



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Aleksandro Stulginskio universiteto
ŽEMĖS ŪKIO VERSLO VADYBOS PROGRAMOS
(612N20006)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF AGRICULTURAL BUSINESS MANAGEMENT
(612N20006)
STUDY PROGRAMME
at Aleksandras Stulginskis University

Grupės vadovas: Dr. Michael Emery
Team Leader:

Grupės nariai: Dr. Jorgen Ljung
Team members:
Eneken Titov
Rasa Bartkutė
Dr. Neringa Ivanauskienė
Justas Nugaras

Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Žemės ūkio verslo vadyba</i>
Valstybinis kodas	612N20006
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4) Iššęstinė (6)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos bakalauras
Studijų programos įregistravimo data	1997 05 19

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Agricultural Business Management</i>
State code	612N20006
Study area	Social Sciences
Study field	Management Studies
Kind of the study programme	University Studies
Level of studies	First
Study mode (length in years)	Full-time (4), Part-time (6)
Scope of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor in Management
Date of registration of the study programme	1997 05 19

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

Aleksandras Stulginskis University (hereinafter referred to as the ASU or HEI) is a state higher education institution. ASU is governed by collegial management bodies, the University Council and the Senate. Rector governs the university and organizes its activities. Functions of the Council, Senate and Rector, are defined by the University Statute, as well as by Rules and Regulations of the University Council and Senate.

Universities scientific and study activities are carried out in 8 academic units (5 faculties and 3 academic centres) serviced by academic, business and infrastructure and administrative units. Units providing services to academic activities act on the basis of the University Statute, legal acts and rules of the unit.

Faculty of Economics and Management is one of five faculties of the University that concentrates social studies domain. At the end of 2012 the Faculty and Center for Rural Development Studies two academic institutes and Entrepreneurship Development Center was established. Six social studies domain programmes of first cycle (bachelor's studies) and 5 programmes of second cycle (master's studies) are carried out in the Faculty. One of them is Agriculture business management programme.

In this report the first cycle (bachelor's studies) programme *Agricultural Business Management* (hereinafter – ABM) is analysed. The report is based on careful studies of the Self Evaluation Report (SER) provided before the visit to HEI in question and on interviews with various stakeholders during the day of the site visit.

The HEI visit took place on Wednesday 2 October 2013 and included a site visit to the campus in Kaunas. The international team of experts was 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. Jorgen 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).

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The aim of the programme is to provide qualified management professionals with a systematic approach to the management of business organizations and capable of working to address agricultural enterprises and organizations management issues in the context of sustainable development, to continue the second cycle studies in the ABM or other programmes. The aim is divided into partial goals reflecting expected learning outcomes (LO):

- to develop a worldview shaping critical individuals with a clear system of values and attitudes necessary for teacher subject activities and personal career;
- to provide business, economics and management knowledge, shaping a systematic approach to the management of business organizations;
- to develop managerial competencies necessary to be able to make responsible agribusiness managerial decisions.

The learning outcomes are divided according to the types of deliverables such as the knowledge, social skills, personal skills, special skills, general skills and value attitudes. According to SER p. 12, there are more than 10 general learning outcomes and a long list of value attitudes which student should gain. There are too many and too detailed LOs for a single study programme. The reason of distinguishing the values and general skills and the other learning outcomes is not reasonable. The LOs are generally too weak – describe, explain, identify etc. The stakeholders (students, social partners, graduates) understanding of the learning outcomes is unclear. Curricular coherence is not fully achieved - the LOs of programme and subjects are weakly connected to teaching and assessment methods and to the aim.

Goals and expected learning outcomes are published via different channels (web-sites of the Faculty of Economics and management of the ASU, web-sites of social partners, different publications (scientific and non-scientific), advertising materials used during the exhibitions, etc). During the first lecture the teachers explain to the students which LOs should be achieved during the studies. Course syllabuses are uploaded in the intranet. All the information about the programme aims and LOs is publicly accessible.

The idea of this bachelor programme is quite unique and all the stakeholders confirmed the necessity of specific programme in agriculture management. Also the HEI is cooperating with different external stakeholders to find out the public need. Agricultural management is an important area for Lithuania and for the Kaunas region. The experts are in opinion that the potential and possible uniqueness are not fully used; special marketing to acknowledge this idea is not done.

