STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kazimiero simonavičiaus universiteto

STUDIJŲ PROGRAMOS

ANTREPRENERYSTĖ IR VADYBA (612N90005)

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *ENTREPRENEURSHIP AND MANAGEMENT* (*612N90005*)

STUDY PROGRAMME

at Kazimieras Simonavičius University

1. **Dr. Mary Lyn Glanz (team leader)** *academic,*

2. **Dr. Kristiina Tõnnisson,** *academic,*

3. **Prof. Dr. Vulfs Kozlinskis** *academic,*

4. **Ms. Vijolė Satkauskienė,** *representative of social partners,*

5. **Mr. Rimvydas Labanauskis,** *students' representative*.

Evaluation coordinator - *Mr. Pranas Stankus*

Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Antreprenerystė ir vadyba
Valstybinis kodas	612N90005
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas ir vadyba
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	Pirma
Studijų forma (trukmė metais)	Nuolatinė (3.5), Ištęstinė (5)
Studijų programos apimtis kreditais	210
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo ir vadybos bakalauras

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Entrepreneurship and Management
State code	612N90005
Study area	Social sciences
Study field	Business and Management
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full time (3.5) Part time (5)
Volume of the study programme in credits	210
Degree and (or) professional qualifications awarded	Bachelor of Business and Management

CONTENTS

I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education Study Programmes,** approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the following key stages: *1) self-evaluation and self-evaluation report prepared by a higher education institution (hereafter – HEI); 2) visit of the review team to the HEI; 3) production of the evaluation report by the review team and its publication; 4) follow-up activities.*

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

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

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

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

1.2. General

The application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI *during* the visit:

No.	Name of the document
1.	Independent work of students in core subjects.
2.	Results of the student evaluation of courses and of the study programme.

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

KSU is a private university established in 2003, reorganised in 2012 (after change of owners).

Studies at KSU take place in Vilnius and Klaipeda. The "Entrepreneurship and Management" programme is run in Vilnius.

The programme under evaluation is implemented by the Business School as well as other three first cycle programmes (Business Management, Marketing and Advertising, Aviation Management) and one second cycle programme (Organisational Innovation and Management). The Business School was established in 2013. KSU has only 595 full-time and part-time students in total.

1.4. The review team

The review team was put together in compliance with the *Description of Experts' Recruitment* approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The evaluation visit to the HEI was conducted by the team on *17/03/2016.*

1. **Dr. Mary Lyn Glanz (team leader)** Dean of Graduate Studies for Glion Institution of Higher Education and Les Roches-Gruyère University of Applied Sciences (Switzerland)**,**

2. **Dr. Kristiina Tõnnisson** Director of EuroCollege, University of Tartu (Estonia),

3. **Prof. Dr.habil.oec. Vulfs Kozlinskis** Director of PhD Program (RISEBA), Professor of Latvia University of Agriculture (Latvia)*,*

4. **Ms. Vijolė Satkauskienė,** Director and owner of JSC "Verslo barometras", Vilnius and Utena departments (Lithuania)**,**

5. **Mr. Rimvydas Labanauskis,** PhD student in Economics at Business Management.

II.   PROGRAMME ANALYSIS

2.1. Aims and learning outcomes of the study programme

The study programme aims and learning outcomes are formulated taking in account requirements of the Dublin Descriptors (defined as part of the Bologna Process) and the guidelines for preparing self-evaluation report by the Centre for Quality Assessment in Higher Education. They are formulated and associated with the future of the local economy, labour market needs including (Lithuania strategy 2030). In addition, some of the definitions utilized and competencies required are sourced from renowned textbooks in entrepreneurship, for instance, Hisrich et al. (2008), Timmons and Spinelli (2007). These aims and outcomes are stipulated on the KSU homepage. The panel accept that the attempt to provide a new, innovative approach to education for business enterprise is both creditable and sought by the Lithuanian business community.

The study programme aims and outcomes are somewhat unorthodox in construction though comply to some degree with the requirements of the Dublin descriptors (defined as part of the Bologna Process). For instance, several learning outcomes are written with language that is hard to measure e.g. Students must understand the modern concept of entrepreneurship. The language and formulation of such outcomes needs improvement.

The principal aim of the programme, namely, to train highly qualified business leaders who will be ready to work creatively in conditions of the global knowledge economy, looks very ambitious. The important learning outcome of reaching this aim is the developed integral, critical, scientific and practical thinking.

