



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Aleksandro Stulginskio universiteto
ŽEMĖS ŪKIO VERSLO VADYBOS PROGRAMOS
(621N20014)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF AGRICULTURAL BUSINESS MANAGEMENT
(612N20014)
STUDY PROGRAMME
at Aleksandras Stulginskis University

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Žemės ūkio verslo vadyba
Valstybinis kodas	621N20014
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2) Iššęstinė (3)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos magistras
Studijų programos įregistravimo data	1997 05 19

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	Agricultural Business Management
State code	621N20014
Study area	Social Sciences
Study field	Management Studies
Kind of the study programme	University Studies
Level of studies	Second
Study mode (length in years)	Full-time (2), Part-time (3)
Scope of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master in Management
Date of registration of the study programme	1997 05 19

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I. INTRODUCTION

Aleksandras Stulginskis University (ASU) offers a second level university study programme on *Agricultural Business Management* (ABM) since 2002. An external evaluation was performed in 2005 by an international expert team. The programme received full accreditation in 2005 and that has been extended in 2009 till the end of 2013.

This is the evaluation Report of the Master study programme *Agricultural Business Management*. There are both full-time (2 years) and part-time (3 years) modes of studies on this programme with 120 ECTS credits. This programme is one of five Master programmes in Social Sciences carried out of the faculty of Economics and Management (Faculty) and is governed by the Dean's office and coordinated by the Institute of Business and Rural Development Management (Institute). The Institute is also responsible for another Master programme, named *Administration of Rural Development*.

A team set up by the Dean of the Faculty produced the self-evaluation report (SER) in January, 2013. Professor Adele Astomskiene headed the team of seven senior staff members, one employer representative and one student representative were included.

The external evaluation of the programme has been done by an international team of experts led by Dr. Michael Emery (UK, Director of International Higher Education Evaluations for Quality and Standards, former Her Majesty's Inspector for Higher Education); the other team members were Dr. Jörgen Ljung (Sweden, Professor of Management, International Coordinator at Linköping University), Eneken Titov (Estonia, Expert for Estonian Higher Education Quality Agency, Estonian Entrepreneurship University of Applied Sciences), Dr. Neringa Ivanauskiene (Lithuania, Associate professor, Vice-dean of Academic Affairs at ISM University of Management and Economics), Rasa Bartkute (Lithuania, Head of Cultural Activities Management Department at Vilnius College), and Justas Nugaras (Lithuania, PhD student, former SKVC member of the board, former students representative for higher education reform at National Students Representation, former president of Student union of Vilnius Gediminas Technical University). The site visit to the campus in Kaunas was held on October 2, 2013.

The expert team thanks the staff, students and stakeholder (social partners) for their cooperation during the site visit. All meetings were held in English and were extremely cordial.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The aims and learning outcomes (LOs) are publicly available via a variety of means. There is a publicity system for external communication including the University's websites. The objectives of the programme (aims) are the following (taken from the website) "To train masters in the area of Management, who are capable of innovative and responsible performance of managerial functions in agricultural and related infrastructure businesses and organisations of the private and public sector and to continue in doctoral studies" (www.asu.lt/ev/vkpv/en/57070).

In the SER is reported that one of the most effective methods of publicizing study programmes at the ASU is the international exhibition "What you saw...." and environment and forestry

exhibition “Solution circle”. These exhibitions are opportunities for both students and lecturers to get acquainted with business problems, implementation of innovations and to market the education, which is offered from ASU.

ABM programme is oriented towards the education of career specialists and agriculture business managers of the highest qualification. The SER says that structure and content of subjects are fundamentally different from other second cycle study programmes in Lithuanian universities in the area of management studies. ABM is the only master programme of the area of management studies offering not only high-level innovative competencies, but also ability to implement these competencies in specific fields of agriculture. However an examination of the programme’s study plan shows that only two courses have titles corresponding to agriculture. The Expert team was told during the site visit that examples and cases have their focus on agricultural specialization and that many teachers have practical agricultural experiences. The practice is in many cases directly related to agriculture.

The last revision of the goals and outcomes of the ABM programme was performed in 2011 when taking into account the results of analysis of the demand of specialists in the agriculture sector up to 2016 on the request of the Ministry of Agriculture of the Republic of Lithuania. The SER shows that the demand of specialists who are able to provide services in agriculture studies and research in the field of trade in food products will increase in the future.