The HEI has impressive system of data gathering and also the system of using the results of different stakeholder surveys is described and used sufficiently. The programme aims and LOs are consistent with the type and level of studies and the level of qualifications offered.

The content of the study programme and competences acquired during the studies provide opportunity for students not only to work as managers in the enterprises of agriculture and food production, carry out research or be leaders in the fields requiring in-depth knowledge of consulting and other activities in the field of agriculture, food production and rural development, but also to apply their skills in other areas of the labour market (banking, governmental institutions, enterprises providing services for agriculture sector). Although the possible employment is quite wide, the clear connection to the area of agriculture and management is emphasised. Really worthy of recognition is the high number of graduates and students who act as entrepreneurs.

2. Curriculum design

The HEI has made necessary arrangement to meet the legal requirements and during the evaluation period several fundamental changes were made - structure of student independent work and auditory work has been changed, national credit system transferred to ECTS etc. The present programme meets legal requirements, including the amount of practices, amount of subjects per semester, number of electives, etc.

Study subjects and modules are spread evenly, but the base of spreading is not clear. Four modules are distinguished: general university educational study subjects, basic field and related subjects, practicums and final knowledge checks, determined university electives in the study field and optional subjects. Firstly, the module of specialisation or specific subjects is not distinguished; secondly the difference between general and basic subjects is confusing – for example. *Math and rhetoric* are basic, but *Languages* are general subjects. Also the titles of the modules of the electives (*Pedagogy* and *Economics*) might better reflect the aim and content of the module.

The aim of the programme is quite specific - to train the managers in rural area, but less than half of the subjects (including practices) are directly connected either to management or specific field (agriculture). The majority of the programme is dedicated to the fundamentals – math, languages, economics, fundamental sciences etc. (for example *Math* and *Statistics* all together are 17 credits – 7 % of programme). The remark from previous evaluation was that “There is a case for looking at the balance between business and management and other subjects on some of the programmes, most notably for rural development”. Unfortunately, the improvements made by HEI are not sufficient enough to clearly distinguish the main parts of the programme – general, specific and elective. It could be stated that the general management subjects lack innovativeness, practical application and the rural uniqueness aspect; the literature lists on the subject descriptions is very general.

The content of the programme should better reflect the latest achievements in management science – human centred management is more enhanced in nowadays management, unfortunately even personnel management was not represented in the programme, not mentioning HRM or value based management, ecological issues etc.

Many different teaching methods were named by the stakeholders – groupwork, discussions, case studies, PBL, interactive test, games etc. Variety of teaching methods is sufficient and appropriate for the achievement of the intended learning outcomes. However, students, graduates

and social partners emphasised the need for a more practical approach in the studies – for example, more practical examples and assignments (connected to the real life).

Whereas plan and scope of the subjects for part-time studies is similar to the plan of full-time studies and only the arrangement of study subjects and number of credits within various semesters varies. The scope of classroom work differs depending on courses. It is based on an average of 18 academic hours of student's and teacher's contact work per one credit. Subject lecture time covers at least 50 per cent of class work, and practicums and workshops covers 20-50 per cent. The proportion of practicums and workshops depends on subject purpose. Practicums in subjects developing applied research skills covers up to 50 per cent of class work. The scope of the programme is sufficient to ensure the LOs.

3. Staff

Staff involved in the programme implementation meets the legal requirements. More than half of the study area subjects are taught by scientists. The programme subjects are taught by lecturers that meets the scientific and pedagogical qualifications requirements. There were constantly maintained a large proportion of well qualified lecturers of study area subjects and comparatively small changes of staff during this five-year period.

During the evaluation period the amount of lecturers has been quite stable (32 in 2007 and 28 in 2012). The number of associated professors is high, but there are no professors teaching in the programme at all. HEI should encourage and support the career of young scientists to become the professors.

The majority of the subjects are taught by full-time teachers and the age structure of the teaching staff is sustainable. The amount of subjects taught by one teacher within the curriculum is approximately 5-7 credits per year. According to the SER p. 42 there was one assistant (in 2011/2012) who gave 7 subjects (37,5 credits), which is almost 16 % of the programme and it is clearly too much for one lecturer. In annex 2 (teaching staff, 2012/13) two assistants are listed and one of them is responsible for 4 subjects (19 credits), which is also a big amount for one teacher to teach within one curriculum.

Lecturers improve their pedagogical, methodological and subject qualification during various courses, workshops, and training in Lithuania and abroad. Scientific competence of teaching staff was highly 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 participation in the international scientific conferences.

