



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**LCC TARPTAUTINIO UNIVERSITETO
STUDIJŲ PROGRAMOS "TARPTAUTINĖ VADYBA" (*valstybinis
kodas - 621N20033*)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF "INTERNATIONAL MANAGEMENT" (*state code - 621N20033*)
STUDY PROGRAMME
at LCC INTERNATIONAL UNIVERSITY**

Review' team:

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**DUOMENYS APIE ĮVERTINTĄ PROGRAMMĘ
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Studijų programos pavadinimas	<i>Tarptautinė vadyba</i>
Valstybinis kodas	621N20033
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antra
Studijų forma (trukmė metais)	Nuolatinė (2), iššęstinė (3)
Studijų programos apimtis kreditais	96
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos magistras
Studijų programos įregistravimo data	2014-08-01

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>International Management</i>
State code	621N20033
Study area	Social Sciences
Study field	Management
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (2), part-time (3)
Volume of the study programme in credits	96
Degree and (or) professional qualifications awarded	Master of Management
Date of registration of the study programme	2014-08-01

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FOREWORD

It is the function and task of the peer group appointed by SKVC to evaluate study programmes of Higher Education Institutes in Lithuania. This includes e.g. the content of a study programme, learning outcomes, competency of staff, teaching methodologies and facilities. The peer group also has to evaluate whether the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ENQA) are respected.

This twofold task might lead to different appraisals. In this report, the evaluation of the programme is followed by the rating of the conformity of the programme with internationally binding regulations concerning quality assurance.

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 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).

The programme is furthermore **not accredited** if international guidelines are not respected.

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 before, during and/or after the site-visit:

No.	Name of the document
1.	Statistics concerning inquiries, prospects, enrolments at LCC
2.	Statistics concerning astronomic and academic hours
3.	Copies of the LCC Master of Arts Degree in Management and Taylor's University Degree of Master of Business Administration

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

LCC International University is a private university established in 1991 in Klaipeda as joint venture by Lithuanian, Canadian and American foundations (<https://www.lcc.lt/home/about-us/facts-figures>). As a Christian university LCC emphasizes a values-based approach. Students do not have to affiliate with any particular faith position; faculty has to back the university's religious attitudes. The university offers Bachelor and Master Programmes in humanities and social sciences. It has grown to about 550 students and has more than 1700 graduates. LCC is an international, cultural diversified university. This is reflected by the structure of lecturers (60% expatriates) and the structure of student body. Students from more than 30 countries comprise 60% of the student body.

LCC is governed by an international *Board of Directors*, responsible for the strategy of the university making decisions related to mission, values, vision, goals and plans. The *President's Cabinet* comprised of members who have university-wide leadership responsibility is an internal policy decision and recommendation making body to the Board. The *Cabinet Executive*, a representative group of senior managers, is responsible for decisionmaking and problemsolving regarding annual operations.

The *Academic Division* functions as advisory capacity for all academic processes, by ensuring a broader vision of the institution and revision of academic policies. It thus helps improving the academic quality.

The *Academic Council* establishes, reviews, and amends academic policy (guidelines and standards), assures quality and encourages professional development and research. The Council fulfills the requirements in the Law on Higher Education and Research (Republic of Lithuania, Vilnius, No XI – 242, 2009), and other related requirements as well as EU policies, procedures and strategies in higher education. The *Faculty Assembly* is the body of all persons who teach. It provides a setting for academic support among faculty, disseminates information, and acts as a resource for curricular assessment.

A *Student Council* represents the students. The Students Council chair or the designee is member of the Academic Council.

The study programme Master in International Management started in 2014 in cooperation with Taylor University Indiana, USA. The programme was registered with the Ministry of Education and Science of the Republic of Lithuania as a Master's level management degree awarded By LCC International University. LCC International Management programme students may enrol and qualify for the Taylor University MBA degree, if its academic requirements are met. The programme is submitted in full-time and part-time mode. *According to the management, LCC has the lead in that cooperation e.g. differences concerning all aspects of the International Programme will after discussions be decided by LCC.* The Expert Team has certain reservations regarding this claim, since no clear answers received to specific questions about related QA issues (e.g. curriculum changes –see section 2.6). *This allegation should be verified by SKVC by checking the contract between the two partners, as the number of Taylor/American teachers are dominating the relation.*

The *International Business Administration Department Chairperson* provides academic leadership to the MA in International Management programme. The programme is managed by a Programme Director and a Graduate Programme Coordinator. The programme director provides leadership for all aspects of the MA International Management programme. The Graduate Programme Coordinator coordinates and supervises the consistency of graduate studies and manages logistical issues of the programme.

After assessment - organized by the SKVC - the programme was given initial accreditation in 2014. The Self Evaluation Report (SER) was submitted to SKVC in December 2016 and to the Expert Team in March 2017. The first external evaluation of the programme MA International Management took place in Klaipeda April 4th, 2017.

1.4 The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 4/4/2017.

- 1. Prof. dr. Pandelis Ipsilandis (team leader),** *Professor in Technological Education Institute of Thessaly (Greece);*
- 2. Prof. Jürgen Bruns,** *professor in University of Applied Sciences Mönchengladbach (Germany);*
- 3. Dr. Craig Thompson,** *Head of Stenden Hotel Management School, Stenden University (The Netherlands);*
- 4. Mr Mantas Jonauskis,** *director of "ProBaltic Consulting" (Lithuania);*
- 5. Ms Ugnė Jakubauskaitė,** *student of ISM University of Management and Economics, study programme Economics and Politics (Lithuania).*

2.1. Programme aims and learning outcomes

Master's programme in International Management seeks to prepare highly qualified, adaptable, and flexible specialists of management who possess a deep knowledge of modern management theories and methods, and are able to assess and apply acquired knowledge in order to make enterprise-level decisions and implement strategies required in today's dynamic business and global economic environment. The intended learning outcomes and the content of the programme are in line with the title International Management.

The aims are to develop qualified and flexible graduates with deep knowledge in management theories and practice, who are prepared to take international managerial decisions. There is a variety of career opportunities e.g. in companies (marketing, finance, logistics) or in government service departments or in NGOs.

