



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LCC TARPTAUTINIO UNIVERSITETO

STUDIJŲ PROGRAMOS

***TARPTAUTINIO VERSLO ADMINISTRAVIMAS (valstybinis kodas
– 612N11001)***

VERTINIMO IŠVADOS

EVALUATION REPORT

***OF INTERNATIONAL BUSINESS ADMINISTRATION (state code –
612N11001)***

STUDY PROGRAMME

At LCC INTERNATIONAL UNIVERSITY

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2015

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

| | |
|--|---|
| Studijų programos pavadinimas | <i>Tarptautinio verslo administravimas</i> |
| Valstybinis kodas | 612N11001 |
| Studijų sritis | Socialiniai mokslai |
| Studijų kryptis | Verslas |
| Studijų programos rūšis | Universitetinės studijos |
| Studijų pakopa | Pirmoji |
| Studijų forma (trukmė metais) | Nuolatinė (4) |
| Studijų programos apimtis kreditais | 240 |
| Suteikiamas laipsnis ir (ar) profesinė kvalifikacija | Vadybos ir verslo administravimo bakalauras |
| Studijų programos įregistravimo data | 2008-08-30 Nr. 1082 |

INFORMATION ON EVALUATED STUDY PROGRAMME

| | |
|---|--|
| Title of the study programme | <i>International Business Administration</i> |
| State code | 612N11001 |
| Study area | Social Sciences |
| Study field | Business |
| Type of the study programme | University studies |
| Study cycle | First cycle |
| Study mode (length in years) | Full-time (4) |
| Volume of the study programme in credits | 240 |
| Degree and (or) professional qualifications awarded | Bachelor in Business and Administration |
| Date of registration of the study programme | 30 August, 2008, No. 1082 |

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The Centre for Quality Assessment in Higher Education

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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 main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

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

The programme is **accredited for 6 years** if all 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 SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI during the site-visit:

| No. | Name of the document |
|-----|--|
| 1. | Student Evaluation Process |
| 2. | Document on Research Policy |
| 3. | Samples of Annual Teachers Qualification Reports |

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

The LCC International University (hereafter – LCC) is a Christian Liberal Arts university situated in Klaipėda. It was founded in 1991 and was one of the first private higher education institutions in Lithuania. The LCC gained recognition from the Lithuanian Ministry of Science and Education as a Bachelor's degree awarding institution in 2000 through a resolution of the government of Lithuania (July 21, 2000, No. 868, License No. 002017.) Subsequently, a

Master's degree programme was commenced in 2008. The institution has approximately 500 students following various programmes of study and has more than 1600 graduates.

The LCC's International Business Administration programme was evaluated and accredited by SKVC in 2009 for 6 years. As a result of the recommendations of the evaluation team, the administration of the programme designed an action plan to implement these recommendations. An outline of the action plan and subsequent actions taken were provided by the self-evaluation team and has also been posted on the institution's web-site.

The LCC offers a range of undergraduate and post-graduate programmes of which the Bachelor of International Business Administration programme is subject to this evaluation. The programme includes three separate 'modules' – Marketing, International Business Communication and Economics. The International Business Administration study programme has been the subject of recent internal reviews and these are mentioned at relevant stages in this report. The university has recently developed diversified programmes in International Relations and International Communications. Some courses offered within these two new programmes are offered as options for international business students.

1.4. The Review Team

The review team was assembled in accordance with the *Expert Selection Procedure*, approved by Order No 1-55 of 19 March 2007 of the Director of the Centre for Quality Assessment in Higher Education, as amended on 11 November 2011. The Review Visit to HEI was conducted by the team on 22nd September, 2015.

1. Prof. dr. Pandelis Ipsilandis (team leader), Vice President of Technological Education Institute of Larissa and Professor at the Department of Project Management, School of Business and Economics, Greece.
2. Assoc. Prof. Vitor Braga, assoc. prof. at Porto Polytechnic, School of Technology and Management of Felgueiras, Felgueiras, Portugal.
3. Assoc. Prof. David J. Pollard, Reader in Technology Transfer and Enterprise at Leeds Business School, United Kingdom.
4. Assoc. prof. Danutė Rasimavičienė, Dean of the Faculty of Business Management, Vilnius College, Lithuania.
5. Mr. Marius Rimkaitis, Founder and Strategic Planner at No Horror Creative Digital, Lithuania.
6. Ms. Vaida Spūdytė, 2nd year master student at Kaunas University of Technology, Lithuania.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

According to the self-evaluation report, the study programme aims to provide key competences as life-long learners with marketable job skills including critical thinking and problem-solving

skills within a Christian perspective, in order to contribute to civil society and work within changing market conditions. The LCC International University employs a North American style educational model which emphasises student learning, active engagement, problem-solving and the development of a wide range of social skills – skills which are much prized by social partners for example. The programme applies a liberal arts model whereby business skills courses are combined with courses in the humanities to provide a broad-based and deep education for students. This liberal arts approach, although originally an area of concern for the evaluation team, contributes to both the uniqueness of the programme and the personal development of students.