Lecturers involved in the ABM study programme participate in the lecturers' exchange programmes Socrates/Erasmus, Socrates Mundus; in several international programmes and projects: INTERREG IIIC and INTERREG IIIB; ES Leonardo da Vinci (DEAR's Net), ES 7 BP Topic 2 „Food, agriculture and fishery, biotechnologies“, “LAT-LIT without borders”. However, the main content of the majority of the projects is personnel training and the activity in the area of scientific work is small. The number of applied research studies (SER p. 58) is decreased dramatically (11 in 2007 and 2 in 2012). Also the number of teachers involved in mobility is quite small – several teachers participate in many events, but majority of teaching staff is not

participating in mobility due to the lack of ability to work and communicate in foreign languages.

The selection criteria of lecturers are listed but the practical skills are not brought out. According to the administrators also the teaching staff being in touch with practice is important. Some of the lecturers also work in agricultural sector and their involvement in enterprises are supportive for increasing the practical skills of teaching staff.

The age structure of teaching staff is sustainable; the average age of teachers is constantly decreasing during the evaluation period (63 years in 2007 and 48 years in 2012).

4. Facilities and learning resources

For implementation of *Agricultural Business Management* Bachelor study programme in 2012, the Faculty has 26 rooms: 20 classrooms (including one Distance-learning Centre and one Resource Room) and 6 computer classes. Study premises for full-time and part-time students are organized at different times, so there is no shortage of study space.

Conditions for the students to exercise and prepare their independent work are suitable – they can use computer equipped classrooms with specialized software, the methodical classroom and distance education centre.

All the classrooms are equipped with computerized teaching workplaces and multimedia. Multimedia equipment, internet access, computerized teacher's workplace with Microsoft Office software Excel, STATISTICA, SPSS v. 12.0 are used for teaching all subjects involved in ABM study programme. Document management systems KONTO, KONTORA, DocLogic are also available.

The programme provides three practices - Training Practice of Agricultural Business Management, Practice of Professional Activity and Practise of Enterprise Training. The University Career Centre manages a database for employers' advertisements, practices and student job search. About one-third of the students carry out their practice in institutions which has signed a cooperation agreement with University. For part-time study students practice may be carried out at their workplace, if their activities are in line with curriculum objectives and targets. . Practise of Enterprise Training is given in Practical business training centre in the HEI. According to SER (p. 70) a small number of students perform practice in abroad, but documents which regulate the practice arrangements are only in Lithuanian. An English documented version is recommended.

The students and teachers of this programme can use the library resources of the entire University (both paper and electronic resources). Via the library the students and teachers can use different databases of articles and journals. Books and copies of necessary scientific articles which are absent in the University libraries may be borrowed from the Lithuanian National Library, Lithuanian Technical Library and other libraries through the interlibrary exchange system (ILL). Inasmuch as ASU Library is member of AGLINET University students and lecturers have an exclusive opportunity to use international interlibrary exchange system for free. The Faculty uses the common resources and the specific literature about agriculture management but it is too general overall. The new library being produced, a promising development, should

provide more specific focus on agricultural business management and not general management, as is also indicated in the SER (SER, p.26) the general approach currently offered can only dilute the unique agricultural bachelor programme and should be rectified. All the syllabuses are provided with the list of learning materials. Most of the resources are in the Lithuanian language and foreign authors are used really rarely and material is mainly general although the importance of specialisation to the agricultural management was emphasised (for example, course „Zemes ukio valdymas“ (Rural business management); the general resources include Essentials of business, Business plan arrangement, Business. Business arrangement and management, Introduction to business and management, Approval requirements for business plan, and Financial data). The same problem was mentioned in the previous SER: "it would appear that some teachers do not update their literatures on a continuous and cumulative basis". This is still true.

5. Study process and student assessment

Admission takes place by competitive tender points amount. The competitive grade structure (SER p. 86): the admission grade will consist of three subjects (mathematics, Lithuanian language and literature, history), final exam grades, and one of the subjects taught (foreign language or biology) an annual grade multiplied by the weighting of the assessment and additional score. Additional criteria and additional points will be approved by the Ministry of Education and Science. Earned points by additional criteria will be added to the obtained points according to the main criteria. During the evaluation period, competitive grade average score decreased from 15.42 in 2007 up to 7.61 points (full-time) in 2012, and from 14.33 points in 2007 up to 10.58 points (part-time) in 2012. Also the minimum and maximum scores are decreasing constantly.