A majority of the lectures are carried out by the professors in the Faculty, who seems to have international connections, both in visiting other universities and welcoming international guests. That gives a sign that the Faculty are open for influences and hopefully that have an input for the education as well. The international dimension in the programme is however not strong, no courses are taught in English and just a few students go to other universities abroad. No lectures in English have been offered, according to the students.

The length of the ABM programme is 120 ECTS credits, which is the maximum for master's studies under the Lithuanian law. The Expert team have noticed in the SER and discussed during the site visit, with respect of the experience of the EU states, employers' requirements, and students' expectations, that the study programme is going to be cut down to 90 ECTS credits, i.e. from 4 to 3 study terms in full-time studies and from 6 to 5 terms in part-time studies, which will be done by updating the thematic areas of the subjects and changing teaching methods.

The programme aim and LOs are indicated in the SER and also on the programme website. In overall the information indicates that the studies in this Master programme has a high level of qualification. The LOs contain the necessary knowledge and skills required of the programme’s graduates for a Master degree from the programme. The Faculty member’s international awareness is explained but there seems in reality to be little of internationalization for the students. The employers and alumni could be used more formally to advise regularly on the aims and LOs. Language of instruction is Lithuanian and/or Russian.

The name of the programme “Master of Science in Agricultural Business Management” is named in the website as “Agribusiness Management” and make a clear distinction to the other master programme “Administration and Rural development”, from the same Institute.

The structure, volume, and sequence of subjects in the programme are focused on studies of business management to achieve good knowledge in science and agriculture, which prepare the students for innovative and responsible work in agricultural and related infrastructure businesses and organisations of the private and public sector or enable them to continue in doctoral studies. However it is obvious that the students are more focused on work in the public sector than in

direct agricultural management. The studies of Strategic Business Management and Scientific Research Methodology allow the master students to have the opportunity to select either Doctoral studies or continue to work in more practical areas.

2. Curriculum design

International accreditation of the ABM programme in 2005 coincided with essential changes in the labour market and global professional activities after Lithuania joined the European Union. The SER says about the evaluation in 2005 that “*Observations made during peer evaluation were important stimuli for further improvement of goals, structure, content and expected outcomes of the programme. Most courses in the programme seems to be general business studies not specific Agricultural and Rural Development, the titles of the courses can be misleading but that needs a clarification in order to make it more specific in relation to the programme*”. A number of students admitted from other universities (with less or no agricultural or Rural development background) can lead to a weaker understanding of the programme in itself and not the in-depth education. During this evaluation the Expert team can see that there is still a need for clarifications in order to make the programme more specific. More can be done to describe the specific and unique contribution of this programme. The Expert team were told that the examples, case studies and practice have a direct agriculture application.

The study programme complies with the legal requirements from the Minister of Education for degree awarding of a Masters degree programme. For example; the working hours for the student and the transfer to the ECTS measurements of credits (120 credits for 2 year) meet that requirement. No more than 5 subjects / courses of each 6 ECTS credits can be taken per semester.

The Expert team have evaluated completeness and compatibility of subjects in the programme, which involves 22 subjects that are taught by 11 lecturers that actively communicate and cooperate, share their experience and discuss the content of the courses.

Subjects are presented in a logical sequence with the exception of the optional subjects. The scope of the subjects, the position in the study plan reflects the attainment of the aim for the programme and its intended LOs. The Table 1 in the SER indicate a consistency for both the four semester full-time programme and the six semester part-time mode. There is a focus on theoretical and general subjects; only two of the courses seem to have a focus on agriculture. The Master thesis consist of one full semester and a minimum of two courses are designed for Scientific Research Methodology. If the track for Doctoral studies are chosen it can be up to three courses in methodology. Depending on the previous studies at ASU (first cycle) there seems not to be any repetitive or overlapping courses.

The ABM programme is designed to progressively increase the students' knowledge starting with general courses in the first two semesters, the completion of which is necessary for continuation to courses that involve higher scientific level of business management, and gradually proceeding to subjects that deal with higher level tasks. During the first semester, full-time students are taught four subjects, and part-time students are taught two subjects. Preparation for doctoral studies and preparation for practical activities areas were included according to changes in the Description of General Requirements for Programmes of Master's Studies approved 2010.

