



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos verslo kolegijos
ĮSTAIGŲ IR ĮMONIŲ ADMINISTRAVIMO PROGRAMOS
(653N23005)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF ADMINISTRATION OF ENTERPRISES AND
ISNTITUTIONS (653N23005)
STUDY PROGRAMME

at Lithuania Business College, Klaipėda Department

Grupės vadovas:
Team leader:

Gary Hargreaves

Grupės nariai:
Team members:

Prof. habil. dr. Magdalena Osińska

Prof. dr Karoly Balaton

Nijolė Kudabienė

Algirdas Raudonius

Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Įstaigų ir įmonių administravimas</i>
Valstybinis kodas	653N23005
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Įstaigų administravimo profesinis bakalauras
Studijų programos įregistravimo data	26-06-2002; Nr. 1190

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Administration of Enterprises and Institutions</i>
State code	653N23005
Study area	Social Sciences
Study field	Management
Kind of the study programme	College Studies
Study Cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional bachelor degree in office administration
Date of registration of the study programme	26-06-2002; No. 1190

© Studijų kokybės vertinimo centras
The Centre for Quality Assessment in Higher Education

CONTENTS

I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS	5
1. Programme aims and learning outcomes.....	5
2. Curriculum design	7
3. Staff	8
4. Facilities and learning resources	10
5. Study process and student assessment.....	12
6. Programme management	13
III. RECOMMENDATIONS	15
IV. SUMMARY	16
V. GENERAL ASSESSMENT	17

I. INTRODUCTION

Public institution Lithuania Business College (LBC) formerly known as West Lithuania Business College was founded in 2001 as a School of Higher Education by Decree of the Government of the Republic of Lithuania № 1028, dated 28-08-2001 following the reorganisation of the school of further education for the higher education training of business administrators and managers. The College has 9 higher education study programmes that offer awards in Professional Bachelor degrees.

LBC mission is that of a “modern and innovative school of higher education, striving for being open to the society, orienting its activity to the needs of the region and integrating into the Lithuanian and European education system”.

Responsibility for quality of the study process in *Administration of Enterprises and Institutions (AEI)* study programme and consistency of research and studies is vested with the Management Department and supported by other units of the College.

The Self-Evaluation Report (SER) was prepared by the self-evaluation group constituted by the Director’s order and discussed with internal and external stakeholders, including representatives of teachers, alumni, students and employers and managed by the Head of Management Department of LBC in Klaipėda. The SER was detailed and thorough and aligned to the SKVC guidelines.

II. PROGRAMME ANALYSIS

1. *Programme aims and learning outcomes*

The Professional Bachelor's study programme *AEI* has been designed according to the Bologna Process Declaration principles. It reflects the main strategic aims and objectives of the LBC in Klaipėda and the vision and mission of the College. According to the SER, the aim of *AEI* study programme is to prepare specialists, who are able to work in various size organisations (small, medium, large) and type (service, commerce, production) either business companies or state-owned enterprises and public institutions, and organisations, with sufficient competences enabling them to perform functions of an administrator or a similar professional job, or establish his/her own business, and to integrate successfully into international labour market as a specialist of this field, or to organise and administer e-business. This programme aim is in line with the needs of the labour market which is covered universally through the programme offer. The aim is related with all specializations offered in the study programme, i.e. *Administration of Business Companies, Administration of State Owned Institutions, E-business Administration and Innovative Solutions in E-Business*. Although the study programme aim seems to be too general, in practice, it can be achieved by students at different levels.

To achieve the general aim of the *AEI* study programme a main objective and 4 additional specific aims are defined. The objectives of the study programme and aims are set logically and clearly. The main objective of the *AEI* study programme is to provide general competences required for successful professional activities of an administration specialist, referring to the needs of the labour market and creating preconditions for his/her further personal and professional development, also ensuring smooth integration of a person into organisation and society. Four specific aims are set as follows: to provide special professional competences ensuring the ability to acquire and understand comprehensive knowledge in administration and other social sciences; to develop competences to be able to organise practical activities requiring high-level of professional preparedness, in the course of such activities demonstrating the ability to act independently, to make decisions; to plan and manage operations, to assume responsibility for results of his/her own and others' performance; to provide knowledge on the methods of organization of economic and financial operations of an economic entity.

