



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus Gedimino technikos universiteto  
***EKONOMIKOS INŽINERIJOS STUDIJŲ PROGRAMOS***  
**(612L10009)**  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF *ECONOMICS ENGINEERING* (612L10009)**  
**STUDY PROGRAMME**

at Vilnius Gediminas Technical University

Grupės vadovas:  
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Išvados parengtos anglų kalba  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Ekonomikos inžinerija</i>
Valstybinis kodas	612L10009
Studijų sritis	socialiniai mokslai
Studijų kryptis	Ekonomika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4), Išžėstinė (5.5)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Ekonomikos bakalauras
Studijų programos įregistravimo data	2011-06-22 , 1-01-84

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Economics Engineering</i>
State code	612L10009
Study area	Social Sciences
Study field	Economics
Kind of the study programme	University Studies
Study Cycle	First
Study mode (length in years)	Full-time (4), Part-time (5.5)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor's Degree in Economics
Date of registration of the study programme	2011-06-22 , 1-01-84

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The Centre for Quality Assessment in Higher Education

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## I. INTRODUCTION

Economics Engineering Study Programme (hereinafter: Programme) is carried out at Vilnius Gediminas Technical University (hereinafter: the University) in the Faculty of Business Management (hereinafter: the Faculty). The University is a prominent representative of technical higher education at university level. It has ten faculties and several departments, plus scientific and research laboratories, research and academic institutes and centres, a library, a publishing house, and several administrative and other subdivisions. Departments responsible for the Programme are: Department of Finance Engineering, Department of Business Technologies, Department of Economics and Management of Enterprises, Social Economics and Business Management, and Department of International Economics and Business Management.

The Programme has been designed to prepare professionals who are able to integrate and apply the complex knowledge of economic theories, management of economic processes and economic engineering in an inter-disciplinary way. This inter-disciplinarity of the Programme is referred to in the title of: „Economics Engineering“. The Programme has six specializations, with a variety of objectives.

A working group has been set for preparing a self evaluation report (SER). The members represent departments of the Faculty.

The implementation and development of the Programme is not finished yet. The Programme has been launched in the year 2011. Thus, there are no graduates so far from this programme.

The procedures of the external evaluation of the study programme were initiated by the Centre for Quality Assessment in Higher Education in Lithuania nominating an external evaluation peer group, formed by the head, Prof.Dr. Tiiu Paas (Estonia), Prof. Dr. Zoltán Sipos (Hungary), Dr. Heinz-Ulrich Schmidt (Germany), Giedrius Romeika (Lithuania), Aldona Savicienė, employer representative (Lithuania), and Dalia Miklaseviciute, student representative (Lithuania).

The Self Evaluation Report of the Programme was made available to the expert team in September, 2013. All the members of the expert team examined the SER individually, preparing a preliminary report and indicating improvement areas and questions. Then the experts obtained further information during the site visit in Vilnius. After having prepared draft reports, the experts have had a detailed discussion both personally and online, and finally they formulated the team opinion and included it in the final report.

The programme is dynamic and continuously developing, with a flexibility to offer several specializations. It has its focus in Lithuanian educational and labour markets. The University has excellent lecturers and professors, good and motivated students with strong attitudes to critical thinking and very good infrastructure.

## II. PROGRAMME ANALYSIS

### 1. *Programme aims and learning outcomes*

The Programme has a very detailed list of learning outcomes grouped into four categories, altogether 22 learning outcomes with references to the courses contributing to the acquisition of the named outcome. Plus, each of the six specializations have six or seven more learning outcomes. It is a carefully built, reasonable and complex structure. Nevertheless, the number of learning outcomes seems to be a little too much: it is not easy to follow so many objectives in the same time when teaching a course or managing the everyday work of an educational system in a university.

The aims and learning outcomes are publicly available on the VGTU internet site, specifically, in the information system “Alma Informatica”, and under the heading “Admissions”, and also on the Ministry of Education and Science, Open Information Consultations Orientation System.

The aims and the perceived learning outcomes are oriented towards the goals of the programme and the specializations, in terms of knowledge and its application, special professional and social competences.