Understanding of the contemporary meaning of entrepreneurship and management, of the concepts of innovative knowledge society, creativity, social responsibility, etc. are among other important learning outcomes. In the field of entrepreneurship, students must have knowledge and skills in recognising and acting upon new business ideas, building and motivating teams, etc. Matching of the aims set, learning outcomes targeted and the study content delivered shows the overall consistency. They are also consistent with the level of qualification the programme offers.

One of the most important learning outcomes stated as "2.2. Students must be able to use the acquired entrepreneurship knowledge when developing, selecting and implementing new business ideas, planning and implementing business projects, building and motivating teams, establishing and managing new business companies, and developing new, value-adding products and services" is covered by 7 subjects, but the learning outcome "1.2. Students must be able to understand and analyse the phenomena and laws of the innovative knowledge society" is covered only by 1 subject (Development of Knowledge Society).

The title of the programme "Entrepreneurship and Management" reflects the study content and the outcomes targeted. Throughout the panel visit, administrators pointed out that "Entrepreneurship" is not very clear and easy to understand term for students coming from high schools and higher education institutions within Lithuania. This was a factor cited as a major issue in student recruitment. In view of this, some consideration perhaps should be given to the title of the programme although for the purposes of this review, the title is accurate.

2.2. Curriculum design

The study programme's volume amounting to 210 ECTS credits and its structure meet the legal requirements. The study subjects are spread correctly, however, the division of the management field into 7 subjects (Management History and Theory, Management Information Systems, Quality Management, Leadership, Humane Resource Management, Innovation Management and Creativity, Investment and Venture Capital Management) is disputable. One of the possible unfavourable

consequences of this is the repetition of some themes and the potential shortage of the overall knowledge about the fields. The course descriptions are prepared in an appropriate way. The content of subjects is mainly consistent with the level of studies (bachelor). The inclusion of such courses as Entrepreneurship and New Media, Social Capital Management, Investment and Venture Capital Management, Innovation Management and Creativity, Social Innovation and Entrepreneurship is questionable because they seem more suitable for the Master's level programme. The content of the "Business Finance" course has to be improved by including topics on financial analysis. The learning outcomes of Microeconomics look more applicable to entrepreneurship.

As far as the sources of literature for students are concerned, the lists of compulsory reading contain insufficient amount of references in most of the course descriptions. The recommended literature dates back to 2006-2008, and only few sources are in English. This also means that in reality the literature is even older, since a considerable part of the books was translated from English into Lithuanian.

The study programme was launched in September 2013. Hence, at the current evaluation stage it is on the sixth semester. In these conditions, there is a lack of information about potential quality of final theses, elaboration of which is planned on the seventh semester. Some information about the Bachelor thesis preparation process is available from content descriptions of the courses "Final thesis 1" and "Final thesis 2". The division of the course on Bachelor's thesis writing into two parts is logical and in line with the classical sequence of research steps (theory-empirics). Yet again, the recommended literature in these courses is relatively old (2006-2007).

It is desirable to consider changing the title of the course "English Language" to "Professional English Language" and, logically, to update the course content and description.

The programme requires students to obtain 15 ECTS / 400 hours of independent work at a company. During this practise, students are integrated into the innovative and creative activities of companies and other organizations working in the country; the creation of new companies, projects and initiatives; the work of newly formed start-ups; various informal entrepreneurship promotion and development projects; starting business people's communities; investors' forums, etc. The programme provides enough opportunities for students to choose study placements/internships owing to the substantial amount of business partners.

For improving the study programme design and content, detailed comparisons with similar programmes in other universities, including foreign and some of them serving as benchmarks, should be performed.

Summarising our analysis about the curriculum design, we can conclude that, on balance, the scope and content of the programme are generally sufficient and appropriate to ensure the learning outcome achievement.

2.3. Teaching staff

Out of 16 staff members involved into delivery of the study programme, slightly over a half have a doctoral degree (more accurate calculation can be done if the amount of credits accrues to the faculty members with PhD degrees taken into account). Currently, the proportion of staff members to students accounts for 1:1. In general programme is provided by staff meeting legal requirements.

In general, the qualification level of the staff members is adequate for ensuring the achievement of the study programme aims and learning outcomes. Teaching staff's experience and publications are mainly are in the field of program.

Publications of the university's academic staff are decreasing (22-2013/2014 8-2015/2016), participation in projects are on the same level, but participation in international scientific conferences is decreasing (7-2013/2014, 2-2015/2016).