The achievement of the objectives shall be documented in awarding an MA International Management by LCC and an MBA by Taylor University, Indianan USA.

The aims of the MA International Management programme are clearly defined. The aims are well reflected in the learning outcomes (LO). Information regarding the programme's aims, learning outcomes, course descriptions, admission criteria and graduation is published and available to the stakeholders.

https://www.lcc.lt/wp-content/uploads/2008/08/LCC_Catalog_16-17_MA.pdf

Graduates shall achieve competencies for analytical skills, independent research and joint-up thinking. Students shall learn to lead, to work in teams and to take business decisions on the basis of ethical and moral standards respecting society and environment. Thus, they shall be prepared to face challenges in a rapidly changing globally connected business world. The programme is broad, designed for individuals who want to acquire competences for career chances, to have influence and to grow business. Students shall get the capability to make career as Manager in different fields such as Marketing, Product Management, Human Resource, Finance or Logistics.

The aims and LOs meet the requirements of a second cycle programme according to Dublin Descriptors. They concentrate on deepening and extending the knowledge and skills acquired at the first level. This requires students to apply understanding, knowledge and critical thinking in broader and more complex context. The programme also fits the purpose of providing proper research related skills for those students who wish to continue with their research at the Doctoral level (third cycle).

Several elements in the design of the programme support achieving the programme objectives. The programme is delivered fully in English. Studies are in a real international environment in terms of both students and teaching staff. Teaching staff and students are coming from international different cultures. Especially the cooperation with Taylor is valued a lot by the Management, teaching staff and students, but care should be given so that it does not put any

constraints in the development of the programme. A large part of the programme is delivered in distance learning mode. This gives flexibility to full-time and part-time students in planning their work and studies. *The main criteria for choosing this programme was according to all students the promise of getting two master's degrees at the same time: a Lithuanian Master by LCC and an USA MBA by Taylor University.*

Although no benchmarking had taken place and no specific data were provided regarding the programme's position in the Lithuanian market, it was claimed by the management that the above-mentioned criteria give LCC a Unique Selling Proposition (USP) in the Lithuanian market for Higher Education. (ISM University of Management and Economics was considered as only local competitor).

The strength of the programme, contrasts the low number of students. The enrolments since the start of the programme were: 10 (2014), 4 (2015), 6 (2016). The optimal yearly intake is 15-20 students in each cohort. The decreased student numbers present a threat to the programme.. Currently it marginally meets the level for having an appropriate learning environment for students. So far, the priority of the management team was the initial development and the launching of the programme. The last cohort of admitted students does not include any Lithuanian. No marketing strategy seems to exist, not even an analysis of the market. For example, in a survey among 200 prospective students, 90% expressed interest but this is not reflected in admissions not even in applications.

Currently the involvement of Social partners is limited. It should become first priority of the University to develop a network of relevant social partners to support the enhancement and further development of the programme. Social partners should contribute more in developing the programme especially by introducing Lithuanian economic aspects in the curriculum or by conducting workshops concerning Lithuanian management specialities or problems.

The *strengths* of the programme are clearly defined objectives and learning outcomes, it is submitted fully in English in a real international environment. These factors support the achievement of the programme aims.

Weaknesses are however the small number of students (no Lithuanian students enrolled in 2016) which prevent a fruitful learning process (interaction, group discussion, group works). Furthermore the few number of social partners does not allow an effective influence on the development of the programme and on establishing a network between LCC and the economy that can help integrating the graduates.

2.2. Curriculum design

The structure complies to the general provisions and requirements for Master's studies laid out in Order No. V-526, 03-06-2010 and the Descriptor of General Requirements for Graduate Study Programmes.

The second cycle is designed for a workload of 96 credits respectively 2160 academic hours workload (1 ECTS = 22,5 hours workload). This however does not correspond to EU policies in

Higher Education as defined in the Bologna process policies. The total workload should be expressed according to European Higher Education Area (EHEA) Standards in ECTS representing 25 to 30 academic hours workload per 1 ECTS credit, respectively 60 ECTS per full-time study year. The discrepancy results from a different calculation. LCC uses astronomic hours for calculation. Astronomic hours as dimension are however not acceptable at least in the EHEA. All calculations have to be adjusted before publishing the programme. *This fact however does not influence accreditation. Until 2019 all study programmes will have to adjust the General Requirements that came into force in Lithuania 2017.*

Total ECTS for the second cycle differ in Europe from 60-75, 90 or 120 ECTS. The 96 ECTS of LCC might therefore cause recognition problems in other countries.

http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/182EN.pdf

The programme is offered in full-time (FT) and part-time mode (PT). A programme structure is given in the SER only for the full-time study mode. As the selection of courses is handled flexible, a distinct differentiation between FT and PT does not seem to be necessary. At present all students work full-time.

The workload of 96 credits is not spread equally over 6 terms (2 years of full-time study). The terms comprise the following credits: 18 (I), 15 (II), 9 (III), 18 (IV), 24 (V), 12 (VI). Apart from term III (summer term), all terms have the same time length. This means a workload of between 337,5 hours/term (II) and 540 hours/term (VI). These widespread figures cannot reflect the real workload, otherwise students would have complaint.

The guidelines suggest an equal workload per semester or year. The large discrepancies in the calculated workload seem to be only theoretical figures. Students did not realize the differences in workload in reality. The panel group recommends an adjustment to equal workload/term (except shorter summer term) and aligning the workload to awarded credits. The awarded credits are 6 per course. Only the course Business Research Methods and Metrics was split into two courses with 3 credits because of the volume of content and the amount of LO.

The structure of the programme gives a broad pattern of management disciplines. There are introductory courses into the business and company environment (e.g. Global Marketing & Business Culture, Management Theory and Strategy), functional courses (e.g. Financial Management & Performance, International Economics & Finance) and behavioural courses (e.g. Human Resource Development, Leadership & Ethics). Business Research Methods and Metrics I and II accompany these courses. They shall provide students with the necessary analytical tools to collect and interpret data. All courses are necessary, especially to students with no previous management background. *There seem to be however no logic in the sequence of courses.* (Strategic Cost Management follows Financial Management & Performance; Human Resource Development follows Leadership & Ethics in Business Strategy).