Considering expectations of employers topics of subjects and study methods are coordinated in such a way to stimulate students to go deep into business and science innovations and changes related to study subject and to use acquired knowledge and skills. Topics are selected in a way to penalizing studies not only classic theories, but also emerging modern trends and changes, i. e.,

Management of innovations and projects, Business information systems, Business strategic management. However, the lack of the international dimension in the programme is a weakness.

One aspect taken into consideration is the cooperation with academic, social, and business partners. More than 70 contracts including agreements on cooperation in the study process have been signed and have made a significant contribution to the update and improvement of the study programmes and the programme change processes.

The structure, volume, and sequence of subjects in the study programme are focused on studies of cutting-edge in science and agriculture, which prepare the students for innovative and responsible work in agricultural and related infrastructure businesses and organisations of the private and public sector or enable them to continue in doctoral studies. The studies of Strategic Business Management and Scientific Research Methodology allow the master's students in this programme to expand their competences and knowledge.

Agricultural science and technology are revealed through topics and content of the taught subjects. Although 60 credits (10 subjects) are allocated for studies on advanced level, innovations of management are revealed through all study subjects by carrying out both scientific and applied research. During the Practice module the students can apply innovation management concepts in agriculture and its infrastructure organizations.

3. Staff

It is mentioned in the SER that the demand for specialists who are able to provide services in agriculture studies and research in the field of trade of food products will increase in the future. In Lithuania 7,9% of the workforce can be related to the agriculture sector, compared to the EUs 5,3%. As it was told in the previous evaluation in 2005 the staff need to give more attention to strategic decisions as this industry may undergo a radical change during the coming 5-10 years. This recommendation will stay even after this site visit in 2013. The staff (professor, lecturer etc.) has to create a higher level of standard to meet the requirements of the 21st century.

Subjects in the programme are taught by lecturers with a PhD degree and with the title of professor. Of them who were teaching in the programme 2011/2012 eight are listed on the website as academic staff. It is an accepted number of lecturers with good qualifications. On the other side there is a turnover of Faculty, which can give new perspectives for development of the programme.

The majority of lecturers involved in the programme previously worked in the Department of Business Management that was integrated into the Institute of Business and Rural Development Management in 2012. Lecturers' selection for teaching of particular subject is based on his/her qualification and competence. However the Expert team sees that the learning outcomes for the programme and even so the courses could be more specific and less general.

In recent years 11 lecturers participate in the programme. Several lecturers who participate in the programme are guiding scientific research activities, the innovation practicum and the preparation of the final thesis. There should not be any problem to make the learning outcomes easier to measure for students and for external reviewers.

During the whole period of self-evaluation the scope of the programme according to the structure of the staff met requirements of the Lithuanian Law of Science and Education In 2010/2012 50% of subjects were taught by professors. During the next year this indicator decreased due to retirement of lecturer older than 71 year. On the website for the Institute of Business and Rural

Development 13 of 25 have a PhD degree and 12 has a lecturer qualification. There is no difference to the facts in 2013.

Permanent turnover takes place among lecturers involved in the programme. Lecturers' turnover is caused by variety of reasons: some lecturers retired and were replaced by others, change of workload in other programmes, elective subjects, several lecturers were promoted over the analysed period. It is worth mentioning the impact of staffing on the need for a critical mass to make the teaching establishment fully effective.

The turnover of lecturers in the study programme reveals a trend towards a decrease in the numbers of professors teaching in this programme. This fact makes it essential to encourage the programme lecturers to get certified for the position of a professor. Quite a big impact on lecturer's turnover is personal ageing. Lecturers involved in the programme by age in 2007-2012 are presented in table 4 and this indicates that in the last year no lecturer is over 60 years of age.

Lecturers involved in the programme participate actively in scientific project activities and caring for ordered research projects. Lecturers improve their pedagogical, methodological and subject qualification during various courses, workshops, and training in Lithuania and abroad. Scientific competence of teaching staff was improved due to three doctoral theses in the field of social sciences defended in 2006-2012, winning tenders for three projects of the Research Council of Lithuania and participating in the international scientific conferences. Four lecturers have visited scientific conferences abroad and 12 conferences in Lithuania but just a few have participated in scientific projects.

The composition and qualification of lecturers in the programme complies with the requirements of legislation governing the staff composition of master's studies and they are sufficient to achieve the objectives of the study programme. The Faculty invites lecturers from other universities to replace retired lecturers in this programme. However, there are lecturers who teach three subjects of the programme. High teaching workloads prevent such lecturers from active participation in scientific projects.