Discussion with the administration team at LCC confirmed that the aims of the course are congruent with the overall aims of the university. The International Business Administration study programme has eight well-defined aims although the inclusion of the word 'excellent' in five of them is perhaps not achievable by all students. This problem has been recognised as part of the self-evaluation report and it is indicated that steps are being taken to review these. Outside these reservations, the programme aims and 'module' objectives seem commensurate with what would be expected in a first level programme of study. Compliance with the Statute for Management and Business Administration Studies (Order No. ISAK-2294, 2008, July31) is fully mapped within the self-evaluation report, as is compliance with the General Requirements for the First-Cycle and Integrated Study Programmes Awarding a Degree (Order No. V-501, 2009, 2010).

The programme aims are tested by means of the Major Field Test in Business (MFT-B) for students exiting the programme. The results can be used to benchmark the programme against others in addition to their use in evaluating the programme. This testing of outcomes has only operated for one year, thus the results are only indicative but this innovation may help further enhance the programme in the future. The programme seems consistent with the current literature and has good measure of flexibility, as for example in the range of optional courses that are made available to students.

The issue of research activity was identified as a concern in a previous evaluation report and although steps have been taken to increase research output, more needs to be done, for example in including research activity as part of the new staff development system. During the site visit, the expert team noted that the administration is aware of this issue and was informed that the university is currently developing a research strategy; this development should be given appropriate priority so as to interface with the new personal development plan systems of staff development and to encourage a higher level of staff involvement in research activity.

The overall learning outcomes of each of the three 'modules' are clearly stated but it is not clear how these objectives map to the programme aims. It is also not clear how assessment regimes and criteria are mapped to 'module' and programme aims. This latter point has been identified as a weakness as part of the self-evaluation process.

It is recommended that the review of learning outcomes be undertaken as a priority so as to inform the impending curriculum review. Any review of learning outcomes should ensure that outcomes reflect the range of skills and competences expected of students and that these outcomes are effectively mapped between courses, the various 'modules' and the programme as a whole. The university should also consider the inclusion of senior students, alumni and social partners in this process.

The programme aims and objectives are stated publicly in the university web site in an implied but clear way with an orientation towards prospective students and other interested parties and in a more comprehensive form in the LCC programme catalog.

2.2. Curriculum design

From an examination of the university material and on-line sources, it is evident that the curriculum structure generally conforms to ECTS requirements, in addition to legal requirements and the requirements of the Lithuanian government (see also comments in section 1 of this report). It was noted though that some semesters contain less than 30 ECTS whereas others contain more. The university should take steps to re-balance the ECTS requirements to 30 per semester, perhaps as part of a curriculum review.

The programme is offered as a four-year course which consists of 240 ECTS offered over eight semesters, which is at the upper limit of courses of this kind. The credits are divided between university core courses (51 ECTS), business core (165 ECTS) and electives (24 ECTS). The LCC states that it has chosen this larger programme in order to broaden and deepen student knowledge.

From the first semester where students study courses of a general nature and which provide a foundation for later study and some basic business-related courses (Business spreadsheets and Statistics, for example), the programme introduces them to a progression of courses which introduce relevant business skills, both qualitative and quantitative in nature. Students are also provided with introductory language skills up to the end of year 2. The third year included a course on Business Practicum and also courses on business research methods relevant to the 'module' being studied. Elective courses are offered in year 4 and students also complete either a thesis or a business plan in the final semester.

All courses, with the exception of the two courses in Lithuanian language, are taught in English, a factor which is another strength of the university. A range of study methods and assessment methods is employed and students are provided with opportunities to discuss their work with industrialists, for example students engaged in business plans can discuss their ideas and marketing students are encouraged to participate in "Innovation Lab" activities, including breakfast meetings with entrepreneurs.