The fact, that "the programme structure allows students to move through the programme at their own pace", gives the impression that students can select courses (e.g. postpone courses) according to their individual preferences. This however is a negative influence on the homogeneity of the programme.

As there are no mandatory internships, a Global Business Tour of one week organized by Taylor University, Indiana, (visiting 8-10 companies in the USA) is designed to give sufficient insight into both business and international experience with the academic environment.

The absence of electives, although understandable given the low enrolment, in terms of the financial sustainability of the programme, gives no flexibility in responding to diverged student needs. Some additional topics that are key modules in Management Master studies might be considered by the management to be added to enrich the programme e.g. Procurement, Logistics, Sales, IT Management (Information Systems), Project Management. Such alignments in the content of the curriculum would better reflect the job profiles of future graduates as described by LCC.

The Thesis Work is conducted as “guided” thesis in term III (6 ECTS), in term V (12 ECTS) and in term IV (12 ECTS), in total 30 ECTS. Prior to beginning thesis writing 50% of the course work has to be completed. This step-by-step process is observed and supported by a personal advisor. Students get feed-back at any stage of the thesis. *This breakdown of writing a thesis in “milestones” gives the students the possibility to adjust and improve the thesis. This process shall obviously help all students to succeed.*

The programme structure and the academic content are appropriate to achieving the learning outcomes (content and the structure of the programme is published on the University website).

The descriptor for the second cycle in the European Qualifications Framework (EQF) corresponds to the learning outcomes for EQF level 7. LOs for level 7 require e.g. *specialised problem-solving skills and skills to integrate knowledge from different fields and competences to manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams*. Considering these definitions Learning outcomes of different courses should be sharpened. They should be formulated to express the complexity of achieved LO instead of just: describe, demonstrate, produce or apply.

Overall, the programme offers of broad pattern of management disciplines. A positive effect on the final results comes from the “guided” thesis, that helps all students to succeed.

Weak point of the curriculum design are the fact that the workload differs from term to term and that the ECTS calculation does not meet the European guidelines. In addition, 96 ECTS do not correspond to the recommended ECTS figures for the second cycle and might cause recognition problems in other countries (EQAL). There is only partial logic in the sequence of courses. The fact that there are no electives is due to the low number of students and is at present acceptable.

2.3. Teaching staff

The teaching staff for delivering the programme MA International Management comprises 10 teachers (Teaching Faculty) and 5 advisors (Thesis Faculty). Thereof 1 teacher and 3 advisors are fully employed by LCC in Lithuania, all others are visiting faculty or visiting advisors.

Among the teaching faculty 40% are from Taylor University, 50% from other American or Canadian Universities, 10% are from Lithuania.

The staff (Teaching Faculty and Thesis Faculty) include 6 Professors (40%) and 9 Associate Professors (60%). The composition of teaching staff exceeds the minimum requirement “20% of the study subjects have to be taught by staff at professors’ level” and “the minimum of faculty with PhD teaching courses 80%” according to the-law of Ministry of Education and Science of the Republic of Lithuania No. V.

About half of the faculty members’ age range is between 35 and 54 years, 7 members are older than 55 years. There were 2 teaching staff additions in 2015 and 2016. Faculty have an average of 15 years graduate-level teaching experience in their field.

The qualifications of teaching staff are adequate to ensure – especially the international aspects - the learning outcomes. Up to now, the majority of teachers have an American background. It would be preferable to appoint also competent teaching staff with Lithuanian background to incorporate international management aspects from the Lithuanian point of view.

To be appointed teachers need professional experience specific to the courses taught, familiarity with online education and willingness to travel. The faculty for the programme has a profound commitment to teaching, research, and experience including: senior leadership, consulting and training, international, cross-cultural educational and professional engagement, relevant research (publications, presentations). Teachers are very enthusiastic and definitely like being involved in the programme (international stage, great environment). Faculty staff likes teaching at LCC because of the open culture, the attractive and christian environment and because of loyalty to Taylor University.

The majority of teaching staff members have a workload of one 6 ECTS course per year in MA in International Management programme. *That means one academic teaches only one course.* So students have a broader exposure to faculty with varied academic and professional expertise.

Faculty’s opinion about students: good English skills, writing skills perhaps above average of those that study in USA, in general bright persons. Students on the other hand did express their satisfaction regarding the involvement of teachers from LCC and from other foreign universities in the delivery of the programme. They appreciate their competences, their flexibility in reacting on questions and their personal care about students problems. Students and teacher contact each other mainly via Moodle, email or skype, whatsapp.

The experts got the impression that the learning climate supports achieving the aims and learning outcomes. Bringing in practioners could improve the quality of the programme,

although teachers have an average practical experience of 15 years in various fields and various countries.

Of more importance for the improvement of the study programme would be an increase in the number of students. Team work, group discussions, group presentations or group assignments are important instruments for developing knowledgeable and successful future managers. Teachers and students feel that this lack limits achieving the optimal results of the study.

The Associate Dean of Faculty Development, in coordination with Department Chairs, has developed institution-wide expectations related to faculty research, teaching, and service, including the setting of support structures.

In summary there is a highly qualified teaching staff with international experience, motivated and committed teachers who quickly react on student requests.

On the other hand there is low internal contact among teachers as they are only physically available during residence periods. Furthermore the number of teachers with Lithuanian background is extremely limited (only 3 foreign teachers who live and work in Lithuania). That means only few teachers can put emphasis on the Lithuanian economy and on international management problems from the Lithuanian point of view. The expert team perceived that the American/Canadian influence (including the management) is dominating the relation. There was no evidence submitted to the expert team that the MA Programme is entirely managed by LCC International University staff.

2.4. Facilities and learning resources

The facilities of LCC that are used for the delivery of MA in International Management programme are numerous, new and adequate.