The number of admitted students has dropped down significantly – from 70 students (in 2007) till 18 (in 2013). The University explained the decrease due to the general change in demography. The marketing strategy of the university should be re-constructed, to attract more students and to raise the popularity of this area.

For full-time students the mornings are planned for theoretical lectures (2-3 hours), later - classes, seminars and laboratory work (2-4 hours). Scope and forms of independent work are regulated by the Resolution of Faculty Council and specified in subjects' descriptions. Exams are distributed evenly during the examination period.

Part-time studies are organized in training and exams sessions' way. Classes for part-time studies students are held by sessions twice a year. Sessions are planned while preparing the annual study schedule. The duration of the session is a maximum of 3 days. Part-time students can take the exams on Saturdays once a month and throughout the school year on Thursdays.

Students participate in the international students' exchange programme ERASMUS and have an opportunity to go to foreign universities for part-time studies, but the number of students mobility is very low – just one student during 2011/2012. (p. 103 in SER). The students brought out the reasons – they are not able to cover additional costs, studies abroad is expensive and after returning to ASU they should learn more in order to fulfil the programme's requirements.

Also the students' participation in research activities is small and students ability to use SPSS or other data analysis programmes is small. According to the students and graduates, they use such programmes during the methodological lectures, but not in practical researches (for example, in their final thesis).

The HEI offers academic support for the students – system of consultancies given by lecturers is launched and all the needed information is provided in website of the HEI.

Different scholarships as social support are offered: promotional scholarships for good learning outcomes, one-time promotional scholarships from the ASU and Faculty scholarship fund, social scholarships (awarded by the State Studies Foundation), ASU sponsors' scholarships, personal scholarships, allowances for orphans and disabled students.

Accumulative system of the assessment of students' learning achievement is implemented in the Faculty and final grade is determined by the weighted mean of the assessment of independent work and examination. Students pass written examination using sheets of special form. Higher variety of assessment forms and methods should be used. The final thesis seem to be carefully marked, full scale of marks is represented and the level of thesis is appropriate.

Data concerning the employment of graduates and their satisfaction with workplaces is collected during phone survey using special questionnaires. The survey is carried out 6 months after completion of studies; the survey involves at least half of graduates. The employment outcomes, as stated to the expert team during the site visit, are in the agricultural areas, in setting up own businesses, and also in general aspects of management.

6. Programme management

The Dean's Office staff are responsible for the organisation of studies and administration of student work and their outcomes. The responsibilities are distributed among the staff and specified in their job descriptions. The responsibilities of the staff of the Faculty Dean's Office include acceptance of documents of those invited to study at the University, registration of students for studies, scheduling teaching sessions, consultations, and examinations, collection and analysis of interim learning outcome data, documentation of student mobility, learning outcome record-keeping, and execution of graduation documents.

The *Agricultural Business Management* Study Programme Committee is responsible for the supervision of the programme's implementation and coordination of its improvement efforts. The members of the Committee collect data (researches, meetings with the lecturers and social partners etc) and the Committee holds the meetings and makes proposals for the improvements to the Institute, to the Faculty Dean or to the Faculty Council.

The students' representative organs are the Student Representation of the University and the Student Council of the Faculty. Student representatives are among the members of the Faculty Council, the Lector Attestation Commission, and the Study Programme Committee, they are invited to participate in the meetings of the Dean's Office and the Study Quality Expert Group. The HEI has a system of student, lector, employer, and graduate surveys, which provide data for improving the programme (for example, regulation of workload according to feedback from

survey of teaching staff; change of lecturer of operation management in agriculture according to students feedback etc).

Social partners are asked to participate in the Career Days, their representatives are the members of Programme Committee and Final Thesis Assessment Committee. Social partners emphasised the close cooperation with the ASU, they have asked for the comments even from the very beginning of the programme's creation; they offer places for internship and they are participating in the programme as teachers. ASU has really good cooperation with the public sector, but the private sector is a little bit undervalued and private sector agricultural enterprises should be more involved to the study process. According to the graduates, they are not involved in the different activities of ASU.

For data gathering, different University databases (Student admission database, Student mobility database, Student learning outcome (results) database, database of systematic surveys of social stakeholders (students, lecturers, graduates, employers), database for monitoring graduate employment, database (ETD) of master's Final Theses and dissertations, electronic media archive) are used.