The learning outcomes of the programme are in accordance with the following documents and legislations:

- The Lithuanian Republic’s Law on Higher Education and Research (30<sup>th</sup> of April 2009, No. XI-242.),
- Republic of Lithuania’s Minister of Education and Science resolution “On the approval of the descriptor of study levels” (21<sup>st</sup> of November 2011.No. V-2212),
- Resolution of the Government of the republic of Lithuania ”On the approval of the descriptor of qualification listings of Lithuania (4<sup>th</sup> May 2010, No. 535),
- Decree of the director of Centre for Quality Assessment in higher education “On the approval assessment methodology for current study programmes” (20<sup>th</sup> of December 2010, No. 1-01-162), and several other documents and regulations, including internal VGTU documents as well.

A survey on students’ opinions on the implementation of the programme is carried out annually. There are regular meetings held with the external stakeholders, mainly with industrial organizations, during which the content and development of the programme is discussed, and the suggestions of potential employers are heard. This gives an opportunity to improve the development of the practical skills in the study process.

Programme belongs to the area of social sciences, field of economics. Learning outcomes are in accordance with the qualification criteria for a first-cycle economics bachelor, as outlined in the provisions of November 21<sup>st</sup> 2011 decree of the Republic of Lithuania’s Minister of Education and Science and other regulations.

Name of the programme deserves a re-consideration, as the content of the term “economics engineering” is not properly defined. It needs further clarification. The scientific definition of the term “engineering” is very complex and can not be explained based on the Wikipedia resources. It is recommendable to put more attention to international framework and analysis of similar programmes outside Lithuania. Certain labour market segments targeted, also need to be specified in the case of specializations. Engineering courses are only two or three in the curriculum, so its presence in the name is not fully understandable. A tradition of the University may be a reason for this name. The national regulation may be another reason, since they prescribe a certain minimum of ECTS for the main study field.

Learning outcomes are plenty and very ambitious. Nevertheless, despite the fact that “application of theory” as an earmark is present in most of the learning outcomes, **practical and**

**application type knowledge based courses are in a minority in the curriculum** and in the study process evaluation. It became obvious from the discussions with teaching staff and the students, that there are practical courses in the programme, but they are scarce in the documentation provided. Case studies, decision games, presentations and practical assignments for the students are used in educational practice, in the framework of different theoretical courses. Courses originally oriented towards practice, they are missing.

A major strength of the aims and learning outcomes evaluation in SER is a very complex, highly structured and carefully built up system of learning outcomes. On the other hand, there are too many objectives in these descriptions to follow in the same time. Application-oriented learning outcomes and practical aims of the Programme are less documented. The name of the programme, too, has contradictions. Learning outcomes are elaborated according to the official requirements, but the expected outcomes are too comprehensively and broadly formulated in order to be fully understandable for all stakeholders and particularly for students. It is also difficult to assess whether all ambitious aims and outcomes are really achievable.

## **2. Curriculum design**

The scope of the programme is 240 ECTS credits. The duration of continual (full time) studies is 4 years, whereas extended studies (part time) last for 5.5 years. The ratios of general and specific course modules are in accordance with the legal requirements. Total hours and contact hours in the programme correspond to the legal requirements.

The content of the programme is similar to standard of economic curricula in Europe. It includes theoretical foundation subjects as Micro- and Macroeconomics, Business fundamentals, Marketing, Management, Finance, Accounting, Law etc. Some courses may have slight repetitive elements with each other, as for instance, Business fundamentals, Fundamental of financial decisions, and Enterprise financial management.

Methodology oriented courses, such as Linear algebra and Probability theory may give a sound basis for technical skills of analysis. Nevertheless, statistics may have a more substantial part in the curriculum.

Contents of the study subjects generally meet the requirements set by the regulations. The six specializations, having 4-6 courses each, are better sub-specializations and may have a limited capacity to offer an independent specialized professional knowledge. Nevertheless, the common basic education at the beginning, and specialized subjects at the end of the programme are similar to traditional systems of higher education of economics in the countries in transition/transformation.

The specializations are thus better sub-specializations with a set of different objectives. Instead of functional sub-specializations, which are more frequent in international practice, such as marketing, finance, accounting, human resources, these programme elements in the VGTU case are targeting **investment, business, business relations, innovation, international economics and E-business**. These titles do not cover the most important functions of a business enterprise in operation, so they do not necessarily target real jobs in the organization of the enterprise. The set of specializations seems to have an accidental, a random nature, probably based upon demand conditions or a resources-driven character. The specializations are under organization, students are now applying for them, so the real demand cannot be seen yet.