All main aspects of the study programme are covered and reflected in the courses programme delivery. The objectives embraces general competences required for successful professional activities of a management specialist, combined with the ability to work independently. The Professional Bachelor study programme is 3 years full-time and 4 years part-time, with a total

credit value of 180 ECTS, giving sufficient time for students to attain all intended learning outcomes and graduate successfully. An important element of the study programme is work placement and students who will pass the sequence of internship on the study programme are better prepared for the variety of businesses they will encounter.

Planning for the recruitment of *AEI* specialists the College considers the results of regularly conducted surveys at both levels: regional and national, which reflect the demand for specialists both determined by economic development as well as by changes in human resources related economic recession. The College uses two sources of information: the surveys prepared by external institutions, for example the Institute of Labour and Social Research and their own surveys of employers.

Surveys reported that the demand for administrators of enterprises who are able to work under rapidly changing conditions in the market and have specific competences, such as: team-work, time management, innovative decision-making, good command of foreign languages has an increase following Lithuania's accession to the European Union.

In general the programme aims and intended learning outcomes are consistent with the type and level of studies. The name of the programme, its intended learning outcomes, content and the qualifications offered are compatible. The aims and intended learning outcomes are clearly defined in LBC documents and are publicly available on the College website.

The number of entrants to *AEI* study programme has decreased in 2011/2012 academic year by 77.7%, as compared with 2007/2008 academic year. In 2011/12 the number of new entrants was 27, among which 14 have chosen full-time and 13 – part-time study mode. In 2011/12 there were 115 students studying *AEI* in all study years. It could be predicted, that decrease in student numbers is a consequence of the economic crisis, but the need for specialists in administration is still evident in the labour market.

During the period 2006 – 2011 the *AEI* study programme was amended and updated 5 times, seeking correlation of the intended learning outcomes and with the changes and demand of the labour market and society. The last updating of the study programme resulted in approval of new specialisations: *E-Business Administration* and *Innovative Solutions in E-Business*. These two specialisations seem to cover the same area and from the point of view of knowledge and skills offered could be merged, and it is highly recommended especially in relation to small numbers of new entrants to the study programme.

Recapitulating, the general study aim could be defined in a more specific way concerning unique skills offered by the study programme. The aim of the Administration of Enterprises and Institutions study programme correlates with the mission and vision of Lithuania Business College. The qualifications offered are compatible with the name of the study programme and its intended learning outcomes. The study programme has adjusted to the changing requirements of the labour market – new specialisations were launched to meet the needs of social partners.

2. Curriculum design

According to the SER, the programme complies with the national legal acts and the regulations for the Professional Bachelor study programmes. Consecutive order and curriculum of the AEI study programme comprises of the following blocks of subjects: general education subjects (15 ECTS), basic professional subjects (62 ECTS), special (professional) subjects (71 ECTS), elective subjects (9 ECTS), specialization subjects (14 ECTS), defense of the final thesis (9 ECTS). Practical training covers one third of the study programme.

As concerns diploma theses, the themes are adequate for the field of study as well as those offered specialisations, i.e. *Administration of State and Public Institutions and Company Administration* (graduates of 2010 and 2011). The final grades are well diversified.

The evaluated study programme has some unique aspects, mainly because its strong links with the business practice, for example with Klaipėda Chamber of Commerce, Industry and Crafts, „Klaipėdos kartonas“ PLC, „Klaipėdos mediena“ PLC, Klaipėda branches of different banks. The consecutive adjustments of the study programme and new specialisations correlates with arising needs of the labour market.

The two main specialisations of the AEI study programme are: *Administrations of Business Companies* and *Administration of State-Owned Enterprises and Public Institutions*. Students have usually chosen one of them depending on their experience, and in the case of part-time students – the place of work. The European Union programme has moved towards improvement of *Administration of Enterprises and Institutions* study programme and resulted in introducing two further specialisations related with e-business administration (noted in the previous section).

The experts recommend that the College further develop the use of and support of their social partners in order to improve content of specialisation subjects, as well in order to provide students with deeper knowledge. Also the titles of some subjects should be defined more precisely and less convoluted in order to provide deeper understanding about the purpose and content of the subject as for example, Time Management and Work Planning in E-Business

Enterprise, Decision-making and Change Management in E-business, Application of Life-Long Learning Concept in E-business. Furthermore, the experts found that there is no separate study subject related with business ethics in the curriculum design, and it is recommended to include business ethics as part of the *AEI* study programme. In modern society there is a need to have basic knowledge of business ethics as well as legal aspects of intellectual property and the *AEI* graduates should be equipped with it.