The premises of LCC cover approximately 5,500 square meters of space providing 14 classrooms (average 25 seats per room), 2 computer laboratories, a Library, faculty offices, and administrative offices. Completed in 1999.

Approximately 2,230 square meters contain a lobby/lounge, cafeteria, physical training room, and a gymnasium with two full basketball floors. The gymnasium has seats for 1,200 persons for spectator events. The space converts to an auditorium seating 1,800 persons for assemblies, concerts, or conferences. Completed in 2003.

There are residential facilities for students on campus. Neumann Hall houses 200 students and has 4 suites for Resident Directors and guests. Kitchens are located on each floor; additionally there is a computer room, a study rooms, a laundry room, and offices for Student Life staff. Completed in 2007. *This is important for students who come for their residential periode to Klaipeda and also for teachers who come and stay during their lecture period on the campus. This gives an opportunity to meet each other also off the lecturing hours. This gives also chances to meet other students and even the population of Kaipeda as there are many events initiated by students during the weekends.*

As the largest part of the study programme in online learning LCC instructors and students depend on regular electronic exchange of information, which is facilitated by web-based access of shared files. The entire campus is wireless since 2008 providing students, faculty, and staff with a reliable Internet connection.

The Instructional Technology office contains three computer labs on campus.

- Small computer lab: 15 computers (HP Compaq 6200 running Windows 10 with Microsoft Office 2010 Professional, SPSS version 23).
- Large computer lab: 33 computer terminals
- Neumann Hall computer lab: 6 student computers

The two computer labs in the academic building are open from 8:00 to 20:00 weekdays and 10:00 to 16:00 on weekends.

Each student is provided with an individual email account two months before entering LCC. This email address stays with the student for the duration of the studies.

The Open Source Learning platform and a Course Management System (Moodle) connects the faculty and the students within every individual course, and provides for the possibilities of online courses or portions of courses. All MA in International Management classes are in Moodle; class lists are populated for all classes and sections.

The LCC library actively participates in the Lithuania Research Library Consortium (LMBA), cooperatively licensing most of the online databases and contributing to a library network within Lithuania. This connection links the LCC community with additional resources via the interlibrary loan service for expanded access to worldwide electronic informational resources and increased electronic library services. Information about the library services and available sources may be found on a WebSite <http://www.lcc.lt/library>. The library subscribes to EBSCO Publishing databases accessing a package of 13 databases.

In addition to the facilities and learning resources of LCC, MA in International Management students and faculty make use of a partner university (Taylor) facilities and resources during the Global Studies Tour course. *Students have access to Taylor University library resources throughout their studies.*

The expert team considers the facilities available to the students far above standard facilities offered by other public or private universities.

LCC facilities offer large premises, new buildings, new classrooms, conference rooms and new computer facilities (hardware and software). Thus, LCC offers a favourable environment (campus, sport grounds, fitness centres) for studying and students' daily life.

2.5. Study process and students' performance assessment

LCC accepts applications for admissions from all nationalities and religious backgrounds. An Admission coordinator, Programme director and an International Business Department Chair, take the admission decision. To be considered for full admission into the MA International Management following selected requirements have to be met:

- Bachelor degree (Earned Baccalaureate)
- Completed “Master of Arts in International Management” application form”
- Official Transcripts from all institutions attended
- Statement of purpose indicating why MA Programme at LCC International University is appropriate for academic interests as well as academic and professional goals
- Motivation letter
- Evidence of academic ability
- English language score – iBT TOEFL (100) or IELTS (Band 7.0-7.5)

Admission is finally based on scores calculated on weighted admission criteria e.g. university transcripts, English proficiency test, interview, application, statement of purpose, references, other documents. The admission criteria are precise and sufficient to allow a successful selection of students.

The tuition fee for the entire MA/MBA programme is € 9.100 plus 1.706 € for the Global Business Study Tour.

As this programme started only in 2014, there are only a few statistics available. According to the data provided by LCC most of the inquiries (322 out of 389) came from outside the EU and out of those only 2% were enrolled. *In 2016, there was even absolutely no enrolment of Lithuanian or the EU students.* The admission process alone cannot justify the low enrolment/inquiry ratio. Management should investigate other reasons in order to increase student numbers. From the first cohort, five students (50%) graduated in two years, two (20%) are expected to graduate in three (3) years, and one (10%) in four (4) years.

The dropout rate in the first cohort was 20%. Students withdraw primarily because of their career changes. The optimal number of students in the programme should be 20 to 30, with an intake of 15 and 20 students/year. *To breakeven 10 students are needed. The current number marginally meets the level for a fertile learning environment. This is expressed by teachers and students.*

The programme starts with a residence period where new students are present in Klaipėda. A Graduate Programs Coordinator gives logistical and organizational guidance. The Programme Coordinator of the MA in International Management programme organizes orientation sessions during residency at the start of the first term. *The orientation phase gives students an overview to the programme, the library, the computer labs, and other logistical on-campus details. The programme director explains course information, such as the logic and aims of the courses.* Students become acquainted with the Moodle online platform to facilitate optimal use of technology. The orientation includes information on thesis planning and expectations for online learning. Group activities, community lunches, and interaction outside of the classroom all

support effective student orientation. The Graduate Programme Coordinator provides ongoing support for students via email once they leave the campus.

Also every new term starts with a residence week (7 days) in Klaipeda where students are instructed by their teachers, who are also staying on the campus. They are informed about the teaching method, the content, the LO of that course and about the assignments they have to do in that term (often one assignment per week), and about the assessments.

After the residence week, contact between teacher and students for the rest of a term is mainly online. That could be in form of posting videos, presentations, and using collaborative platforms (such as blogs, websites, or chat forums). Other tools that instructors can employ include online feedback on papers with embedded rubric (using TurnItIn), audio clips, smart phone apps, interactive transcripts, online voice recording response, and videos. Students appreciated that one teacher presented a video of his lectures for students' later use.

The mental and physical support of students is comprehensive. Students feel encouraged and supported to achieve the LO. Individual, personal problems can be discussed at any time with teachers or responsible persons of the management.