Learning outcomes are very ambitious and oriented to APPLICATION of different theories. Study courses of the curriculum do include application and practical content. Course descriptions indicate case studies, decision games and practical presentations of students. It became obvious during the site visit, when meeting lecturers, approximately half of the lecturers use case method and other practical educational methodology. Students are enthusiastic about practical courses and classes better than pure theory, as also shown during the meeting. The proportion between lectures and seminars in the study courses related to business and

management is 30-50 %, depending on the subject. A moderate growth in practical training may be beneficial.

In general, the programme covers most professional fields which are necessary for a Bachelor's in Economics. Curriculum and educational methods, and especially student assessment methods may perhaps need some more updating and further development. More engineering courses may involve more practical thinking and application capacities.

Due to the very broad nature of expected learning outcomes, it is difficult to assess whether they are really achievable.

Research and publication activity of faculty members is meeting regular standards. The average age of recommended literature is 4-6 years (as calculated by the assessor) but there are main literatures in some cases 8-10 years old. Nevertheless, conference participation activity of staff and publications of the professors are very promising in this context. The site visit has shown that teaching staff has very good qualifications and is extremely enthusiastic. They may exert an influence on the resource-driven development of the curriculum.

Entrepreneurial skills and competences are very important for graduates who would like to form and start their own new small or medium sized businesses. More practical courses to prepare students for independent entrepreneurial activity, decisions and life, it can be useful in the 21st century. It seems to be the case that this curriculum is targeting a traditional "analytical economist", or a theoretically educated "administrative manager" rather than an independent entrepreneur who is searching for market niches and does really practice problem-solving decisions for profits and other benefits. Introduction of an "Entrepreneurship" course is highly recommended in this case, introducing the "creative destruction activity" of business entrepreneurs and preparing the students for that.

An essential strength of the programme is the overall coverage of subjects in economics education and the excellent lecturer force. A weakness is, perhaps, a conservative academic approach in setting the curriculum and the relative shortage of market-oriented entrepreneurial competences in it.

### **3. Staff**

The programme has a teaching staff of 62 persons, from 3 different faculties and 12 different departments. Age pattern of the staff is evenly balanced, with a growing majority towards the younger generation. In the last academic year, there are 5 full professors, 17 assistant professors, 27 lecturers and 6 assistants. 22 staff members have doctoral or habilitated doctoral degrees (40%). Study field subjects are thought mostly by recognised scientist, thus meeting established regulations. According to data on 8<sup>th</sup> April, 210 students have studied in the programme. 195 of them studied in the continual and 15 in the extended training. 5 students enrolled in 2012 have studied in the English language programme. Calculating on this basis, 3,39 students are supplied by one teacher as an average. The number of the teaching staff is adequate to ensure learning outcomes.

Each professor and associate professor has to mandatorily raise their qualifications at least once per five years by performing placements at Lithuanian or foreign enterprises or think tanks. During the placement staff members retain their positions and get average salary. Tasks of the placement are: preparing new materials for studies, publications, new projects etc. In the last 5 years, 66% of the teaching staff participated in international scientific conferences, 16% took part in international exchange programmes, and 95% prepared academic publications or methodological works. During the site visit it became obvious that this system is working successfully. The lecturers are skilled, competent and prepared for their tasks. English language capability has been good, better than the average experience of the visitors from other universities. English language teaching programme is probably a very important success factor of this university. It is a major strength in the institution and a possible future break-through

point for considerable future developments. Very capable and talented students and professors are concentrated in this small programme as a promise of the future.

Research activity of the lecturers and professors is in conjunction with the educational programme, as indicated in the self-evaluation report and also documented during the visit.

The university is strong in the field of skilled and top-level educated personnel. It gives a sound basis for the further development of the programme. English language education is a great potential for the future.

#### ***4. Facilities and learning resources***

The faculty (BMF) has 56 facilities related to teaching process: 15 auditoriums taking up an area of 1061 m<sup>2</sup>, 3 computer classes of 192 m<sup>2</sup>, 44 offices. Computer classes have 56 workplaces for students. They may use a variety of software: MS Office, design and planning software AutoCAD, mathematical calculation applications such as Maple, Statistica, STATGRAPHICS Plus for Windows, MatchCad, design system of the Bentley Company and others. Students are also given the opportunity to use other information management systems and applications: e.g. SugarCRM (system for managing relations with clients), Zoho (document, project and information management, time planning), etc. Also, the university often uses opportunities offered by software developers and social partners to use newest software modules.

