting is understood although no chart or diagram reflecting this was available. Teacher members are drawn from the more senior ranks and it was noticeable that junior members are not represented,

resulting in a lack of ownership of, and engagement with, the process. This manifests itself in limited communication between some teachers and a lack of coordination in programme delivery. This is a serious omission and it is imperative that 'rank-and-file' staff are involved in monitoring and decision-making at programme level.

A quality assessment of the programme is conducted once a year. At the end of each semester student views on teaching quality are canvassed and students returning from work placements are interviewed by the Vice-Dean for placement. The views of graduates and employers are also surveyed, through the Careers Centre. However, questionnaire formats require review and revision to provide more useful information. In particular, students should be presented with more open-ended questions to elicit more meaningful responses to inform improvement.

Students report a high degree of responsiveness to student comment. For example, staff office hours (consultation times) were increased as a result of student comment. This is part of an obvious commitment to continuous improvement. However, as mentioned above, the quality of information elicited could be improved by better-designed questionnaires.

Good relations exist with social partners, who recognise and welcome the College's meeting of regional needs. They are highly supportive of the College and engage fully with it. Students feel that their views are canvassed and listened to.

The College has a clear commitment to quality improvement. It has implemented ISO 9001:2008. Although the appropriateness of much of this to the provision of higher education is questionable, it does set a benchmark and helps to instil a quality ethos in the College. The College is undergoing a period of transition and it is important that it reviews the effectiveness of both its continuing and its new policies and procedures, and ensures an appropriate amalgam of the two.

II. RECOMMENDATIONS

1. There is a need for greater internationalisation of the programme through increased use of foreign language materials, particularly those in English, to ensure that the programme reflects current norms. Teaching of some courses in English would represent significant advancement. Wider access to, and use of, literature in English, would enhance research and support greater participation in international conferences and staff exchanges with foreign institutions.
2. The virtual learning environment should be developed further to embrace more interactive learning and teaching activities. This would be particularly helpful to students studying part-time and those living some distance from the College. Similarly, greater use should be made by staff and students of foreign databases.
3. Students returning from placements bring with them a wealth of knowledge and skills. The College should facilitate a formal exchange of students' experiences from their practical experiences with their peers when they return to college.
4. The College needs to ensure that arrangements for the allocation of final thesis topics and their supervision are made well in advance. As part of these arrangements, there needs to be greater engagement with social partners, to identify suitable topics and ensure that the necessary data and support will be available to allow students to complete successfully.
5. Library opening hours should be extended to include the weekend, to assist part-time students and those in employment. This would also emphasise to students the need for wider reading in their subject and reduce reliance on textbooks.
6. There is a need to formalise the process of providing oral and written feedback on student work to support student learning. The starting point should be the development of a common coversheet template for use by all teachers, on all courses, when returning work to students. Feedback should indicate how well students have met the individual intended learning outcomes and what they need to do to improve.
7. Internal communication between tutors should be improved. Teacher members of the Programme Committee are drawn from the more senior ranks at the expense of representation from junior members. This results in a lack of ownership of, and engagement

with, the process by the majority of teachers. Greater representation of junior members of staff would provide more widely-based input to programme management and an enhancement.

8. There is a need to improve the quality of information elicited from students on the operation of the programme and their learning experiences. This requires better-designed questionnaires with more appropriately focused and open-ended questions. This will result in better informed programme management.

IV. SUMMARY

The programme has a clear identity, ethos and strategic direction and an excellent strategic fit with the regional needs and development efforts is well planned/elaborated in detail. This programme seems to be carried out under a common spirit from the total staff and the staff has learned from previous programme developments. The mapping of competences to the courses and the programme as a whole is coherent. The intended learning outcomes address the required knowledge and competencies clearly and are well-communicated to staff, students and other stakeholders. The programme is well-designed to reflect students' backgrounds and meet their needs, with considerable emphasis on relevance to their employment. There is good communication between staff and students, facilitating their effective engagement with programme development. Students consider that their views are sought, albeit often informally, and acted upon. Social partners show strong support and commitment to the programme and provide good placement opportunities.

The practical orientation of the programme is a strength but its academic underpinning needs to be strengthened through, for example, greater emphasis on research methodology and use of foreign (particularly English language) material and databases. More innovative teaching methods, including development of the virtual learning environment to provide interactive learning, together with improved feedback to students on their work and extended library opening times, would enhance the student learning experience. A more formal process to facilitate the sharing of student experiences when they return from their practical placements would benefit all students. Greater involvement of junior members of staff in programme management would instil wider ownership and lead to closer communications between staff. There is a need to improve the quality of information elicited from stakeholders by re-designing questionnaires to include more appropriately focused and open-ended questions.

V. GENERAL ASSESSMENT

The study programme Office Administration (state code – 653N23007) at Marijampole College is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	18

*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.