4. Facilities and learning resources

The renovation of one building will be finished during this year 2013/2014 which will give new facilities for lecturers' office. During the site visit the expert team were informed of the project.

There are enough classrooms and other facilities for the students in the programme. A majority of the classrooms have been renovated during 2007 – 2012. All classroom used for teaching are equipped with computerized teaching workplaces and multimedia. Wireless Internet connection is implemented in the faculty.

During 2007-2011 all classrooms used for teaching of students in ABM programme have equipment enough for the studies in the programme. That includes both hardware and software and as well for teaching.

The innovation practicum provided by the ABM programme is executed in enterprises, institutions and organizations. Students carry out their fieldworks in enterprises of agricultural business and its infrastructure: farms and agricultural companies and cooperatives. The programme has 70 contracts with co-operations both public and private. Most of the practice is however located in public organisations, the students stated to the Expert team.

Students of the second cycle of study programme has practicum at the end of the 2nd semester after they were taught Scientific Research Methodology and more than half of subjects, therefore the practicum is considered to be timely and directing students to select to analyse and develop offers based on scientific research (studies) already carried out and to focus on problems that are currently handled by modern science.

The University Library contains books essential for the ABM programme in fields of economic, management and business. Since 2007 updating of the University Library stocks improved significantly; acquisition of new publications funded from EU structural funds allowed to update number of book titles by 20% and lists of various documents by 55%. Scientific research publications, collections of conference presentations and scientific papers are available for students and lecturers through scientific databases that area ordered by the University Library.

18 000 foreign scientific journals are being subscribed every year through 18 foreign electronic databases (and this number constantly increases). There is a need for more recent international books and journals for agribusiness studies, hard copies are still important for student's research.

The University Library in its self is however not up-to-date and a modernization of the library including reading rooms and access to the library have been mentioned in the SR as an area of improvements for the coming year; this is confirmed by the Expert team during the site visit and the team is fully agreed on these improvements.

5. Study process and student assessment

In order to admit students prepared for studies the following persons are admitted for second cycle of ABM studies: persons completing first cycle of studies in the field of management and business administration; persons completing first cycle studies in other fields and passed examinations in basics of management and business administration and/or other subjects of special development with general scope of at least 24 credits; persons completing college (professional bachelor) studies and having at least one year of employment history after acquisition of professional higher education and completed additional studies according to management and business administration programme at a scope of at least 48 credits. Of the applicants 14% come from other universities than from ASU. Over the last years the grades of the applicants have decreased and are now compared to 2007 (from 8,47 to 7,27).

Comparison of the results of students' admission for second cycle studies in 2012 compared with 2007 showed that number of students admitted for ABM Programme decreased twofold. The number of students admitted for full-time studies is fairly stable and changes are small. Part-time students have decreased more. The expert team got the information that no student was accepted for full-time studies in the fall 2013 and 15 part-time students have been admitted. This low number indicates a desire for a new strategy to recruit more students and, if the programme is such unique as said before, emergency action must be taken.

Class-times for full-time studies are set up for late afternoon/evening hours providing opportunities to coordinate work and studies. Duration of lectures is from 3 to 4 hours. In order to provide students the opportunity to carry out research, expert or other activity requiring in-depth knowledge in the field of economics the class-work makes 25% (8 hours of class-work is designated for 1 credit). 94% of admitted students during the years from 2007 to 2012 have completed their studies. Of full-time students 84% have completed their studies.

Like all second cycle students the ABM programme students are encouraged to publish results of their scientific and applied research. Upon an initiative of the Faculty during spring semester the University organizes a yearly students' scientific conference "Young scientist".

Only one student per year has take part in the ERASMUS programme. It seems that no incoming students follow the ABM programme (no courses are taught in English). As this programme has a unique profile (said in SER) the Expert team strongly recommends that the international perspective of this programme must be increased. Courses taught in English must be prepared. Reading material and examination must be up-to-date for a stronger international dimension. Cooperation with partner universities abroad must be integrated into the study programme.

Information about the ABM programme and its changes is provided to students in various ways. During first days of their studies students are given information concerning the organization of study process, electronic catalogues, information search in the Internet, etc. During the semester at their hours of service lecturers give students' consultations concerning their studies. Students are also consulted before every examination. Lecturer gives their consultation at their workplaces, via Internet or telephone. In 2005 a Career Centre was established in the University.