The descriptions and methodology of professional internships for students is comprehensive and target oriented. As the programme is only two years old, detailed information and experience is not yet available, there are no students on internship yet.

The Library of the university has 12 open reading rooms with seats for 446 readers. 63 out of these seats are computerized. One reading room is operating within the faculty premises. The catalogue of the VGTU library is renewed continuously and holds the newest economic literature in several languages. Departments also hold a considerable quantity of periodicals, handbooks, monographs. Learning resources are constantly updated. Its dissemination is encouraged by using Moodle information system.

Most of the professors and lecturers do write textbooks and other educational materials, which are adequate for the training programme.

A major strength of the University and the faculty is the availability of the proper, high quality facilities. It became obvious during the visit that these resources are being used by students regularly.

#### ***5. Study process and student assessment***

Admission to the programme is carried out according to the procedures of Joint Admission to Lithuanian Higher Education institutions and according to University Senate approved procedures. Admission is based on the contest procedures using competitive grades' sum. Since 2009, "extended study" students may apply for state financed and for self-financed studies as well.

There is a slight decline in the average of competition grades of students admitted to the programme in 2012 compared to 2011. Lowest competition grades, nevertheless, have grown a little.

Study plans are characterized by the mix of stability and flexibility. Continual (full time) and extended (part time) courses are managed in different ways. Extended training classes are held in a concentrated week at the beginning of the semester and then on every second Saturday.

Time frame given for the programme seems to be proper and adequate for the achievement of the objectives.

Students of the programme have several opportunities to participate in the various professional programmes offered: annual conferences, Entrepreneurship Centre activity, publication activity and so on. During the site visit, it was observed that the utilization of these



possibilities by the students is limited, despite the fact that the university has offered them a lot. This may be related to the relatively new programme (2 years old only), but more motivation seems to be necessary.

Erasmus-based mobility programme involved 12 students to go to 7 countries in 2012-13. Two students had a chance to travel to South Korea.

A timetable of the studies that includes times of professional practices, exam sessions, regular and extra consultations, preparation of final thesis, etc. is available on VGTU website. In addition, concerning academic support given to the students, we can mention the services of the Information and Career Office. A dormitory placement is also available for the students needing it.

To evaluate the students, a proportional criteria system is used. Each course is finished with an examination which is evaluated in one grade, but final grades have also other components. Composition of grades motivates students for continuous work during the semester. Final thesis will be evaluated based on the paper and the defence grades, according to university regulations (VGTU rector's resolution May 25 2012. No. 576.)

According to the information received during the site visit, social partners have a positive image and opinion on exam levels and exam policy of the university, compared to other European universities.

Multiple choice tests have a significant role in the assessment of student performance in every bachelor programme in any university. But using them in the case of courses which are competence-oriented, it is a mistake. The expert group has seen sample tests of this kind during the site visit. It seems to be important to practice a stronger control over assessment and evaluation in general in this programme, to ensure proper academic assessment of student achievements.

Term papers, course papers, student assignments presented by the university to the visiting expert team have been very simple and really low level in requirements: they did not meet respective and necessary academic standards, "application of science" type requirements and practical orientation stated in the aims and objectives of courses. A multiple choice test paper had appeared with several grammatical mistakes. A term paper focusing on a theoretical issue, had only one relevant academic resource reference. Especially in English language training programme, management must have a more regular and careful control over term papers and assessment process. A lector, who is a native speaker in English, may help a lot in this.

Students have had complaints about less objective evaluation of their work and achievements by some of the professors, lecturers. It seemed to be the case that confidence may be short between students and lecturers in some situations. For example, students did criticize "participation" grades, stating that they are for attendance and not for contribution to class efficiency and achievements, but being subjective, e.g. based on empathy, several times. A student commented, he never asked teachers regarding the received mark, he felt he is underestimated all the time. Visiting professors' English language proficiency has also been mentioned with criticism.

It can be a recommendation to develop a more precise, academic and serious, justifiable exam policy all around the programme, and a regular control of papers and grading practice. Confidence of students towards the lecturers would also be reinforced.