There is evidence of on-going incremental review of the programme and its contents, however the self-evaluation report rightly notes that a full curriculum review should be undertaken to ensure that the programme provides the relevant desirable outcomes. This process should be informed by the review of learning outcomes and by some benchmarking across similar provision at other universities. It is also considered important that any review of the curriculum should include representatives of students and social partners as well as academic staff. Any changes made to the programme should be fully documented as part of the university's quality assurance programme. At the same time, a lack of explicit internationalisation within the curriculum could be overcome and a re-assessment made of the need for additional quantitative content within courses and 'modules'.

2.3. Teaching staff

Teaching staff comprise both full-time and part-time faculty. In the past, much reliance has been placed on the recruitment of adjunct faculty who would be engaged for periods from one year to

a few weeks, depending on teaching duties. The teaching staff includes 66 persons, 13 of which visiting staff. The ranking of the staff, according to the USA system includes 15 professors, 10 associate professors, 18 assistant professors and 23 instructors. More than half of the staff (36 in total) are holders of a doctoral degree. The University recognizes both the advantages and disadvantages of recruiting short-term faculty and is currently seeking to recruit more full-time staff. The associated problems of staff turnover and the impact on continuity of teaching provision for students are also recognized as weaknesses by the university. The dependence on adjunct faculty from North America is being balanced through the recruitment of more local and younger instructors. Unfortunately, it is relatively difficult to recruit appropriately qualified applicants possessing the necessary language skills and business experience. As a consequence of dependence on adjunct faculty, the average age of instructors tends to be relatively high (51.2 years with 60% of the faculty being in the age range 26 – 57 years).

In terms of staff – student ratios (hereafter – SSR), the International Business Administration programme is reasonably resourced at a ratio of 15.6 – 1 compared with an overall ratio for the whole university of 12.2 – 1. (in 2009, the ratios were 19.6 – 1 and 16.6 – 1 respectively). Between 2009 and 2014, the staff full-time equivalent (FTE) varied only slightly (36.1 – 36.6) but the number of students declined (598.3 in 2009 to 450 in 2014). Should the number of students taking the programme increase, the SSR will increase if the staff FTE remains the same. The university possesses sufficient doctoral level faculty to comply with the requirements of the Description of General Requirements for First Cycle and Integrated Study Programmes. In addition, the university provides facilities for current faculty to earn doctoral degrees.

The university invites external faculty to teach on the programme, mostly from North America but a few faculty from European countries have taught at the university. Teacher exchange is a known difficulty owing to teaching loads, however there is evidence in the self-evaluation document that such exchanges do occur, with LCC faculty teaching in predominately European institutions. LCC staff also work with other Lithuanian HEIs, mostly as external examiners of theses.

A key feature of the staff development system is the “Personal Development Plan” wherein individual staff members review their progress on an annual basis and set personal goals for the coming year. This system involves both part-time and full-time staff. Within this system, support is provided for faculty in terms of research and for personal development so as to increase rank (the university has a faculty ranking and promotion plan). Faculty members also belong to various business-related networks such as the Baltic Management Development Association. The university, through the recruitment of an Associate Dean of Faculty Development, has devised systems to support staff development. The areas of research are relevant to the programme but the contribution of such research to curriculum content or development is not explicit in university documentation, nor was evident during the site visit.

It is recommended that research activity should be further encouraged and provided with an appropriate focus as part of the research strategy development noted in section 2.1

2.4. Facilities and learning resources

The university has provided a detailed description of its facilities in the self-evaluation report. It is apparent that all buildings are owned by the university and are of comparatively recent construction. The classroom facilities seem to be adequate for the current student population, although the timetabling of rooms needs to be accurate to ensure effective use of the capacity

available. The two computer laboratories (with a total of 40 terminals) are open between 8am until 9pm, although some of this time involved timetabled classes. There is an IT helpdesk and WiFi is available. Not all of library resources are currently accessed off-campus but this is under development.

Students are provided with course textbooks on a loan basis. The library is open 66 hours per week but is closed on Sundays. In addition, the library possesses over 43,000 volumes and also has a store of print journals. Staff members provide the library with recommendations for adding to current stock – the international business library budget comprises some 27% of the total LCC library budget. Students and staff also have access to the key databases commensurate with business study such as Academic Source Complete, Business Source Complete, Taylor & Francis, and SAGE.

In terms of practice arrangements, students reported that they were happy with the range and amount of practice opportunities available. To this can be added the opportunities for leadership development discussed in the next section.