The documents regulating the quality system are in the description of the Policy of Internal Assurance of the University Performance Management Quality, the Description of the System of Internal Assurance of Study Quality, the Quality Handbook, and descriptions of the processes and procedures of the operating and auxiliary activities.

III. RECOMMENDATIONS

- Learning outcomes should be clear, measurable, attainable, and readily understood by all stakeholders currently; they are too vague and not fully understood. The wording used needs to be stronger and direct. (Area 1)
- Clear focus and uniqueness of the programme should be defined. Agricultural specialists are needed in Kaunas region and in whole Lithuania. (Area1)
- The structure of subjects should be reviewed and a balance between general subjects and specific to the agriculture should be gained. (Area 2)
- As the main aim of the programme is to produce agricultural management specialists to the market, more practical examples, assignments and practitioners should be used to balance the knowledge and theory elements in the programme (Area 2)
- More teachers should be involved in the mobility programmes and therefore also their English skills should be improved. ASU should start more international and real agricultural projects and more teaching staff should participate in them. (Area 3)
- The variety of teachers according to their level (professors, associated professors, lectors, etc.) and practical skills should be balanced. (Area 3)
- The teaching and learning resources including the current library (for example, textbooks, international books, articles, etc.) should be more specific to agricultural business management and reflect the main processes, trends and developments in agriculture. (Area 4)
- The new marketing strategy is important to attract more ABM students. The uniqueness and importance of this bachelor study programme should be much better advertised and propagated. (Area 5)
- The students' mobility is very low and different (alternative) strategies (group mobility, competitions, language support, etc.) should be worked out to involve students in the international projects and programmes. (Area 5)
- The graduates are important stakeholders and ASU should find more possibilities to involve them into the different activities. The graduates know the programme and school, have connections in the market and are probably motivated to give something back to their alma mater. Formal advisory committees should be established for the employers and for the alumni with regular meetings, agendas and action plans. (Area 6)

IV. SUMMARY

The bachelor study programme *Agricultural Business Management* (ABM) has been analysed by the ASU and reported in the Self-Evaluation Report (SER). That gave the Expert team a good description of the programme and indication about a good understanding of the situation by the presented SWOT analyses in the SER, explaining the strengths and weakness of the programme.

This study programme is a unique programme in Lithuania and the only bachelor programme in the agricultural management field in the country. With respect to the government's comments that the agricultural industry in the coming years will undergo an important change and that there might be an increasing need of people educated in the agricultural management field this programme has an important niche. Unfortunately the uniqueness of the programme is not fully used and shown – too many general subjects and the unclear structure of the programme does not enable the stakeholders and potential students to understand the main unique strengths of the programme. The programme managers should make sure a special contribution is on agricultural business management and not in general management as this will dilute the programme.

The LOs are at the centre of curriculum design. The LOs must be fully embedded both in the programme description and in all subjects in the programme. The LOs have to be related to the teaching methods and to the assessment methods. This is important and generic in relation to the expectations of the ABM graduates and also the employers. It should be very clear to measure the final outcomes and see what has been reached. More clarity and easy understanding of the LOs by all stakeholders is needed. Currently the understanding is too vague in many cases.

The ASU has several good examples of international projects, and internationalisation is really important - Lithuania is a small country and is relying on international trade, and as a member of EU the importance of been more international is even more valued. But much more attention to the mobility, international cooperation and more support to English knowledge of the students and the teaching staff should be paid.

There are sufficient rooms and computers. Practices are arranged but for the few students going abroad details in English are needed. The resources overall including the current library need to offer more specific support for agricultural management. The new facilities are encouraging but again the focus should be on agricultural business management rather than general management otherwise the programme will be diluted and will not be sustainable.

The student number is quite low; it has been higher in the past. This indicates a great need for a new marketing strategy; if not “the unique programme” may not be fully sustainable. Therefore the ASU needs to carefully look at its marketing strategy to make it possible to attract more students to this ABM programme.

The teachers use different teaching methods including the use of cases, group works, etc. This helps to achieve the LOs. Nevertheless, all the stakeholders mentioned the need to add more practical and modern approach to the studies – more real cases, higher cooperation with the employers (real farmers) and alumni, and real practical exercises, etc.