During the visit a question arose about similarities and differences between two study programmes managed by the same department, i.e. *Administration of Enterprises and Institutions* and *Business Management*. It was explained by the administration as well as by the students and other stakeholders that the main difference is that *Business Management* is more oriented towards creating own business and entrepreneurship while *AEI* prepares students for organizing work in private and public institutions.

Concluding, the AEI study programme curriculum is very broad as the result of consultations with social partners. This is good because it gives the graduates better opportunities to find a job, but it may be a bit confusing due to the complexity. Although in an attempt to be inclusive and responsive and to meet the expectations of the market the two specialisations E-Business and Innovative Solutions in E-Business were introduced, but from the experts point of view, they provide the same opportunities and skills and should be merged. Also it is recommended to review the titles of some subjects, in order to provide deeper understanding about the purpose and content of the study subject.

3. Staff

Staff is generally well qualified meeting the requirements of the College and study programme. The staff is experienced and well prepared for teaching students and supervising their practices and final theses. Academic teaching staff of the *AEI* study programme is recruited in accordance with the regulations of higher education institution.

Almost a half of the current teaching staff (45.8%) have been at the College a substantive time (between 4 to 8 years), and 20.8% of the lecturers have between 9 to 14 years teaching experience. In the last five years the *AEI* study programme was implemented by 24 lecturers, 9 of them holding a doctoral degree. The College is committed to staff development and professional improvement, and provide both financial and flexibility allowing staff to attend events and training. According to the SER, and confirmed during the site visit the College participated in the European Union project *Optimisation of Performance and Increase of*

Effectiveness of the Study System of West Lithuania Business College and Šiauliai Region College of Management, Law and Languages. The project focused on development of qualification of the administrative and teaching staff, improvement of the College governance strategy and enhancing quality of studies. Each training group was assigned 115 thous. LTL; amount assigned for entire training cycle – 345 thous. LTL.

Due to Regulations mentioned in the SER the academic staff must be appraised every five years. The full review of academic staff is conducted by the College every 5 years. It was mentioned during the visit that monitoring of lectures is provided by Senior management staff usually represented by vice director for studies but this staff observation is currently limited and irregular. Teaching staff are not formally observed in teaching although the College has an open door policy. The experts team think, that it could be helpful if consideration would be given to a more formalised assessment of the observation of teaching. A Quality Day is one of a good example of how staff learns about advantages and disadvantages of different teaching methods. One of the aims of Quality Day is to develop and improve the teaching competence of lecturers. On that day teachers from different Colleges and institutions can participate in LBC lectures and classes, providing comments and advice.

Recent rises in staff turnover are due to modifications in the study programme but generally teaching staff in the LBC is stable. New lecturers are employed by the College compliant to competition procedures with the successful appointee beginning the College with a one-year labour agreement.

The College encourages personal development and applied research. Staff update themselves with current practice and changes in legislation and business through a variety of mechanisms and include attendance and presentation at conference and through journals, the College also publishes its own bi-annual journal VADYBA (Management) and annually hosts a scientific conference „Regional problems: economics, management, technologies“ to further enhance the work of staff and students and reputation of the work of the College. The Erasmus programme also provides opportunities for staff to update and share good practice. Academic staff of the College take-up for exchange programmes has risen from 1 in 2006-2007 academic year to 35 in 2010-2011. Lecturers from international educational institutions are invited to deliver lectures, to take part in seminars, conferences and other events. The number of incoming lecturers was 14 in 2010-2011 and 17 in 2011-2012. Following the concept of continuous improvement and „lifelong learning“, the College plan to continue to focus on professional development of its academic staff as one of its highest priorities. Priorities of the College in development of quality

of human resources are evident in the strategic objectives set in „Strategic Plan for the Years 2009-2014“.

The College ensures that only the most experienced staff are involved in students professional practice. Similarly only lecturers with a good range of practical experience are appointed as supervisors of final theses.

The efforts made by the College to keep the academic staff updated were evident by students comments who noted that lecturers maintain very good relationships with students and practitioners visiting the College to teach students.