Final thesis of the second cycle university studies assessment board is established by the Rector's Order. Defence of the final thesis takes place at the board consisting of five members. A scientist from another institution is invited to be a Chairman of the board; two of the members of the board are scientists of the Department, one member is scientist from another department, and one member is a social partner. After this evaluation the Expert team had an understanding that the final thesis is not over marked. Both students and lecturers are fully understanding of the rules to avoid plagiarism. Through a close relation between the students and the Faculty such a problem will not be possible.

Associations between professional activities of graduates and the study programme are very close because majority of graduates are employed in the areas related to the goal of the programme. The nature of the professional activities of graduates complies with the intended purpose of the study programme i.e. to acquire skills they use in their professional activities. According to survey data more than 83% of employed graduates worked within their specialties. However, there is a need to ensure that there is sustainable development and also that environmental care are embedded in this programme of the second cycle in the ABM.

6. Programme management

The programme management efforts are focused towards assurance of conformity between the study objectives and learning outcomes and a balance between the expectations of the labour market and those who are delivering the programme. The University has a system of study programme and internal quality management that has been described and adopted. Information on programme implementation is stored in ASU databases. The processes of programme improvement involve the lecturer, students, graduates, and employers.

A programme committee consist of the programme lecturers and professors pursuing research, representatives of students and social partners have a responsibility of implementing and coordinating the programme. The Committee, as a collegiate body, approves the submitted proposals and forwards these to the Institute, Faculty Dean and Faculty Council. The reorganisation 2012 by replacing the Department of Business Management with the Institute of Business and Rural Development Management can be a correct step, because there is a strong

need of a new market strategy for recruitment of students and to make the programmes more attractive.

As noted, the cooperation with academic, social, and business partners shows that more than 70 contracts including agreements on cooperation in the study process have been signed and have made a significant contribution to the update and improvement of the study programme. This is real essential in developing of the new market strategy to change the number of application and have more students in the programme otherwise there is no real improvement of the programme.

As noted, the turnover of lecturer in the study programme reveals a trend towards a decrease in the numbers of professors teaching in this programme. This fact makes it essential to encourage the ABM programme lecturers to get certified for the position of a professor.

All information about the study process and its quality assessment is made public and analysed in the course of the academic year in discussions with students, the meetings of the Department/Institute, the Council of the Faculty and the academic community.

III. RECOMMENDATIONS

1. The programme structure and contents seems to be more general business studies, not only by name but also in the explanation and course descriptions. When the programme is such unique that must be clearly expressed for all interested in the programme and the LOs should also reflect this. (area 2)
2. The programmes lecturer (professors and all lecturers) must discuss how the critical mass can be strengthened in the Faculty. An areas for that is a higher degree of internationalization. In the area of agricultural businesses sustainability and environmental aspects has to be taken on board in the teaching and learning. (area 3)
3. The Library itself is on the way to be updated as well as the offices for the Faculties. After the site visit of the Expert team understands that the building is not enough. What is done with these resources is more essential. The unique profile of Agribusiness must even be more clear from the selection of textbooks and periodicals, not only on general business material. (area 4)
4. Looking over the structure for the study process, the full-time student has more or less evening classes. The idea to reduce the 4 semesters full-time to 3 semesters must be questioned and more formal involvement is needed. (area 5)
5. The Expert team suggests that instead of a reduction, increase the quality, make the education in agriculture focus more on sustainability and environmental responsibility, expand the international profile and cooperate with partners to raise their interest to have more students in the programme. There is a need for more English courses/lectures in the programme. (area 5)
6. A new marketing strategy must be developed in order to increase the number of applications for the master programme. When quality is increased both in the bachelor programme and the master it can lead to more applications. Strengthen the uniqueness of the programme by developing a new marketing strategy. (area 6)

IV. SUMMARY

The master programme in *Agricultural Business Management* (ABM) has been presented in the Self Evaluation Report (SER). That has given the Expert team a good description of the programme and indication that there is a good understanding of the situation. The SWOT analysis, explaining the strengths and weakness of the program is a good sign.

The programme is a unique programme for Lithuania and the only one in the country and with respect to Lithuanian governments comments that the agricultural industry the coming years will undergo an important change, there might be an increasing need for people educated in this field.