Forms of further professional development are mainly concerned with participation in scientific conferences, projects, mobility via ERASMUS. Yet, considering that most of the staff is employed on a part-time basis, the systematic focus on research activities is questionable. The panel found evidence that some Faculty members had a good appreciation of research but this was mainly based in their activities with other employers. There was no apparent mechanism to spread either research expertise or pedagogical knowledge to teacher-practitioners who were new to teaching at university level.

The staff members are adequately qualified to ensure the achievement of learning outcomes. However, there is concern that teachers, while fully versed in their own subject, could not discuss and describe the programme as a whole. This is an important factor in the continual improvement of the programme. There appears to be little opportunity for teachers to come together to add their professional opinion to the development of the programme in an organised forum. We learned that duplication in the program, when identified by students is addressed by administrators advising teachers to modify their courses, but there was little evidence of discussion in and between teachers about what was taught on the programme, and potential future directions for the programme.

Due to the fact that the programme started off only in autumn 2013, it is too early to make conclusions about the staff turnover. While having some implications for programme development and research profile, it is accepted that the reliance on part time teaching staff does offer flexibility and financial benefit at the early stages of this programme's development.

2.4. Facilities and learning resources

The size of KSU premises is sufficient for the small number of students (595 in total) Offices of various firms and some shops (on the ground floor) operate in the same building which is unusual.

Multimedia equipment is provided in all the classrooms. Students have unlimited access to the internet. Specialised software for collecting information and processing information are available. Access to a variety of scholarly databases like EBSCO, EMERALD and specialized software for collecting and processing information are available (IE7, MS Microsoft office 2003 and etc.) others is ensured. In order to improve the supply of literature, KSU cooperates with other libraries and scientific organizations. Yet, it is questionable how often the students as well as staff use these resources; further, how sustainable are the facilities and learning resources given extremely small number of students that the programme serves. The KSU physical library resources are rather limited, and the library itself has a limited number of textbooks (not in all subjects).

The Business School www.ksu.lt publishes available placements for internship; however, there are not enough references to other Lithuanian databases which offer alternative options (for instance, www.gerapraktika.lt). KSU has adequate arrangements for students' practice (taking into account the small number of students, 16 in the program).

The KSU management has realistic plans for improving learning facilities. During the observation of facilities it was presented that the new campus will be rented starting from autumn 2016 (for the next 10 years, according to the management team).

2.5. Study process and students' performance assessment

Admission of students to the programme is organised according the legislative requirements. The students can send documents for admission directly to KSU trough the general admission system. The first admission was in autumn 2013/2014 that took in 13 students. The second admission was only in 2015/2016 with 4 accepted students. At present, the total number of students, according to the self-evaluation report, amounts to 16. This raises considerable concerns about the programme in general and its *viability* in particular. From the financial viewpoint, the programme *appears unsustainable at current student intake numbers*. Therefore, serious efforts must be undertaken to attract much more students including those from abroad. There is an initiative in place to participate in the ASEM-DOU scholarship programme. The situation in the Lithuanian higher education market is forecasted to be quite tough in view of the demographic issues and rising competition from foreign universities. In addition, small number of students in groups might have a negative effect on the learning dynamics.

Otherwise, the students are well-supported academically with study advisory, financial support, tuition fee reduction (for 4 students), and participation in mobility programmes though the latter is very limited (only 1 student took part in the ERASMUS exchange in 2013-2015). At the same time, it is noted that the number of incoming students are relative high to the institution but not in this particular study programme. The University has introduced the tuition fee compensation for

the best student on the programme. Initial documentation did not provide information how many of this particular study programme students affected by this initiative, but it is understood by the panel from meeting with the students that two students have received help in this way.

The assessment system is explained comprehensively in the course descriptions. A cumulative student achievement system is used in all the subjects. This system allows controlling the students throughout the duration of a semester as well motivating them.

Many materials for studies are stored in e-medium and are available to students. However, the students' research activity is rather limited During the experts' meeting with students (only two), the students did not show their awareness about the available databases. There is little evidence of students participating in conferences. This is in contrast to students' entrepreneurial activities as both students the panel met said they were running their own businesses. Throughout, stakeholders including representatives of students, social partners and teachers emphasized the "Entrepreneurship" as main distinctive aspect of the study programme, and saw it as an overriding imperative of all aspects of study.

The programme can call upon some impressive social partners, but collaboration with social partners is not yet systematic. Partners involve students in practical projects, but are not necessarily familiar with programme aims and outcomes and it is advised that this is another aspect of the internal quality system that needs to be addressed to make best use of the business partners involved in the programme.