To conclude, the qualification of teaching staff is adequate to allow students to gain the AEI study programme aims and intended learning outcomes. Teachers are motivated, keeping themselves up-to-date with theoretical as well as practical knowledge, supported by the College authorities in their efforts to improve themselves. However it would be helpful if consideration was given to a more formalised assessment of the College observation of teaching. Research work and foreign language capabilities of teaching staff should be strengthened.

4. Facilities and learning resources

LBC is located centrally in Klaipėda and is in the heart of the city and easily accessible. The accommodation (1583 m² area) comprises of a modern building and the interior is well appointed and conducive to a good working atmosphere and ethic. The College has implemented quality assurance standards ISO 9001 and ISO 14001. The College has well-equipped resources with 14 classrooms, 1 conference hall that can accommodate up to 127, 4 classrooms for lectures, 4 classrooms for seminars, 4 computer rooms and 2 laboratories. Approximately 330 students at a time can work in all classrooms. Following implementation of the European Credit Accumulation and Transfer system (ECTS), the College has adapted their resources to promote the study process, and also strives to assure quality of student self-study. Self-Study Centre was established in 2011. There are 40 work stations in the library, 7 of them with the Internet access although the students noted that the Colleges PCs are quite dated and often quite slow although the College has wireless access (Wi-Fi) enabling students to use their own laptops.

Students also have access to a scanner, printer, and photocopier. Computer software includes Microsoft Office, AutoCAD and bookkeeping software PRORŪNA, STEKAS. The College offers a free Wi-Fi access and a virtual learning environment (Moodle) that is widely used by students at the College and accessed outside the College further enhancing self-study and independent learning. The College has a reasonably sized library with over thirteen thousand

books (more than 724 titles), providing students with all necessary conditions for self-study. The library compiles the latest literature in Lithuanian and foreign languages in accordance with the requirements of the study programme and the needs of the College. About 20% of the books dedicated to the *AEI* study programme are in English. Students also have access to the University library and noted access to books journals was very good and sufficient to conduct their studies and research. The College has also established the Centre of Distance studies.

The College has a well-developed network of social stakeholders and maintains close and long-term relations of social partnerships. Not only are the social partners invited to the College for different meetings but also under their own initiative promote improving teaching via organizing competitions and games for students. As a result of feedback and discussions with social partners the College has improved the procedure for the organisation of professional practices of students. The introductory practice was introduced followed by computer-aided practice. The strong support of social partners can also be observed in providing data for final theses, and providing students the opportunity to participate in different market surveys.

Student opinion surveys show that the applied form of practice („student performs practice in the company found by himself/herself“) is optimal, with 94 % of the College students who took part in the opinion survey. The simulation practical training firm "Biurometa“ established in 2004, provides students of the *AEI* study programme with opportunities to perform training practice and plays an important role in the process of organisation of practices. The representatives of employers expressed satisfaction with the practical capabilities of the College students. Employers reported that students are well prepared for practical work. Social partners also provide the College with feedback regarding quality of final thesis and presentation. According to survey done by Labour Exchange, College is one of leaders in providing employability in Klaipėda and Šiauliai region.

College is well equipped for disabled students (6 students with motor disability are on the programme). College also provides students with discounts at a nearby cafe.

Summing up, the College is well equipped for AEI study programme. The books in the library and IT system provide the necessary resources and students have access to the library of Klaipėda University. The computers used by students are in general a little bit outdated. Places for practice are provided in adequate numbers and variety.

5. Study process and student assessment

Entrants to state-financed places of LBC Professional Bachelor *Administration of Enterprises and Institutions* studies are enrolled pursuant to the general procedure for admission to Lithuanian schools of higher education (LAMA BPO). During the general admission students may also express a wish to study at paid study-places of the College. Competitive grade is calculated on the basis of grades of school-leaving examinations: Mathematics 0.4, Lithuanian Language 0.2, foreign language 0.2, study subject: History 0.2. Persons with at least secondary education may be enrolled into the *AEI* study programme. There are no entrance examinations, but average mark of school-leaving certificate should be at least 7.

The academic and administrative support is by means of discussion and consultations including face-to-face consultations as well as by e-mail (each group has their own group-email) and Facebook is provided systematically for students during their study period. Methods of assessment are very clear and understandable. Teachers introduce themselves and the methods of assessment at the beginning of each study course. There is also a scholarship system for students, one of the scholarships promote good grades of students i.e. they can get this scholarship if they have average grade more than 8.