The programme managers are to be congratulated that there are students who express their commitment to their studies; these students like the programme and their teachers. But there is a need to become more international, Lithuania is a small country and relying on international trade, and as a member of EU the ABM staff have to understand the importance of being more international. This includes that the staff has to embed more English studies in the curriculum.

The Learning Outcomes (LOs) are important, because they indicate what is supposed to happen and to achieve. The LOs must be fully embedded both in the programme description and in all courses in the programme. The LOs have to be related to the teaching methods and to the examination methods. It is important and generic in relation to the expectations from the graduates and from the employers. It should be very clear to measure the outcomes and see what has been reached.

The student number is not good; it has been higher in the past. During the site visit of the Expert team, it was realized that there is no intake in the master programme, full-time and just 15 part-time this fall. This indicates a great need for a new marketing strategy if not “the unique programme” will be terminated. Therefore the staff needs to carefully look over the marketing strategy to make it possible to attract more students. One thing mentioned during the site visit is that the name of the University is not well known in Lithuania, this is something to think about.

When the final thesis has been assessed the Expert team have realized that they are not over marked, which is good. Both faculty and students are aware of the rules to avoid plagiarism, which is good.

The timetable for the master programme is schedule for late afternoon and evening, because the students have in many cases a full-time work. That reduces the time the student’s can spend on their studies and that is not good for full-time students. The low number of master students underline that the programme needs a new strategy to keep the unique programme attractive. The marketing strategy and even the programme content must undergo an update very quickly.

The new facilities are promising and it is understood that staff and students will be pleased with the planned developments, but more essential is that the performance and academic work in the revised facilities has to be updated. Make sure that any special contribution is on agriculture and not in general management. The programme must focus more on sustainable development with a focus on the agricultural speciality and with adding environmental care as a part of the unique profile.

V. GENERAL ASSESSMENT

The study programme *Agricultural Business Management* (state code – 621N20014) at Aleksandras Stulginskis University is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

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

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

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

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

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

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**ALEKSANDRO STULGINSKIO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ
PROGRAMOS ŽEMĖS ŪKIO VERSLO VADYBA (VALSTYBINIS KODAS – 621N20014)
2014-01-13 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-21 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Aleksandro Stulginskio universiteto studijų programa *Žemės ūkio verslo vadyba* (valstybinis kodas – 621N20014) 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	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	3
	Iš viso:	18

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

IV. SANTRAUKA

Savianalizės suvestinėje (SS) pristatoma magistro laipsnio studijų programa *Žemės ūkio verslo vadyba* (ŽŪVV). Joje ekspertų grupei pateikiamas geras studijų programos aprašymas ir atsiskleidžia geras padėties suvokimas. SWOT analizė, paaiškinanti studijų programos stipriąsias ir silpnąsias puses, yra geras ženklas.

Ši studijų programa yra unikali Lietuvoje ir vienintelė tokia šalyje. Turint galvoje Lietuvos Vyriausybės pasisakymus, jog artimiausioje ateityje žemės ūkio laukia svarbūs pokyčiai, gali būti, kad išaugs išsilavinimą šioje srityje turinčių specialistų poreikis.

Studijų programos vykdytojus reikia pagirti už tai, jog kai kurie studentai deklaruoja savo išipareigojimą studijoms. Šiems studentams patinka studijų programa ir jos dėstytojai. Vis dėlto reikia didinti tarptautiškumą. Lietuva yra maža šalis, pasikliaujanti tarptautine prekyba, ES narė, todėl ŽŪVV personalas turi suprasti didesnio tarptautiškumo svarbą. Tai reiškia, kad personalas turėtų į studijų turinį įtraukti daugiau paskaitų anglų kalba.

Studijų rezultatai (SR) yra svarbūs, kadangi parodo, kas turi įvykti ir ko tikimasi pasiekti. SR turi būti visiškai įtvirtinti studijų programos apraše ir visuose studijų programos studijų dalykuose. SR turi būti susiję su dėstymo ir vertinimo metodais. Tai yra svarbu ir apskritai siejasi su ŽŪVV absolventų ir darbdavių lūkesčiais. Turi būti aišku, kaip išmatuoti studijų rezultatus ir kaip įvertinti, ko buvo pasiekta.