In addition to the personal advisor, a thesis handbook supports writing the final paper (min. 60 pages). A copy of Thesis Handbook is available on the university WebSite: <https://www.lcc.lt/wp-content/uploads/2016/11/M.-A.-in-Int-Mgt-Thesis-Handbook-Final-2016-2017.pdf>. A software is applied for checking plagiarism in assignments. The final thesis is checked by 100 %.

The system of assessing is transparent and adequate to judge the achievements of the LO. Students have the opportunity to make complaints and suggestions for improvements. The internal quality assurance is effective and efficient.

Students are provided with information to take part in mobility programmes, but as most of the students are working full-time, student mobility is very limited. The advantages of online contact permit students however to complete their assignments in time and to respect deadlines.

In summary, the study process shows clear admission criteria and includes a well prepared personal instruction into every term (residence period). The process is supported by close contacts to teachers and in addition by a good IT infrastructure (e.g. electronic platforms) This permits respecting timelimits although most of the students are working full-time. The study process offers flexibility to students in choosing courses.

2.6. Programme management

The main administrative bodies responsible for the MA International Management and taking part in the decision-making process with their main functions are:

Programme Director provides leadership including

Student admission

Programme development

Curriculum

Faculty recruitment
Graduate Programme Coordinator manages
Teaching load
Overseas student advising
Logistical issues of the programme
Coordination and consistency in graduate studies

The Graduate Programme Coordinator supports leadership for carrying out the programme of MA International Management. He works closely with International Business Administration Department Chairperson, the HR department, the Registrar's office, and the Admissions office to ensure that relevant information and programme decisions are communicated in a timely manner.

To a large extent the internal organization of the International Management Programme functions informally. Communication channels are not laid down officially. The experts see the need for establishing official channels that could e.g. strengthen the communications among staff, especially among lecturers of different terms in order to increase the coherence of the teacher's team.

The expert team got the impression that the university's organizational structure functions adequately but within the narrow scope of delivering the programme. While the management structure served the needs of initial development and launching of the programme, **it failed to provide a strategy and proper actions for ensuring its sustainability.**

Since the start of the programme in 2014 the number of newly enrolled students decreased from 10 (2014) to 4 (2015) and to 6 (2016). The total number of enrolled students in each year never exceeded 13. It is obvious that the decreased student numbers present a great threat to the programme. **The current numbers marginally meet the level for ensuring an appropriate learning environment** for students.

As LCC defines the optimal number of students in this programme 30 to 40 and the number of students in each cohort 15 to 20, the programme management did not meet their own objectives. *The last cohort of admitted students does not include any Lithuanian. No clear answers were provided to the questions of „what is the target market for this programme‘.* The expert team does not expect a turnaround in future enrolments as no marketing strategy was to be seen that could initiate such a change.

Students, faculty, and administration are represented as stakeholders in the internal quality assurance process and are involved in various decision-making groups. *For each course every term, students complete a course evaluation. These evaluations are summarized and the feedback is given to the individual professors and reviewed by the programme director.* These evaluations are used as one benchmark by which a faculty member can improve the courses. *The results of the annual survey indicate that students of the MA International Management are very satisfied especially with the interactive nature of the courses.* Changes that have been made (2014-2016) because of students' feedback were:

- Delivery
 - o Greater emphasis on consistency between lecturer delivery, and instruction/support for using additional techniques to deliver content online.
- Curricular
 - o Changes were made to the student load for Term II by dividing the research methods course into two sections.

- Structural/administrative
 - o The Thesis Committee reviews thesis I submissions to ensure quality of proposals, and standards of research. Introduction of financial aid for graduate students.
- Academic calendar, etc.
 - o Changes in the residency class schedule were made based on student feedback to allow for greater learning opportunities.

Without downgrading the work done regarding the exploitation of stakeholders' feedback for programme improvements, no attention was paid to seek information that can support a strategy for programme sustainability. The issue of student decline to appoint that damages the quality of the programme was not addressed during the review period.

Academic decision-making guidelines which describe the decision makers and the decision making processes are included in the Internal System of Quality Assurance document (<http://www.lcc.lt/wp-content/uploads/2012/09/Internal-Quality-Assurance.pdf>). The documents reflects the strategy of the LCC regarding continuous improvement, and describes specific processes regarding Program Review and Monitoring, Assessment of Students, Quality Assurance of Teaching Staff, Learning Resources / Student Support, Information Systems, and Public Information in a very clear and effective manner.

The existing QA procedures do not refer to the decision making process in the case of dual degree programme such as the one under review. The expert team did not receive clear answers as to the "ownership" of the programme regarding its future academic development. For example, the response to the question "What happens if the partner university wishes to change / replace some of their MBA modules that are part of the IM programme" was that "it will be worked-out between the two institutions".

Information about the programme is public (on the site of LCC University) and easily accessible to prospective students. Though, certain points should be cleared so that prospective students are not misled. Indicatively: It is communicated to students that the programme International Management would be awarded with two titles – an MA of LCC and an MBA of Taylor University. The expert team got the impression, that the programme management did not investigate the consequences that might occur from national or international regulations regarding the academic recognition of the foreign awards, especially when two titles are offered for the same study period from two different universities. Taylor's MBA is described as "widely recognised" (<https://www.lcc.lt/home/academics/masters-degrees/mba/>), while this MBA programme is only offered to specific LCC students (<http://www.taylor.edu/academics/graduate/master-business-administration/index.shtml>). It is stated that students upon completion will qualify to receive two diplomas, but this is conditional (according to subject descriptors, credits can be transferred to MBA only if the grade is 6 or higher).

Overall, the structure of programme management is transparent because of successful implementing responsible bodies (e.g. Programme Director, Graduate Programmes Coordinator). The internal quality system is effective. A clear feedback system, quick reactions on proposed improvements and detailed Quality Handbook support quality assurance. There are however serious weaknesses. There is no marketing strategy. Complementary marketing activities are also

missing– at least are not mentioned in the SER or have been reported during the sight visit.. Even, an analysis of the market does not exist. As a consequence the learning process is put at a risk (low student numbers limit the interaction and the development of multicultural environment). Furthermore, the Programme Management did not take into consideration the international regulations that have to be respected when offering a programme with another university, and which at the end lead to two different titles.