The College provides opportunities for students participate in student exchange programmes. However only 3 students participated in exchange programmes during the last five years through the ERASMUS programme in Turkey, Finland, and Poland. During the meetings it was confirmed, that students are given sufficient information, opportunities and suggestions by the College to go abroad. Students are not very active in participating in exchange programmes because of financial considerations and because the majority of students have jobs. However it is recommended that staff consider further means of promoting the exchange programmes.

Student surveys are conducted at the end of every academic year in order to evaluate the quality of teaching and courses (subjects) taught during that year, these are anonymous ensuring students are free to express their opinions. Students noted that if they have problems they can go directly to the director, and the director was able to confirm this. The College responds very quickly when issues or concerns arise. The results of the surveys are publicly available. Students complained about the lack of English lessons, especially they lack spoken language skills. The College has good relations with graduates (Alumni club, Graduate day and communication on Facebook).

The College students have the opportunity to participate in applied research. The College organises annual student scientific-research conferences, which analyse issues relevant to their future professional work, e.g.: „*Strivings of Academic Youth: Insights into Economics, Management and Technologies*“. Students participating in research events have the opportunity to familiarise themselves with the latest achievements and prospects in the field of information technologies. This is also one of the instruments forming methodological skills of research that will be indispensable in the future, and when writing course papers and the final theses. Together with lecturers students publish research papers in the journal of applied research *Vadyba/Management/*. Nine AEI students participated in conferences during the reviewed period in 2006-2011 and their papers were published in the book edited by the College.

Students are satisfied with practical training in the College. They have 3 practices over all and they are satisfied with final practice suggestions from the College. Graduates emphasized that some of the study subjects are very helpful and useful in their work now, especially: IT, Accounting Methods. Two graduates are now studying Master degree study programmes claiming that College prepared them very well for further studies. One of the graduates became the best alderman in West Lithuania winning the regional competition.

Concluding, students are provided with strong support of administrative and teaching staff, as well social partners. Students are satisfied with the AEI study programme. Students should be more involved within exchange programmes, also have possibilities to improve their English language knowledge. Students are encouraged to participate and develop further research work.

6. Programme management

According to the SER, the objective of internal quality assurance of studies is to assure quality of knowledge and effectiveness of studies, to satisfy needs of employers, to assess and improve quality of institutional performance. The internal quality assurance system includes as its separate constituent part the direct study quality assurance, which in turn covers the following framework: students (study programmes, assessment of study process); lecturers (self-analysis, plans); study subjects (certification of subjects); department (analysis of the study process and action plan at department level).

The College Director is responsible for organisation of the study process, quality assurance of studies, and for the rational use of material and human resources. The Management Department is responsible for AEI study programme, a special committee of the programmes in Management and Business Administration was approved by the Director's order. It consists of director of

strategic self-governance institute, head of the department supervising implementation of the study programme, renowned scientists, social partners' representative and a student representative. The committee tasks refer in general to prepare a strategy of the study programme and arrangements for continuous improvement of this study programme. The responsibility for the management of the study programme was assigned properly according to experience and specialization of the mentioned bodies and persons.

Internal quality assurance system have been introduced with the intention to improve quality of the *AEI* study programme. All parties i.e. students, teachers, administration alumni and social partners are involved within internal quality assurance process. However during the visit some of the students mentioned that they do not know much about the opportunity to participate in the quality improvement process. The feedback from alumni and social partners is evident, but it could be improved by some more formalized activities, for example organizing meetings with social partners once a quarter.

During the meeting with social partners they exhibited great interest in cooperation with LBC in Klaipėda concerning *AEI* study programme. Social partners have impact on the study programme architecture, by taking part in discussion and providing feedback, mainly during final theses defenses. Feedback from the College could be more transparent in taking account of all stakeholders comments by reporting back to them including any resulting actions. Strong support from social partners could be observed, many of them are interested in further cooperation.

Summing up, the study quality assessment system is in place, but its efficacy could be improved especially in respect of the provision of regular supporting feedback to students, social partners and alumni. Social partners are to some extent involved in teaching, theses defense, consideration of curriculum improvement and this is a resource that could possibly used even more intensively in the future.