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APIBENDRINAMASIS ĮVERTINIMAS

Marijampolės kolegijos studijų programa *Įmonių ir įstaigų administravimas* (valstybinis kodas – 653N23007) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	18

* 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

Programos paskirtis, tikslai ir strateginiai uždaviniai yra aiškūs, strategija puikiai atitinka regiono poreikius, o plėtros veiksmai yra gerai planuojami ir nuodugniai paruošiami. Panašu, kad programa vykdoma bendra viso personalo dvasia, o personalas pasimokė iš ankstesniosios programos eigos. Planuojamos įgyti kompetencijos atitinka dėstomus kursus ir programą kaip tokią. Numatomi studijų rezultatai visiškai dera su reikalingomis žiniomis ir kompetencijomis, yra gerai suprantami darbuotojams, studentams ir kitiems socialiniams dalininkams. Programa sudaryta taip, kad atspindi studentų bazines žinias ir tenkina jų poreikius, ypač, kai kalbama apie tinkamumą įsidarbinti. Geras dėstytojų ir studentų tarpusavio

bendravimas leidžia efektyviau prisidėti prie programos tobulinimo. Studentų manymu, į jų požiūrį įsiklausoma, nors dažnai tai daroma neformaliai, ir atitinkamai veikiama. Socialiniai partneriai aktyviai remia ir palaiko programą, pasiūlo gerų galimybių atlikti praktiką.

Orientacija į praktiškumą yra programos stiprybė, tačiau akademinį jos pagrindą dar būtina stiprinti: pavyzdžiui, daugiau dėmesio skirti mokslinių tyrimų metodologijai ir užsieninės medžiagos (ypač anglų kalba) bei duomenų bazių naudojimui. Studijavimo patirtį sustiprintų naujoviškesni dėstymo metodai, įskaitant virtualios mokymosi aplinkos, suteikiančios galimybę studijuoti interaktyviai, plėtrą, geresnis grįžtamasis ryšys studentams apie jų darbus ir ilgesnės bibliotekos darbo valandos. Visiems studentams išeitų į naudą labiau formalizuotas, dalijimasi iš praktikos vietų sugrįžtančių studentų patirtimi palengvinantis procesas. Į programos vadybą labiau įtraukus jaunuosius personalo narius, pamažu augtų jų asmeninė iniciatyva ir užsimegztų glaudesni ryšiai tarp darbuotojų. Iš socialinių partnerių gaunamos informacijos kokybę būtina gerinti pertvarkant klausimynus taip, kad juos sudarytų tiksliau suformuluoti ir atvirieji klausimai.

II. REKOMENDACIJOS

1. Programai būtinas didesnis tarptautiškumas, kurio galima pasiekti naudojant daugiau medžiagos užsienio kalba, ypač anglų, ir taip užtikrinti programos atitikimą dabartinėms normoms. Kai kurių kursų dėstymas anglų kalba būtų didelis žingsnis į priekį. Geresnis angliškos literatūros prieinamumas ir naudojimas sustiprintų mokslinius tyrimus ir prisidėtų prie aktyvesnio dalyvavimo tarptautinėse konferencijose bei personalo mainų su užsienio institucijomis.
2. Virtuali studijavimo aplinka turėtų būti plėtojama toliau ir apimti interaktyvesnę mokymosi ir dėstymo veiklą. Tai būtų ypač naudinga iššęstinių studijų ir atokiau nuo Kolegijos gyvenantiems studentams. Be to, personalui ir studentams reikėtų aktyviau naudotis užsieninėmis duomenų bazėmis.
3. Iš praktikos sugrįžtantys studentai parsineša gausybę žinių ir įgūdžių. Kolegija turėtų formalizuoti patirties mainus taip, kad grįžusiems į kolegiją studentams būtų lengviau keistis praktine patirtimi su kolegomis.
4. Reikėtų iš anksto apgalvoti kaip būtų galima užtikrinti tinkamą būsimų baigiamųjų darbų temų paskirstymą ir vadovavimą jiems. Tam reikalinga glaudesnė sąveika su socialiniais

partneriais, kuri padėtų identifikuoti tinkamas temas, užtikrinti studentams reikalingų duomenų bei pagalbos prieinamumą ir leistų sėkmingai parašyti baigiamąjį darbą.

5. Bibliotekos darbo valandas reikėtų pratęsti, kad ji veiktų ir savaitgaliais – taip būtų patogiau iššestinių studijų ir dirbantiems studentams. Tuo pačiu studentams būtų duodama suprasti, kad reikia skaityti daugiau dalykinės literatūros ir nesikliauti vien tik vadovėliais.
 6. Būtina formalizuoti žodinio ir raštinio grįžtamojo ryšio apie studentų darbus pateikimo procesą, nes tai padėtų studentams mokytis. Iš pradžių reikėtų parengti bendrą lydraščio šabloną, skirtą naudoti visiems visų dalykų dėstytojams, kuri jie pateiktų grąžindami studentams darbus. Grįžtamasis ryšys turėtų parodyti, kaip studentams pavyko pasiekti numatomų studijų rezultatų ir ką reikėtų daryti, norint pasitaisyti.
 7. Gerintina dėstytojų vidinė komunikacija. Programų komiteto nariai dėstytojais renkami iš vyresniosios kartos jaunesniųjų narių atstovų sąskaita. Dėl to stokojama daugumos dėstytojų asmeninės iniciatyvos ir aktyvaus dalyvavimo ugdymo procese. Gausesnis jaunųjų kolektyvo narių atstovavimas leistų jiems daugiau prisidėti prie programos vadybos ir stiprinimo.
 8. Reikia gerinti informacijos iš studentų gavimo kokybę apie programos vykdymą ir jų mokymosi patirtį. Tam reikia geriau paruoštų klausimynų su tiksliau suformuluotais ir atviraisiais klausimais – tai laiduos geresnę, informacija grindžiamą programos vadybą.
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