A weakness of the programme is that the content of evaluation is not always matching academic standards, which are set also in the aims and learning outcomes. Students did complain about the shortcomings of the objectivity of assessment. Students do not fully utilize the possibilities for research offered by the faculty members, development of additional measures for stimulating students' activities would be beneficial. Weaknesses have been identified in the content of students' course papers. Only 62 per cent of students agree that the aims and potential learning outcomes of the programme are based on requirements for professions (SER page 35.).

## **6. Programme management**

The management of study programmes and decision making is regulated by the statutes of VGTU. The execution of the programme, the continuous control and monitoring of this process is carried out by the Study Programme Committee. Responsibilities and tasks are clearly defined by pending regulations. Information and data are collected from faculty, students and the social partners.

Close relations are formed with several external stakeholders who participate in the evaluation and improvement of the programme, by involving themselves in the work of Study Programme Committee, BMF Academic Affairs Committee, organising seminars and various events, during which representatives of business and industry introduce their viewpoints on the requirements for employees, and the changing trends in the labour market. Employers are also involved into the evaluation process of the programme as supervisors of internships in companies.

Social partners being present when meeting the expert team, they have never been asked regarding the properness of the programme, except for one person. Maybe, a more regular meeting programme with social partners and stakeholders can help in the implementation of study programme.

At the end of each semester student surveys are carried out in order to improve the quality of studies. Students evaluate the implementation of the Programme very positively: most of them are delighted with the programme features. But only 62% of them agree that aims and potential learning outcomes are based on requirements for professions. 79% of students are positive about the content of study subjects. Students also view the qualifications of the teaching staff with 71% saying that lecturers have enough subject-specific knowledge.

According to the students' survey results, and the examples received during the site visit, students commented regarding overlapping courses, requested courses to develop more practical skills. Thus experts would recommend to more extensively explore the received information in order to further develop the programme.

Faculty members and teaching staff also view the implementation of the programme positively. 88% say that the programme name, learning outcomes, content and awarded qualifications fit each other well.

Employers also have a positive opinion: 67% agree that the aims and learning outcomes are based on the needs of the society and the labour market. 73% thinks the programme is in line with the newest achievements of science and technology and also 73% would accept a student for internship (introductory or professional practice). Nevertheless, taking into account the feedback of social partners, it is recommendable to have social partners more widely involved into development of the programme.

To ensure the internal quality of studies VGTU is implementing a university-wide system of quality management process. Quality management of the study process is coordinated by the VGTU Quality Management Office. It could be concluded that information and data on the implementation are collected on a regular basis, however on the implementation side, the experts would recommend the collected information to be analysed regularly. This process can make the improvements of the programme based on analysis of quality. Then it can promote the effectiveness of the quality management as well. It is advisable to utilize the university-wide system more focused also on the programme "Economics engineering".

### III. RECOMMENDATIONS

1. The title (name) of the programme may be re-considered, in order to better cover the content.
2. Learning outcomes would be selected and aggregated: less in number, may have a better result in achievements.
3. Curriculum of the programme would be re-considered also. An Entrepreneurship course is absolutely necessary in the present world.
4. A more strict control over student assessment policy and better communication with students seems to be very important.
5. Students would be encouraged more to research and scientific and professional activities already during the training periods.
6. More targeted and more regular cooperation with social partners may promote achieving aims and learning outcomes.
7. There are evidences of overlaps in the content of some courses. It is recommendable to revise the curriculum from this point of view also.
8. To pay a particular attention in presenting the evaluation criteria before each course in a more comprehensive manner to the students, to avoid possible misunderstandings.
9. More attention has to be devoted to the development of study process putting emphasis on profound analysis of students' feedback.

### V. SUMMARY

The programme is a dynamic and continuously developing educational unit. It is flexible and provides six sub-specializations. It has a certain niche focus in the Lithuanian educational and labour market. The University has a very good teaching staff, consisting of competent people who are good in teaching and research as well. They are able to adjust to changes in the environment. The competencies of the faculty members are in conjunction with the present and expected future market needs. The institution also has very motivated and skilful students with strong attitude to creative problem solving and critical thinking.

There is a very good infrastructure within the framework of the University, serving the objectives of this „Economics engineering“ programme as well.