The Moodle system provides staff with facilities to provide teaching material and also to present assessment material for students. The use of this system is not universal among staff; a factor which can cause confusion for students. It is recommended that there should be a standard basic provision across the university with flexibility dependent on the nature of the course being taught.

The innovation laboratory is deemed a particular strength in the provision of the university. It is suggested that this facility be expanded to provide a focus for entrepreneurship events and business set-up coaching among other relevant activities.

2.5. Study process and students' performance assessment

Prospective students are assessed on the basis of school leaving achievement and English language capability which is waived for students from certain countries or who meet other criteria which were found to be satisfactory by the expert team. The recruitment of students to the programme has declined during the period since 2009 when there were 270 applications of which 159 were accepted and 117 enrolled. In 2011, there were 284 applications of which 112 were accepted but only 81 students enrolled. In 2014, there were 143 applications of which 104 were accepted and 76 students enrolled. In 2009, there were 496 students following the programme compared with 290 in 2014. The attrition rate of students has fallen from 5% in 2009 to 3% between the Fall semester 2014 and the Spring semester 2015. The university administration pointed out the quality of the course took precedence over the need for student numbers. However, the range of courses offered is continuously under review and cross-programme efficiencies in sharing courses is being developed.

Of the students admitted in 2008, 60% graduated in 2012 whereas of students admitted in 2010, 80% graduated in 2014. In the period 2010 – 2014, 81 students left the programme in year 1, 54 in year 2, 30 in year 3 and 25 in year 4. The expert team considered that the university took a realistic position in assuring that students accepted for courses had a realistic prospect of completing their studies and the number of students having to be dismissed from the course had declined over the years.

Students are encouraged to participate in research through various mechanisms, for example through poster sessions and other means of communicating their work to a wider audience. Various other activities involve the gathering of data and other research processes, involvement in competitions and student conferences. The fourth year thesis or business plan course also provides opportunities for research and for supervisory feedback to be obtained. Opportunities for student-staff research activity should be encouraged, for example the use of students' work as a basis for publication or case-study production.

The university fosters student mobility through Erasmus and similar programmes and has been actively engaged in developing other networks. In Fall 2014, 5 students were selected from 21 applicants for Erasmus scholarships and during the current cycle, 54 LCC students have studied in countries such as Belgium, France and Turkey. In 2014, fifteen students from other institutions were accepted into LCC courses.

The university offers various facilities for student support. In addition to the support they receive from faculty in academic terms, the university has established the 'Student Success Center' and they also have facilities for spiritual guidance, career advice and counselling. Students are provided with support from an early stage in their studies and the First Year Seminar in Semester 1 is utilized to provide information on support mechanisms as well as the university's resources, practices and customs. Senior students participate in support sessions for younger colleagues.

Mentoring facilities are also provided at an early stage. Students are assigned to a member of permanent faculty. Students with particular academic needs are catered for, especially if their work falls below standard. It is not clear from the evidence, however, how those with special needs such as dyslexia or with physical needs are supported.

Key features of student development include involvement in student leadership training and opportunities to become involved in social projects outside the university. Advice of a financial nature is provided and there are schemes available for financial support during study including scholarships and stipends of various types.

Assessment criteria, mechanisms and requirements are all provided for. Both formative and summative assessment methods are used, from class-based presentations through to final examinations for each class and the assessment of final theses. For courses, no assessment is worth more than 30% of the final grade. Assessments are advertised in course syllabi and the grading system is standard across courses. A common grading rubric has been developed and published. The university uses the standard ECTS requirements for course credit.

Students evaluate courses and presentation during and at the end of each semester in addition to oral feedback. The strong relationships that exist between staff and students facilitate the evaluation process and appropriate action seems to be taken as appropriate. Documentary evidence of evaluation processes was provided by the university during the visit.

During the meeting, Alumni emphasized their potentially high positions in labour market and named a reason – students are taught how to obtain, analyse and use information rather than ask. This demonstrates a level of self-reliance and skills which is attractive to potential employers. Moreover, they proved core courses necessity with daily life experience. Students and staff reported a high demand for graduates of the university.

2.6. Programme management

The university seems to have in place a clear set of guidelines for course management including the use of data for course evaluation processes. The Chair of the Business Administration department manages the daily operation of the International Business Administration programme.

Student evaluations are taken at mid-term and at the end of courses. Assessment results are also used to pinpoint the need for additional student support where necessary. In addition, the need for detailed changes to courses - including new offerings - are evaluated in the light of faculty availability.