Studentų skaičius nėra geras. Praeityje jis buvo didesnis. Vizito metu ekspertų grupė sužinojo, kad į nuolatinį studijų formos magistro laipsnio studijų programą priėmimas šį rudenį nevykdytas ir vos 15 studentų priimta į iššestines studijas. Tai rodo, kad nauja rinkodaros strategija yra būtina, kitaip „unikalios studijų programos“ vykdymas bus nutrauktas. Dėl šios priežasties personalui reikia atidžiai peržiūrėti rinkodaros strategiją siekiant pritraukti daugiau studentų. Vienas vizito metu minėtų dalykų buvo menkas Universiteto vardo žinomumas Lietuvoje, apie ką reikėtų pagalvoti.

Po baigiamųjų darbų įvertinimo ekspertų grupė suprato, kad jie nėra įvertinti pernelyg aukštais pažymiais ir tai yra gerai. Tiek Fakultetas, tiek studentai žino apie plagiatavimo prevencijos taisykles ir tai yra gerai.

Magistro laipsnio studijų programos tvarkaraštyje paskaitos suplanuotos vėlyvą popietę arba vakare, kadangi dažnai studentai dirba visą dieną. Tai reiškia, kad studentai savo studijoms gali skirti mažiau laiko, o iššestinių studijų studentų atveju tai nėra gerai. Mažas magistro laipsnio studijų programą studijuojančiųjų skaičius išryškina naujos strategijos poreikį tam, kad unikali studijų programa išliktų patraukli. Rinkodaros strategija ir net studijų programos turinys privalo nedelsiant būti atnaujinti.

Naujos patalpos teikia vilčių ir panašu, kad personalui ir studentams suplanuota plėtra bus patraukli, tačiau daug svarbiau yra atnaujinti veiklą ir akademinį darbą atnaujintose patalpose. Reikia įsitikinti, kad ypatingas dėmesys būtų skiriamas žemės ūkio vadybai, o ne vadybai apskritai. Studijų programoje daugiau dėmesio turėtų būti skiriama tvariai plėtrai akcentuojant žemės ūkio specializaciją ir įtraukiant aplinkosaugą kaip unikalios profilio elementą.

III. REKOMENDACIJOS

1. Studijų programos struktūra ir turinys labiau būdingi bendro pobūdžio verslo studijoms ne tik pagal pavadinimą, bet ir pagal paaiškinimą ir studijų dalykų aprašus. Kai studijų programa tokia unikali, tą būtina aiškiai perteikti visiems besidomintiems studijų programa ir atspindėti studijų rezultatuose (2 sritis).
2. Studijų programos dėstytojai (profesorai ir visi lektoriai) privalo aptarti, kaip fakultete galima būtų sustiprinti kritinę masę. Viena iš galimybių tą padaryti galėtų būti tarptautiškumo didinimas. Žemės ūkio verslo srityje dėstymas ir studijos turėtų apimti ir tvarumo bei aplinkosaugos aspektus (3 sritis).
3. Biblioteką ketinama atnaujinti, taip pat ir fakulteto patalpas. Po vizito ekspertų grupė suprato, kad vieno pastato nepakanka. Svarbiau yra tai, kas yra daroma su turimais ištekliais. Unikalus žemės ūkio verslo profilis turi būti dar akivaizdesnis iš vadovėlių ir periodinių leidinių pasiūlos, ne tik verslui apskritai skirtos medžiagos (4 sritis).
4. Panagrinėjus studijų eigą matyti, kad nuolatinį studijų studentams paskaitos vyksta daugiau ar mažiau vakarais. Pasiūlymą sumažinti nuolatinį studijų trukmę nuo 4 semestrų iki 3 reiktų įvertinti kritiškai, reikalingas ir oficialesnis įsitraukimas (5 sritis).
5. Ekspertų grupė siūlo ne trumpinti studijų trukmę, bet gerinti kokybę, žemės ūkio studijose akcentuoti tvarumą ir atsakomybę už aplinkosaugą, išplėsti tarptautinį profilį ir bendradarbiauti su socialiniais partneriais siekiant padidinti jų norą matyti daugiau studijų programą studijuojančių studentų. Studijų programoje turėtų būti daugiau studijų dalykų / paskaitų anglų kalba (5 sritis).

6. Norint padidinti prašymų studijuoti magistro laipsnio studijų programą skaičių reikia parengti naują rinkodaros strategiją. Pagerinus tiek bakalauro, tiek magistro laipsnio studijų programų kokybę bus gaunama daugiau stojančiųjų prašymų. Reikia sustiprinti studijų programos unikalumą parengiant naują rinkodaros strategiją (6 sritis).