Curriculum contains practically all necessary knowledge and skills for an economist (analyst). For preparing business managers similarly well trained, an Entrepreneurship course may be introduced.

Study programme and its achievements are carefully planned. Its fulfilment and putting it to practice may need more control and positive motivation towards students and faculty members. Study process and students' assessment procedures are in general on satisfactory level but additional development are necessary taking into account feedback of all stakeholders, particularly students.

Social partners and alumni of the institution are having rather positive attitude towards the University. They do have opinions, proposals and recommendations. It is rational to better utilize their creative energy for the common benefit.

## V. GENERAL ASSESSMENT

The study programme *Economics Engineering* (state code 612L10009) at Vilnius Gediminas technical university 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.	Staff	4
4.	Material resources	4
5.	Study process and assessment (student admission, study process, student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	3
	<b>Total:</b>	<b>19</b>

\*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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## Santraukos vertimas iš anglų kalbos

### V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus Gedimino technikos universiteto studijų programa *Ekonomikos inžinerija* (valstybinis kodas – 612L10009) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>19</b>

\* 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

Programa yra dinamiškas ir nuolat tobulinamas švietimo vienetas. Ji yra lanksti ir teikia šešias specializacijas. Ji turi tam tikrą nišą Lietuvos švietimo ir darbo rinkoje. Universitetas turi labai gerą akademinį personalą, kurį sudaro kompetentingi žmonės, gebantys ir mokyti, ir atlikti mokslinius tyrimus. Jie geba prisitaikyti prie aplinkos pokyčių. Fakulteto narių kompetencijos apima ir šiandieninius, ir numatomus ateities rinkos poreikius. Institucija taip pat turi labai motyvuotus ir gabius studentus, linkusius kūrybiškai spręsti problemas ir kritiškai mąstyti.

Universitetas turi labai gerą infrastruktūrą, tarnaujančią taip pat ir šios Ekonomikos inžinerijos programos tikslams.

Programos sandara apima praktiškai visas ekonomistui (analitikui) būtinas žinias ir gebėjimus. Rengiant tokius pat gerus verslo vadybininkus, galėtų būti įtrauktas Verslumo kursas.

Studijų kokybės vertinimo centras

Studijų programa ir jos pasiekimai yra kruopščiai planuojami. Jos įgyvendinimui ir vykdymui reikėtų didesnės kontrolės ir teigiamo studentų bei fakulteto narių motyvavimo. Studijų procesas ir studentų vertinimo procedūros yra, apskritai, patenkinamo lygio, bet tolesnis jų tobulinimas yra būtinas, atsižvelgiant į visų socialinių dalininkų, ypač studentų, grįžtamąjį ryšį.

Socialiniai partneriai ir institucijos alumnai palankiai nusiteikę universiteto atžvilgiu. Jie turi nuomonių, pasiūlymų ir rekomendacijų. Būtų racionalu geriau panaudoti jų kūrybinę energiją bendram labui.

### III. REKOMENDACIJOS

1. Siekiant geriau atspindėti turinį, vertėtų pakeisti programos pavadinimą.
2. Reikėtų pasirinkti ir sustambinti studijų rezultatus: mažesnis jų skaičius užtikrintų geresnį rezultatų pasiekimą.
3. Programos sandara taip pat turėtų būti peržiūrėta. Verslumo kursas šiuolaikiniame pasaulyje yra absoliučiai būtinas.
4. Griežtesnė studentų vertinimo politikos kontrolė ir geresnis bendravimas su studentais atrodo labai svarbūs.
5. Studentai turėtų būti skatinami dalyvauti tiriamojoje, mokslinėje ir profesinėje veikloje jau mokymosi laikotarpiu.
6. Tikslingesnis ir reguliariesnis bendradarbiavimas su socialiniais partneriais galėtų padėti pasiekti programos tikslus ir studijų rezultatus.
7. Yra įrodymų, kad kai kurių kursų turinys kartojasi. Rekomenduojama peržiūrėti studijų programą taip pat ir šiuo požiūriu.
8. Būtina atkreipti ypatingą dėmesį į vertinimo kriterijų pristatymą kiekvieno kurso pradžioje studentams suprantamu būdu, siekiant išvengti galimų nesusipratimų.
9. Daugiau dėmesio turi būti skiriama studijų proceso gerinimui, akcentuojant išsamią studentų grįžtamojo ryšio analizę.