Extra-curricular input e.g. Career Path or Get Fit workout initiatives are said to be provided but were unfamiliar to stakeholders in the programme that were interviewed by the panel.

The study program does not have graduates yet, thus it is impossible to evaluate their professional activities or employability in general.

During the site visit, the faculty provided experts with possible topics of bachelor theses but the systematic approach for acceptance of the topics and controlling as well as processing the theses is lacking.

2.6. Programme management

The Internal Quality Assurance Policy in KSU is built on ISO 9001:2008 standards although it was noted by programme administrators that this system was not always a good fit with educational quality requirements. The main role in managing the study programme rests with the Programme Committee. The committee is responsible for introducing new programs as well improving existing programs. The committee is responsible for evaluating the content of courses and the recommended literature (as mentioned it was the weak point of the subject descriptions). From the organisational viewpoint, the programme is subordinated to and offered by the Business School. All the practical matters connected with the programme implementation are solved by the full-time

student coordination. The coordinator is responsible for technical organisation of the study process, starting from preparing classrooms to collecting results of the student achievements.

The Programme Committee is responsible for the analysis of information that was collected by the coordinator. The programme is under evaluation for the first time, therefore, there is no information improvements of curricula based on previous external evaluation results. The main source of information about the programme is its internal evaluation. The internal evaluation must be updated with information about results of student surveys on a regular basis. It is crucial to track how students evaluate different aspects of the programme over time. The meeting with business representatives (4 persons) showed that they took part in program improvement process.

There appears to be limited internal quality knowledge and expertise disseminated among administrators and teaching staff. Individuals may have high degrees of knowledge but there is no mechanism to ensure specific processes or procedures are carried out by a generalised familiarity with the quality system. The flexibility associated with responsive entrepreneurship can be integrated into but cannot replace such a good responsive educational quality system and it is recommended that this is improved substantially in relation to this programme by the next visit. The Programme under evaluation is quite new (started in 2013), and is evaluated for the first time, therefore it is impossible to conclude how recommendations will be implemented and how internal quality assurance will work. Existing information shows that some elements of internal quality assurance system can be observed. (For instance, it has been displayed that business representatives participate at an informal level in the program improvement) In those conditions internal quality assurance system must play more important role.

For ease going forward it is recommended that more attention be given to adopting Higher Education guidelines e.g. ESG than continuing development of Internal Quality Assurance Policy based on ISO 9001:2008 standard.

III. RECOMMENDATIONS

1. For developing curricula, it is advisable to make more detailed comparisons with similar programmes in Lithuania and abroad (using benchmarks). This comparison should be done at least once a year.
2. It is necessary to improve the quality assurance system, to renew the programme outcomes, course descriptions, and especially the lists of recommended literature. This system should include formal opportunities for teachers to discuss together and participate in the programme's development.
3. The programme management should introduce the system of accepting topics of bachelor theses, of processing and controlling the theses.

4. It is highly advisable to change the title of the course "English Language" to "Professional English Language" and to update the course content and description.

5. The inclusion of the student survey results into the self-evaluation report is necessary.

6. It is recommended to reconsider the inclusion of some study courses that are more suitable for Master's level, and to emphasize basics of e.g. finance and marketing at this Bachelors level.

7. It is crucial to increase the number of students in the programme to ensure student experience and the long term sustainability of the programme.

IV. SUMMARY

The self-evaluation report, especially some of its parts, e.g. subject description, is well-prepared. The report provides with necessary information about the state of curricula under evaluation.

The aims set and outcomes expected are well formulated and are published on the KSU homepage. The curriculum design meets legal requirements. However, to improve the design as well as the study content, it is necessary to make comprehensive comparisons with similar study programmes run at other universities (in Lithuania and abroad), to select appropriate benchmarks.

Half of the staff employed has doctoral degrees. Yet, most of them work on a part-time basis that limits sufficient coverage of research activities.

The facilities and learning resources are adequate for the programme needs and number of students, but sustainability of the resource supply taking into account the limited number of students is highly questionable.

The small intake of students into the programme is the key problem. It is necessary to try attracting foreign students apart from the local ones. Additionally, the research activity of students must be stimulated.

Main elements of the programme management system exist at KSU, but further development of this system is necessary, particularly concerning renewal of course descriptions, use of students' feedback, part-time staff, etc. For ease going forward it is recommended that more attention be given to adopting Higher Education guidelines e.g. ESG than continuing development of Internal Quality Assurance Policy based on ISO 9001:2008 standard.