The LCC has developed a clear quality system which is available in document forms and also on the web-site. The system is subject to periodic review but this has not been carried out on a comprehensive basis for the whole department.

Policies and procedures such as course catalogues, handbooks, departmental policies and other documents are set out in the self-assessment document and most are available on the university web-site although access is restricted, depending on the nature of the data being held. The university is aware of the importance of stakeholders in its various practices and both internal and external stakeholders are addressed in the self-assessment document, although this has been of a short- to medium-term nature. External stakeholders are occasionally invited to provide guest lectures and seminars. Members of staff are also involved in various decision-making processes within the department, for example in course design and administrative arrangements.

The university conducts surveys with both existing and former students to better understand their needs and in the case of graduates, their first destination and career development. Graduating students are also surveyed with regard to their achievement of the programme learning outcomes.

III. RECOMMENDATION

1. The impending review of learning outcomes should be used to inform the planned curriculum review. The curriculum review should involve students and social partners as well as other university representatives and may require some training resources to assist with the development of learning outcomes. The portrayal of internationalisation within the curriculum could be dealt with. Changes to the curriculum, etc. should be fully documented within the university's quality systems and students kept informed as the review progresses.
2. The innovation laboratory is a particular strength and should be expanded to provide a focus for entrepreneurship events and business set-up coaching among other relevant activities.
3. A research strategy should be developed so as to provide a foundation for staff research and such research activity should be fully incorporated into the new PDP system.
4. The results of the Major Field Test in business should be collated over time and used to benchmark the programme against similar courses elsewhere. The university should mobilise its strengths to ensure the sustainability of the programme.
5. As university programmes diversify, optional modules for the programme should be reviewed to ensure that students are provided with appropriate facilities to widen their students depending on their interests.
6. The use of the Moodle system should be encouraged and a basic level of participation introduced to minimise the range of use by staff and the consequent mis-matching of student expectations.
7. The university should take steps to more formally integrate its social partners into the university system, perhaps through the development of an industry liaison board with members elected from within the social partner community build closer relationships with the institution.
8. The university should consider further synergies across programmes in offering courses to students and also considering ways of increasing inter-disciplinary studies within the university.
9. The university should take steps to re-balance the number of ECTS required each semester to ensure a consistent level of work required of students.

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)

The existence and use of the Innovation Laboratory provides a foundation for innovation and entrepreneurial activities. Its activities could be further expanded as noted below.

The existence of a Personal Development Plan (PDP) system that is integrated with student and other evaluation processes.

The student development programme that helps top develop leadership qualities and self-awareness and self-confidence of students.

Student Success Centre which provides a focus for student support activities which involves students as teachers as well as teaching staff.

V. SUMMARY

Key strengths

A high level of ability of teaching and administrative staff to self-evaluate and reflection which leads to action and a focus on innovation and entrepreneurship which is supported by a high level of motivation. There is an emphasis on student development, not only concerned with developing knowledge but in developing other key personal attributes including good English skills. There is an outstanding and supportive learning environment within a unique course provision which engenders a high level of mutual respect between staff and students. Students are also provided with part-time work provision at the university.

Key weaknesses

A comparatively low uptake of research by staff and a lack of mobilisation of the attributes and skills of social partners. There is also a lack of involvement of social partners, alumni and students in key internal review processes.

VI. GENERAL ASSESSMENT

The study programme *International Business Administration* (state code – 612N11001) at LCC International 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 | 4 |
| 2. | Curriculum design | 3 |
| 3. | Teaching staff | 3 |
| 4. | Facilities and learning resources | 4 |
| 5. | Study process and students' performance assessment | 4 |
| 6. | Programme management | 3 |
| | Total: | 21 |

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

| | |
|---------------------------------|-----------------------------------|
| Grupės vadovas: Team leader: | Prof. Dr. Pandelis Ipsilandis |
| Grupės nariai: Team members: | Assoc. Prof. Vitor Braga |
| | Assoc. Prof. David J. Pollard |
| | Assoc. Prof. Danutė Rasimavičienė |
| | Mr. Marius Rimkaitis |
| | Ms. Vaida Spūdytė |

**LCC TARPTAUTINIO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS *TARPTAUTINIO VERSLO ADMINISTRAVIMAS* (VALSTYBINIS
KODAS – 612N11001) 2015-12-09 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-342
IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