III. RECOMMENDATIONS

1. To redefine general study programme aim in a more specific way concerning unique skills offered by the study programme.
2. To integrate the fields of specializations: *E-Business Administration* and *Innovative Solutions in E-Business*.
3. To broaden students knowledge about current legislation in public institutions.
4. It is recommended to introduce ethics in business and/or protection of intellectual property into the curriculum design.
5. To offer more foreign language learning possibilities to students.
6. To involve more students in the programme design and development processes.
7. The feedback from the College to alumni, students and social partners should be improved.

IV. SUMMARY

Main strengths and weaknesses of the *Administration of Enterprises and Institutions* study programme.

Strengths:

- Strong cooperation with professional environment and support from its side;
- Strong assistance of students;
- Positive opinions of students and graduates about *AEI* study programme;
- Flexibility in creating study offer concerning updating *AEI* study programme;
- High competence of the teaching staff;
- College exhibits initiative in different fields concerning activity in the region of Klaipėda.

Weaknesses:

- Too general study aim;
- Names of the following specializations: *E-business Administration* and *Innovative Solutions in E-Business* make not much difference and they are not popular among students;
- Lack of study subjects related with ethics in business;
- Lack of English language skills among students and teachers;
- Students are not interested in exchange programmes;
- The feedback from College to students, social partners and alumni should be intensified.

V. GENERAL ASSESSMENT

The study programme *Administration of Enterprises and Institutions* (state code – 653N23005) at Lithuania Business College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
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.

Grupės vadovas:
Team leader:

Gary Hargreaves

Grupės nariai:
Team members:

Prof. habil. dr Magdalena Osińska

Prof. dr Karoly Balaton

Nijolė Kudabienė

Algirdas Raudonius

**LIETUVOS VERSLO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
ĮSTAIGŲ IR ĮMONIŲ ADMINISTRAVIMAS (VALSTYBINIS KODAS – 653N23005) 2013-
06-25 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-246 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos verslo kolegijos studijų programa *Įstaigų ir įmonių administravimas* (valstybinis kodas – 653N23005) 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	3
5.	Studijų eiga ir jos vertinimas	3
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

Pagrindinės *Įstaigų ir įmonių administravimo* studijų programos stiprybės ir silpnybės.

Stiprybės:

- Aktyvus bendradarbiavimas su profesine aplinka ir jos teikiama parama;
- Studentų parama;
- Teigiamas studentų ir absolventų nuomonė apie *Įstaigų ir įmonių administravimo* studijų programą;
- Lankstumas teikiant siūlymus dėl studijų programos atnaujinimo;
- Aukštos kvalifikacijos akademinis personalas;
- Kolegijos iniciatyvumas įvairiose veiklos srityse Klaipėdos regione.

Silpnybės:

- Pernelyg abstraktus studijų programos tikslas;

- *Elektroninio verslo administravimo ir Inovacinių sprendimų elektroniniame versle* specializacijų tapatumas ir jų nepopuliarumas tarp studentų;
- Studijų dalykų, susijusių su verslo etika, stoka;
- Studentų ir dėstytojų anglų kalbos įgūdžių stoka;
- Studentų domėjimosi tarptautinėmis studentų mainų programomis stoka;
- Reikėtų sustiprinti kolegijos grįžtamąjį ryšį absolventų, studentų ir socialinių partnerių atžvilgiu.

III. REKOMENDACIJOS

1. Peržiūrėti pernelyg abstraktų studijų programos tikslą, susiejant jį su specifiniais įgūdžiais, kurie įgyjami šioje studijų programoje.
2. Integruoti *Elektroninio verslo administravimo ir Inovacinių sprendimų elektroniniame versle* specializacijas.
3. Suteikti studentams daugiau žinių aktualiais teisės klausimais.
4. Rekomenduotina į studijų programą įtraukti verslo etikos ir (arba) intelektinės nuosavybės apsaugos studijų dalykus.
5. Studentams suteikti daugiau galimybių mokytis užsienio kalbos.
6. Į studijų programos kūrimo ir tobulinimo procesą įtraukti daugiau studentų.
7. Reikėtų skatinti kolegijos grįžtamąjį ryšį absolventams, studentams ir socialiniams partneriams.

<...>

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

¹ Žin., 2002, Nr.37-1341.