2.7. Examples of excellence *

An example of excellence is the internationality of the programme and the mode of carrying out the programme. The internationality is reflected in all elements of the programme: teachers are by 90% Americans and the majority students (although a small number) are from countries outside of Lithuania. The programme is fully taught in English.

The programme is, to a large extent, a distance-learning programme whereas the contact elements assure a close relation between teacher and students and support the development of a group feeling.

III. RECOMMENDATIONS

1. The programme needs at first an analysis of the reasons for the weak performance after the start in 2014. The weak performance is to be seen in the low number of enrolments and in the low number of applicants that could be turned into students. As, the reason might not be in the programme but in the lack of a strategy and the missing of application of appropriate instruments (e.g. price strategy), **the management team should spend serious effort in developing an overall strategy for the programme.**
2. LCC needs a clear definition of their target group and a strong-targeted marketing support. It has to be clarified why LCC did not acquire Lithuanian students (2016) although they are based in Klaipeda. Marketing activities are also part of Programme Management.
3. A more intensive contact to social partners has to be established. Klaipeda with more than 150.000 inhabitants and a port should offer opportunities for thesis topics and jobs for graduates. Social partners should be involved in improving the programme. If Social partners are excluded, there might be a danger that because of the predominant American influence at LCC (Management and Teacher) interests of the Lithuanian economy are not met.
4. It should be considered to increase the time students stay in the USA. The fact that most of the students are working full-time might however prevent that. Only under this condition, the programme could be announced as programme, which is carried out at two campuses. (See: part VI)

IV. SUMMARY

LCC's aim is to offer an international Management Programme that gives students theoretical and practical background to improve their chances on the labour market not only in Lithuania but also in EU and abroad. This programme is offered at a high price range. That applies for Lithuania but also for programmes offered in Europe. (Of the 4 students the expert group met, 2 were paying the programme themselves, 2 got a scholarship)

To achieve the objectives, the programme is internationally oriented. The programme is fully taught in English. A partnership with Taylor University, Indiana, USA was agreed to enrich the programme with elements from Taylor. Most of the teachers are mainly from the States (90%). They are highly qualified and committed.

The programme is carried out as distance learning programme with residential periods to build close relations between teachers, students and the administration. This study mode is favoured by students, because most of them are working full-time. This mode guarantees them the most flexibility in planning their study. A short stage of one week is agreed with Taylor that students get an insight into American companies (Global Business Tour). An expansion of this stay would strengthen the internationality of the programme.

The facilities for a blended learning programme are praised by students and teachers. They represent the state of the art, they are numerous and easy accessible. Also other study related facilities (class rooms, library) and environmental facilities (dormitories, sport & fitness halls) support a favorable learning climate.

Contact to Social partners is weak. They could become important partners. They could act as incubators who give incentives for the further development of the programme and who establish economic relationships between LCC and the Klaipeda economy. Without collaboration with Social partners, the influence and the importance of the Lithuanian economy might not be considered.

A crucial point however is to offer a programme that meets the requirements and the regulations of the EQUAL Guidelines (See. part VI)

V. GENERAL ASSESSMENT

The study programme *International Management* (state code – 621N20033) 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	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	2
	Total:	18

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

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

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

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

Grupės vadovas: Team leader:	Pandelis Ipsilandis
Grupės nariai: Team members:	Jürgen Bruns
	Craig Thompson
	Mantas Jonauskis
	Ugnė Jakubauskaitė

According to SKVC grading system the programme MA Management International could be accredited.

VI. ASSESSMENT REGARDING CONFORMANCE OF THE “DUAL - DEGREE AWARD” TO STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA

Within the scope of our assignment, the expert team presented their conclusions about the quality of the Master's in International Management programme offered by LCC in parts I-V of this report.

The programme is delivered in cooperation with Taylor University of Indiana, USA. As explained in previous sessions, this is a double degree programme and students are awarded both a Master's Degree from a Lithuanian University and an MBA degree from a USA University. LCC and Taylor heavily promote this fact as unique selling proposition (USP) in all publications (prospects, Websites etc.).

It is of course outside the scope of this review to draw conclusions about matters related to the Taylor MBA, but since this offering of two degrees has been noted as the main reason for students selecting this programme, it has to be made sure that this cooperation meets all international quality standards. At the same time it should be clear to students whether the degree they receive from the partner University is recognized as a 2nd cycle postgraduate degree in Lithuania.

As the peer group has identified several issues against an accreditation, we therefore would like to bring to SKVCs attention certain aspects below and to check them under Lithuanian laws and regulations

1. According to the EQUAL Guidelines, Master and MBA are study programmes meeting the descriptors of level 7 of the European Qualification Framework (EQF).

<http://ec.europa.eu/ploteus/content/descriptors-page>

However, the two types of programmes represent two totally different orientations. Master is a consecutive programme, following a bachelor programme. It concentrates on certain fields e.g. Marketing, Human Relation, Taxation, etc. An MBA is a further education programme for professionals having 2 – 5 years of work experience. *“In most cases it is designed to be suitable for those without a prior degree in a management subject, in addition to those with a management degree... „An MBA programme should be intellectually demanding and critically reflective, requiring a substantial personal investment in terms of commitment and effort. It should be designed to incorporate a combination of intellectual academic rigour and practical application”....”The designation ‘MBA’ should be used sparingly for qualifications that fit this definition”.*

http://www.fibaa.org/fileadmin/files/folder/FIBAA-FBK-PROG/EQUAL-Guidelines_2014.pdf

For an MBA special criteria concerning admission criteria, content and intended learning outcomes, designation and characteristics of the study programme according to the EQUAL Guidelines have to be met. A Master of Business Administration requires an independent study programme with own curriculum, not just a “piece” of some other Masters' programme.

SKVC should check whether according to Lithuanian law an MA and MBA could be awarded in principle as a dual degree.

2. As Taylor is not accredited with a standalone MBA in the USA (see: 7) (and not in Lithuania where an MBA was not an eligible option until the end of 2016)

It has to be checked whether the Taylor MBA is academically recognized in Lithuania by SKVC.