The ASU has system for involving the social partners and they are asked to participate in the Career Days; their representatives are members of the Programme Committee and the Final Thesis Assessment Committee. ASU has really good cooperation with public sector, but private sector is a little bit undervalued and therefore more agricultural enterprises should be involved in the study process. ASU should also find possibilities to involve graduates/alumni in their quality processes more fully and more formally.

V. GENERAL ASSESSMENT

The study programme *Agricultural Business Management* (state code – 612N20006) 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	2
2.	Curriculum design	2
3.	Staff	2
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:	14

*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:

Dr. Michael Emery

Grupės nariai:
Team members:

Dr. Jorgen Ljung

Eneken Titov

Rasa Bartkutė

Dr. Neringa Ivanauskienė

Justas Nugaras

**ALEKSANDRO STULGINSKIO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS ŽEMĖS ŪKIO VERSLO VADYBA (VALSTYBINIS KODAS – 612N20006)
2014-01-13 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-22 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Aleksandro Stulginskio universiteto studijų programa *Žemės ūkio verslo vadyba* (valstybinis kodas – 612N20006) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	3
	Iš viso:	14

* 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

ASU atliko bakalauro laipsnio studijų programos *Žemės ūkio verslo vadyba* (ŽŪVV) analizę ir pateikė ją savianalizės suvestinėje (SS). Joje ekspertų grupei pateiktas geras studijų programos aprašymas, o SWOT analizė, paaiškinanti studijų programos stipriąsias ir silpnąsias puses, rodo gerą padėties suvokimą.

Ši studijų programa yra unikali Lietuvoje ir vienintelė žemės ūkio vadybos krypties bakalauro laipsnio studijų programa šalyje. Turint galvoje Vyriausybės pasisakymus, jog artimiausioje ateityje žemės ūkio laukia svarbūs pokyčiai, ir turbūt išaugsiantį žemės ūkio vadybos išsilavinimą turinčių specialistų poreikį, šios krypties studijų programa užima svarbią nišą. Deja, studijų programos unikalumas nėra iki galo išnaudojamas ir atskleidžiamas – pernelyg daug bendrųjų studijų dalykų ir neaiški studijų programos struktūra neleidžia socialiniams partneriams ir potencialiems studentams suvokti pagrindinių unikalų šios studijų programos stipriųjų pusių. Programos vykdytojai turėtų užtikrinti ypatingą dėmesį žemės ūkio verslo vadybai, o ne vadybai apskritai, kas sumenkintų studijų programą.

Studijų rezultatai yra studijų sandaros pagrindas. Studijų rezultatai turi būti visiškai įtvirtinti tiek studijų programos apraše, tiek studijų programos studijų dalykuose. Studijų rezultatai turi būti

susiję su dėstymo ir vertinimo metodais. Tai yra svarbu ir apskritai siejasi su ŽŪVV absolventų ir darbdavių lūkesčiais. Galutiniai rezultatai ir pasiekimai turi būti aiškiai išmatuojami. Studijų rezultatai turi būti aiškesni ir paprasčiau suprantami visiems socialiniams dalininkams. Šiuo metu jų supratimas dažnai yra miglotas.

ASU gali pateikti kelis gerus tarptautinių projektų pavyzdžius. Tarptautiškumas yra tikrai svarbus – Lietuva yra maža šalis, pasikliaujanti tarptautine prekyba, ir kaip ES narei dar didesnis tarptautiškumas jai tikrai būtų naudingas. Vis dėlto daug daugiau dėmesio turėtų būti skiriama mobilumui, tarptautiniam bendradarbiavimui ir didesnei paramai gilinant studentų ir dėstytojų anglų kalbos žinias.

Aukštoji mokykla turi pakankamai auditorijų ir kompiuterių. Praktika yra organizuojama, tačiau tiems keliems į užsienį išvykstantiems studentams reikalinga informacija anglų kalba. Ištekliai apskritai, įskaitant dabartinę biblioteką, turi būti labiau pritaikyti būtent žemės ūkio vadybai. Naujos patalpos yra daug žadančios, tačiau vėlgi didžiausias dėmesys turėtų būti skiriamas žemės ūkio verslo vadybai, o ne vadybai apskritai, kas sumenkintų studijų programą ir padarytų ją netvaria.