V. GENERAL ASSESSMENT

The study programme *Entrepreneurship and Management* (state code – 612N90005) at Kazimieras Simonavičius University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Teaching staff	2
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	2
6.	Programme management	2
	Total:	**13**

*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: Mary Lyn Glanz (team leader)

Grupės nariai:
Team members: Dr. Kristiina Tõnnisson

                              Prof. Dr. Vulfs Kozlinskis

                              Ms. Vijolė Satkauskienė

                              Mr. Rimvydas Labanauskis

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V. APIBENDRINAMASIS ĮVERTINIMAS

Kazimiero Simonavičiaus universiteto studijų programa *Antreprenerystė ir vadyba* (valstybinis kodas – 612N90005) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	**13**

* 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)

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IV. SANTRAUKA

Savianalizės suvestinė, ypač kai kurios jos dalys, pavyzdžiui, dalykų aprašai, yra gerai parengta. Joje pateikiama reikiama informacija apie vertinamos studijų programos būklę.

Nustatyti tikslai ir numatomi studijų rezultatai yra gerai suformuluoti ir skelbiami Kazimiero Simonavičiaus universiteto interneto svetainėje. Programos sandara atitinka teisės aktų reikalavimus. Tačiau norint patobulinti programos sandarą ir turinį, reikia nuodugniai palyginti programą su panašiomis kitų universitetų (Lietuvos ir užsienio) vykdomomis studijų programomis ir pasirinkti, į ką lygiuotis.

Pusė dirbančių dėstytojų turi mokslų daktaro laipsnį. Tačiau dauguma dirba ne visu etatu, todėl tiriamajai veiklai skiriama nepakankamai laiko.

Materialieji ištekliai atitinka programos poreikius ir studentų skaičių, tačiau aprūpinimo ištekliais tvarumas, atsižvelgiant į ribotą studentų skaičių, kelia abejonių.

Nedidelis studijų programos studentų skaičius yra pagrindinė problema. Be vietos studentų skaičiaus didinimo, būtina stengtis pritraukti užsienio studentų. Taip pat reikia skatinti studentus dalyvauti tiriamojoje veikloje.

Kazimiero Simonavičiaus universitete egzistuoja pagrindiniai programos vadybos sistemos elementai, tačiau reikia toliau tobulinti šią sistemą, ypač dalykų aprašų atnaujinimo, studentų grįžtamojo ryšio naudojimo, ne visu etatu dirbančių dėstytojų ir kitais klausimais. Siekiant progreso, rekomenduojama daugiau dėmesio skirti Aukštojo mokslo gairių, pavyzdžiui, ESG (Europos aukštojo mokslo kokybės užtikrinimo nuostatos ir gairės), priėmimui, o ne toliau plėtoti Vidaus kokybės užtikrinimo politiką, remiantis standartu ISO 9001:2008.

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III. REKOMENDACIJOS

1. Tobulinant studijų programą, rekomenduojama ją išsamiau palyginti su panašiomis studijų programomis Lietuvoje ir užsienyje (atsižvelgiant į etaloninius pavyzdžius). Toks palyginimas turėtų būti atliekamas ne rečiau kaip kartą per metus.
2. Būtina patobulinti kokybės užtikrinimo sistemą, atnaujinti programos studijų rezultatus, dalykų aprašus ir ypač rekomenduojamos literatūros sąrašus. Sistema turėtų numatyti formalias galimybes dėstytojams drauge diskutuoti ir dalyvauti tobulinant studijų programą.
3. Programos vadovybė turėtų įdiegti bakalauro darbų temų priėmimo, darbų įforminimo ir kontrolės sistemą.
4. Ypač rekomenduojama pakeisti dalyko „Anglų kalba" pavadinimą į „Profesinė anglų kalba" ir atnaujinti dalyko turinį bei aprašą.
5. Būtina į savianalizės suvestinę įtraukti studentų apklausos rezultatus.
6. Rekomenduojama dar kartą apsvarstyti kai kurių dalykų įtraukimą į programą, nes jie tinkamesni magistrantūros studijoms, o šioje studijų pakopoje labiau akcentuoti, pavyzdžiui, finansų ir rinkodaros pagrindus.
7. Būtina didinti studijų programos studentų skaičių, siekiant užtikrinti jų patirtį ir ilgalaikį programos tvarumą.

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