3. The published “Core requirements through LCC” and “Core Requirements through Taylor” are not in line with the Programme Structure of LCC.

LCC Program Structure				Core Requirements through LCC Int. Univ. Core Requirements through Taylor University		
	Course Number	Course Title	Credits	Hours	Course Number	
Term I	MGT 510	Global Marketing & Business Culture	6	3	MGT 510	Global Marketing & Business Culture
Residency at LCC	MGT 520	Organizational Design & Change	6	3	MGT 510	Organizational Design & Change
Lithuania	MGT 580	Management Theory & Strategy	6	3	MGT 610	Management Theory & Strategy
Term II	MGT 530	Financial Management Performance	6	3	FIN 610	Financial Management Performance
Residency at LCC	MGT 541	Business Research Methods & Metrics I	3			
Lithuania	MGT 590	Leadership & Ethics in Business Strategy	6			
Term III	MGT 542	Business Research Methods & Metrics II	3			
	MGT 690	Thesis Work I	6			
Term IV	ACC 610	Strategic Cost Management	6			
Residency at TU	MGT 620	Business Creativity & Innovation	6	3	MGT 535	Business Creativity & Innovation
Indiana	MGT 650	Global Business Study Tour	6	3	ITB 515	Global Study Tour
Term V	MGT 691	Thesis Work II	12			
	MGT630	Human Resource Development	6	3	MGT 680	Human Resource Development
	ECO 610	International Economics & Finance	6			
Term VI	MGT 692	Directed Research: Thesis Work and Defense	12	3	MGT 692	Directed Research: Thesis Work and Defense
		Total	96	3	MGT 515	Ethics and Decision Making
				3	MGT 575	Research and Analysis
				3	ACC 510	Managerial Accounting
				3	ECO 510	Global and Economic Environment
				36		Total

Source: <https://www.taylor.edu/academics/graduate/master-business-administration/>
LCC, SER Tab. 5

There are 4 courses listed on Taylor’s Website as contribution to the programme that do not exist in the SER of the LCC.

According to the peer group, the contribution of Taylor University to the programme (18 hours) is too small and too limited to meet the requirements of an MBA according to EQAL.

It has to be checked by SKVC whether Lithuanian regulations would permit that.

4. There is no transparency in the programme presented to the students and the public. The wording in the SER (paragraph 18) is as follows: „*The collaborative partnership with Taylor University provides opportunities for the LCC MA in International Management students to enroll and qualify for an MBA issued by Taylor University*“.

Students are not notified that the MBA degree may not be recognized in Lithuania. So a Lithuanian HEI promises students a degree that may not be recognized by Lithuanian authorities.

It is not correct that students get the „*opportunity to enroll for an MBA*“. As term IV is a part of the programme students do not have to enroll. They have already enrolled at LCC and therefore participate automatically in term IV. They also do not have to „*qualify for an MBA*“. As term IV is an integrated part of the LCC programme students would not receive their Masters' degree without taking part in term IV.

The statement is not correct and therefore it is the opinion of the panel that students are misled by this wording.

5. According to Taylor University „*Students start on a MA in International Management degree through LCC International University and then transfer into the MBA programme through Taylor University*“.
<https://www.taylor.edu/academics/graduate/master-business-administration/index.shtml>

The wording gives the impression as if students *start* at LCC for the first part and then are *transferred* to do the second part at Taylor. *It must be clearly expressed that they go to Taylor just for a week and then return to Lithuania. This is not more than an excursion.* Students who might not get access to the USA because of recent political decrees declared that LCC tries to find a solution that they don't have to go to Taylor (perhaps they go on a study tour to Germany) and nevertheless will get their MBA. *This proves the incorrectness of the statement on Taylor's WebSite. The present wording can be considered as deception.*

6. According to the SER (Paragraph 18) *Taylor's academic programmes are overseen and accredited by Higher Learning Commission* (<https://www.hlcommission.org>)

The *Higher Learning Commission* publishes the following Accreditation Information:
 Taylor University, 236 W. Reade Ave. Upland, IN 46989-1001 (765) 998-5201
<http://www.taylor.edu>

Current status: Accredited

Most recent reaffirmation of accreditation: 2010 – 2011

Next reaffirmation of accreditation: 2017 – 2018

Degree programmes (number in each category): Associates (5), Bachelors (109), Masters (2).

The College Navigator of *The National Center for Education Statistics (NCES)* gives additional detailed information about the types of accreditation of Taylor University:

Business, Management, Marketing, and Related Support Services	Bachelor	Master
Accounting	8	
Business Administration and Management General	20	5
Business/Managerial Economics	4	
Finance General	19	
International Business/Trade/Commerce	5	
Marketing/Marketing Management, General	16	
Category total	72	5

<https://nces.ed.gov/collegenavigator/?q=taylor+university&s=IN&id=152530>

According to this table, Taylor University is accredited for Business Administration and Management General. **However according to Taylors's Website MBA is a programme only made up for the LCC students. No students are enrolled in this programme in the USA. Taylor University obviously does not offer a standalone MBA.**

As mentioned under 4. the contribution of some selected courses does not justify awarding an MBA according EQAL guidelines.

SKVC should ask for details concerning the MBA accreditaion in USA.

7. LCC should no longer publish the following statements, because phrases are misleading or incorrect
 - "The dual degree programme that started in August 2014 offers an M.A. in International Management programme and an M.B.A. from Taylor University (Indiana, USA). This well-respected programme is carried out on both LCC's and Taylor's campuses with students attending from all around the region and North America".
<https://www.lcc.lt/home/admissions/apply-masters/>
This wording does not mention that the programme is carried out only one week on Taylor's campus. This has to be considered as deception.
 - Student's quote in the brochure: LCC International University. M.A. in International Management|M.B.A.
„I choose the programme because there is no other programme like this in the world. No other programme offers you two master's degrees. You get both an M.B:A. and an M.A.and at the same time I don't have to quit my life to get those degrees...”
 - LCC brochure p. 51 „Challeging Minds, Transfforming Lives“
„The collaborative M.A. in International Managment/M.B.A ... is carried out on both LCC's campus (one session held on Taylor's campus)...“
This wording gives the impression as if Taylor's campus is an LCC campus. It gives furthermore the impression as if a full term would be carried out on Taylor's in the USA)
8. The LCC management has qouted several times that they have the lead in the cooperation. They decide e.g about the programme, programme alterations or teachers.