Studentų skaičius yra gana mažas. Praeityje jis buvo didesnis. Tai rodo, kad reikalinga nauja rinkodaros strategija, kitaip „unikali studijų programa“ taps netvari. Dėl šios priežasties ASU reikia atidžiai peržiūrėti savo rinkodaros strategiją siekiant pritraukti daugiau studentų į šią ŽŪVV studijų programą.

Dėstytojai taiko įvairius dėstymo metodus, įskaitant atvejų analizes, darbą grupėse ir pan. Tai padeda pasiekti studijų rezultatų. Vis dėlto visi socialiniai dalininkai minėjo, kad pasigenda praktiškesnio ir šiuolaikiškesnio požiūrio į studijas: daugiau realių atvejų, glaudesnio bendradarbiavimo su darbdaviais (tikrais ūkininkais) ir absolventais, realių praktinių užduočių ir pan.

ASU turi socialinių partnerių įtraukimo sistemą. Socialiniai partneriai kviečiami dalyvauti karjeros dienose, jie turi atstovus Studijų programos komitete ir Baigiamųjų darbų vertinimo komitete. ASU puikiai bendradarbiauja su viešuoju sektoriumi, tačiau privatusis sektorius yra šiek tiek nuvertintas, todėl daugiau žemės ūkio bendrovių turėtų dalyvauti studijų procese. ASU taip pat reikėtų rasti galimybių, kaip plačiau ir oficialiau įtraukti absolventus į kokybės procesus.

III. REKOMENDACIJOS

1. Studijų rezultatai turėtų būti aiškūs, išmatuojami, pasiekiami ir gerai suprantami visiems socialiniams dalininkams – šiuo metu jie yra pernelyg migloti ir nėra iki galo suprantami. Vartojama kalba turėtų būti griežtesnė ir tiesioginė (1 sritis).
2. Reikėtų aiškiai apibrėžti studijų programos esmę ir unikalumą. Žemės ūkio specialistų reikia ir Kauno regionui, ir visai Lietuvai (1 sritis).
3. Studijų dalykų struktūrą reikėtų peržiūrėti ir atrasti pusiausvyrą tarp bendrųjų ir specifinių žemės ūkio studijų dalykų (2 sritis).
4. Kadangi pagrindinis studijų programos tikslas yra rengti žemės ūkio vadybos specialistus rinkai, reikėtų daugiau praktinių pavyzdžių, užduočių ir praktikų tam, kad būtų išlaikyta pusiausvyra tarp studijų programos praktinių ir teorinių elementų (2 sritis).

5. Daugiau dėstytojų turėtų dalyvauti mobilumo programose, todėl reikėtų gerinti ir jų anglų kalbos mokėjimus. ASU turėtų imtis daugiau tarptautinių ir realių žemės ūkio projektų, juose turėtų dalyvauti ir daugiau dėstytojų (3 sritis).
6. Reikėtų rasti dėstytojų pusiausvyrą pagal jų laipsnį (profesoriai, docentai, lektoriai ir pan.) ir praktinius įgūdžius (3 sritis).
7. Materialieji ištekliai, įskaitant dabartinę biblioteką (pvz., vadovėliai, knygos užsienio kalba, straipsniai ir pan.), turėtų būti labiau susiję su žemės ūkio verslo vadyba ir atspindėti pagrindinius žemės ūkio procesus, tendencijas ir naujoves (4 sritis).
8. Norint pritraukti daugiau studentų į ŽŪVV studijų programą reikia parengti naują rinkodaros strategiją. Šios bakalauro laipsnio studijų programos unikalumas ir svarba turėtų būti geriau viešinami ir reklamuojami (5 sritis).
9. Studentų mobilumas yra labai menkas, todėl reikėtų pagalvoti apie kitokią (alternatyvią) strategiją (grupių mobilumas, konkursai, parama mokantis kalbų ir pan.), kaip įtraukti studentus į tarptautinius projektus ir programas (5 sritis).
10. Absolventai yra svarbūs socialiniai dalininkai ir ASU turėtų sudaryti daugiau galimybių absolventams įsitraukti į įvairią veiklą. Absolventai žino studijų programą ir pažįsta aukštąją mokyklą, turi ryšių rinkoje ir tikriausiai yra motyvuoti atsilyginti savo *alma mater*. Turėtų būti įsteigti oficialūs patariamieji darbdavių ir absolventų komitetai, kurie reguliariai susitiktų, rengtų darbotvarkes ir veiksmų planus (6 sritis).