LCC tarptautinio universiteto studijų programa *Tarptautinio verslo administravimas* (valstybinis kodas – 612N11001) vertinama **teigiamai**.

| Eil. Nr. | Vertinimo sritis | Srities įvertinimas, balais* |
|---------------------|--|---|
| 1. | Programos tikslai ir numatomi studijų rezultatai | 4 |
| 2. | Programos sandara | 3 |
| 3. | Personalas | 3 |
| 4. | Materialieji ištekliai | 4 |
| 5. | Studijų eiga ir jos vertinimas | 4 |
| 6. | Programos vadyba | 3 |
| | Iš viso: | 21 |

* 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**Pagrindinės stiprybės**

Didelės motyvacijos lydimas dėstytojų ir administracijos darbuotojų gebėjimas atlikti savianalizę ir apsvarstyti esamą padėtį – itin aukšto lygio, suteikia akstiną imtis veiksmų ir skirti daug dėmesio inovacijoms bei verslumui. Pabrėžiamas studentų tobulėjimas ne tik įgyjant žinių, bet ir lavinant kitus pagrindinius asmeninius gebėjimus, įskaitant gerus anglų kalbos įgūdžius. Studijų aplinka – ypač gera ir palaikanti, unikaliai dėstoma studijų programa lemia didelę abipusę darbuotojų ir studentų pagarbą. Studentams suteikiama galimybė dirbti universitete puse etato.

Pagrindinės silpnybės

Dėstytojai atlieka palyginti mažai mokslinių tyrimų, neišnaudojami socialinių partnerių privalumai ir įgūdžiai. Socialiniai partneriai, alumnai ir studentai per mažai dalyvauja pagrindiniuose vidinio vertinimo procesuose.

<...>

III. REKOMENDACIJOS

1. Artėjančiu studijų rezultatų vertinimu reikėtų pasinaudoti kaip informacija planuojamam studijų programos vertinimui atlikti. Vertinant studijų programą turėtų dalyvauti studentai, socialiniai partneriai ir kiti universiteto atstovai, be to, tobulinant studijų rezultatus gali reikėti papildomų studijų materialinės bazės išteklių. Atkreiptinas dėmesys į tarptautiškumo skatinimą. Studijų programos pokyčiai ir pan. turi būti iki galo įforminti universiteto kokybės sistemų dokumentuose, o studentai informuojami apie vykstantį vertinimą.
2. Inovacijų laboratorija – ypač didelė stiprybė, ji turėtų būti plečiama, didesnę dėmesį skiriant verslumo skatinimo renginiams, įmonių steigimo mokymams ir kitai panašiai veiklai.
3. Mokslinių tyrimų strategija turėtų būti kuriama taip, kad taptų pagrindu dėstytojų tyrimams, o tiriamoji veikla būtų visiškai integruota į naująją asmeninio tobulėjimo plano (ATP) sistemą.
4. Laikui bėgant, reikėtų palyginti verslo testo Major Field Test rezultatus ir panaudoti juos šios studijų programos ir kitur dėstomų panašių programų lyginamajai analizei. Universitetas turi mobilizuoti savo stiprybes ir užtikrinti studijų programos tvarumą.
5. Kadangi universiteto programos yra labai įvairios, reikėtų peržiūrėti pasirenkamuosius studijų programos modulius ir užtikrinti, kad studentams būtų sudaromos tinkamos sąlygos gilinti žinias, priklausomai nuo pomėgių.
6. Reikia skatinti naudotis sistema Moodle ir pasiekti pagrindinį naudojimosi ja lygį. Tada šia sistema mažiau naudotųsi vien darbuotojai ir nebūtų nuvilti studentų lūkesčiai.
7. Universitetui būtina imtis veiksmų ir į universiteto veiklos sistemą formaliau įjungti socialinius partnerius. Galbūt tai galima padaryti kuriant ryšių su sektoriaus atstovais tarybą, į kurią įeitų nariai, išrinkti iš pačios socialinių partnerių bendruomenės, ir taip sukurti glaudesnius santykius.
8. Universitetui reikia pagalvoti apie tolesnę įvairių studijų programų sinergiją, kuri leistų pasiūlyti studentams daugiau kursų, taip pat apsvarstyti būdus, kaip padidinti tarpdisciplininių studijų universitete skaičių.
9. Universitetui būtina imtis veiksmų kiekvieno semestro kreditų skaičiui, kuris reikalingas stabiliam studentų užimtumo lygiui užtikrinti, iš naujo subalansuoti.

<...>

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)