Due to the fact that 9 of 10 teachers are Taylor/USA teachers and part of the management was part of former TaylorUniversity management SKVC should ask for the cooperation contract to check whether LCC is not just a subsidiary of Taylor University.

According to the EQUAL Guidelines "Master" and "MBA" are two post-graduate programmes meeting the descriptors of level 7 of the European Qualification Framework (EQF). However MA and MBA are two different study formats with different requirements that cannot be combined in one study programme and cannot be awarded neither with a joint nor with dual degree. Students of LCC are promised however to get an MA and an MBA. If this MBA would be recognized as a Master's degree in Lithuania a joint Master of International Management could be awarded.. If not, students are misled, unless this is explicitly stated.

**LCC TARPTAUTINIO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ
PROGRAMOS *TARPTAUTINĖ VADYBA* (VALSTYBINIS KODAS – 6211LX004,
621N20033)**

2017-07-04 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-150 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

LCC Tarptautinio universiteto studijų programa *Tarptautinė vadyba* (valstybinis kodas – 6211LX004, 621N20033) vertinama teigiamai.

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

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

LCC tikslas – siūlyti tarptautinę studijų programą *Tarptautinė vadyba*, kuri studentams suteikia teorinę ir praktinę pagrindą siekiant pagerinti jų galimybes darbo rinkoje ne tik Lietuvoje, bet ir Europos Sąjungoje bei kitose šalyse. Šios studijų programos įmokos yra didelės. Tai taikoma ir Lietuvai, ir Europoje siūlomoms studijų programoms (iš 4 studentų, su kuriais susitiko ekspertų grupė, 2 mokėjo patys, 2 gavo stipendijas).

Norint pasiekti studijų tikslus, programa yra orientuota į tarptautiškumą. Visa studijų programa dėstoma anglų kalba. Drauge su partneriu Teilorio universitetu iš Indianos

valstijos, JAV, susitarta papildyti studijų programą ir įtraukti Teilorio universiteto elementų. Dauguma dėstytojų yra iš Jungtinių Valstijų (90 proc.). Jie yra aukštos kvalifikacijos ir pasišventę darbui.

Studijų programa vykdoma nuotoliniu būdu, įtraukiant studentų apsistojimo laikotarpius, kuomet siekiama sukurti glaudžius dėstytojų, studentų ir administracijos ryšius. Šiam studijų būdai pritaria studentai, nes dauguma jų dirba pilnu etatu. Toks nuotolinių studijų būdas jiems suteikia galimybes lanksčiai planuoti studijas. Sutartas trumpas vienos savaitės etapas su Teilorio universitetu, kad studentai galėtų supažinti su Amerikos kompanijomis (*Global Business Tour*). Šios kelionės pailginimas sustiprintų studijų programos tarptautiškumą.

Studentai ir dėstytojai džiaugiasi mišraus mokymosi studijų programos materialiaja baze. Ji yra šiuolaikiška, pakankama ir lengvai prieinama. Be to, kitos su studijomis susijusios patalpos (auditorijos, biblioteka) ir paslaugos (bendrabučiai, sporto ir kūno rengybos salės) padeda sukurti palankią mokymosi aplinką.

Ryšiai su socialiniais partneriais yra silpni. Socialiniai partneriai galėtų tapti svarbūs šioje programoje, įmonės partnerės galėtų veikti kaip inkubatoriai, skatinantys tolesnę studijų programos plėtrą ir leidžiantys užmegzti ekonominius ryšius tarp LCC ir Klaipėdos verslo. Be bendradarbiavimo su socialiniais partneriais Lietuvos ekonomikos įtaka ir svarba šiai programai gali būti neįvertintos.

Esminis dalykas – siūlyti studijų programą, atitinkančią EQUAL gairių reikalavimus ir reglamentus (žr. VI dalį).

<...>

III. REKOMENDACIJOS

1. Pirmiausia reikia išanalizuoti prastas studijų programos veiklos priežastis nuo 2014 m. pradžios. Prastą veiklą rodo mažas priimtųjų į studijų programą ir pareiškėjų, kurie galėjo tapti studentais, skaičius. To priežastis gali būti ne pati studijų programa, bet strategijos ir tinkamų priemonių (pvz., kainos strategijos) nebuvimas, todėl **vadovybė turėtų tam skirti daug dėmesio ir sukurti bendrą studijų programos strategiją.**
2. LCC turi aiškiai apibrėžti savo tikslinę grupę ir aiškiai suformuoti rinkodarą. Reikia išsiaiškinti, kodėl LCC nepriėmė Lietuvos studentų (2016 m.), nors jie įsikūrę Klaipėdoje. Rinkodaros veikla – studijų programos vadybos dalis.

3. Užmegzti glaudesnius ryšius su socialiniais partneriais. Klaipėda, kurioje gyvena daugiau kaip 150 000 gyventojų ir yra uostas, turėtų suteikti galimybę absolventams rengti baigiamųjų darbų temas ir rasti darbo vietas. Socialiniai partneriai turėtų dalyvauti tobulinant studijų programą. Jei socialiniai partneriai nedalyvaus, gali kilti pavojus, kad dėl vyraujančios JAV įtakos LCC (vadybos ir dėstytojų) gali būti neatsižvelgta į Lietuvos ekonominius interesus.
4. Apsvarstyti, kaip padidinti studentų buvimo JAV trukmę. Dauguma studentų dirba pilnu etatu, todėl gali būti sunku tai įgyvendinti. Tik atsižvelgus į šią sąlygą studijų programa gali būti skelbiama kaip studijų programa, vykdoma dviejuose universitetuose. (žr. VI dalį).

<...>

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