STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ŠIAULIŲ VALSTYBINĖS KOLEGIJOS STUDIJŲ PROGRAMOS "ĮMONIŲ IR ĮSTAIGŲ ADMINISTRAVIMAS" (valstybinis kodas – 653N23002) VERTINIMO IŠVADOS

––––––––––––––––––––––––––––––

EVALUATION REPORT OF "*OFFICE ADMINISTRATION*" (*state code - 653N23002*) STUDY PROGRAMME at ŠIAULIAI STATE COLLEGE

Review' team:

1. **Dr. Craig Thompson, (team leader),** *academic,*

2. **Prof. Jürgen Bruns,** *academic,*

3. **Prof. dr. Pandelis Ipsilandis,** *academic,*

4. **Mr Mantas Jonauskis,** *representative of social partners'*

5. **Ms Ugnė Jakubauskaitė,** *students' representative.*

Evaluation coordinator -

Ms Kornelija Bukantaitė

Išvados parengtos anglų kalba
Report language – English

Vilnius
2017

Studijų programos pavadinimas	*Įmonių ir įstaigų adminsitravimas*
Valstybinis kodas	653N23002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirma
Studijų forma (trukmė metais)	Nuolatinė (3), ištęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos profesinis bakalauras
Studijų programos įregistravimo data	**2002-08-30**

———————————————————————————

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Office administration*
State code	653N23002
Study area	Social Sciences
Study field	Management
Type 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 of Management
Date of registration of the study programme	**30-08-2002**

© Studijų kokybės vertinimo centras

The Centre for Quality Assessment in Higher Education

CONTENTS

I. INTRODUCTION

a) Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes,** approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

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

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

The programme is **accredited for 6 years** if all evaluation areas are evaluated as "very good" (4 points) or "good" (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as "unsatisfactory" (1 point) and at least one evaluation area was evaluated as "satisfactory" (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

b) General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1	Details of student enrollments (full and part time) 2012-16
2	Details of employment for graduates 2012-16

c) Background of the HEI/Faculty/Study field/ Additional information

Šiauliai State College (hereinafter - the College) is a higher education institution of Lithuanian Republic, operating as a Public Institution.

The College governing bodies the College Council, Academic Council and sole governing body – College Director. The College has two faculties; Business and Technologies Faculty and Faculty of Health Care.

The Faculty of Business and Technologies has six departments. The Office Administration study programme is implemented by the Faculty of Business and Technologies. The Programme is carried out by the Management and Communication Department. Divisions that help to implement the Programme are as follows: Library and Self-study Center, Student Admission and Career Center, Information Technology Center, International Relations and Project Management Department, and Study Record and Student Support Department, Quality Management Department, Science Department, etc.

A working group responsible for carrying out the self-assessment and the development of the self-assessment report of the Programme was organized under the College Director' Order

d) *The Review Team*

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *5/4/2017*.

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

II. PROGRAMME ANALYSIS
2.1. Programme aims and learning outcomes
Based on the recommendations of the peer visit in October 2013, considerable effort has been invested in updating the study programme, programme learning objective(s) and programme outcomes.

The Programme has one stated aim - to prepare a qualified specialist, possessing knowledge and skills to plan, organize, coordinate and evaluate activities of a company / institution division, manage information, solve professional problems while adapting to the ever-changing global environment.
Information about the Programme, its aim, intended learning outcomes are available online at: Open Information Counselling and Guidance System (AIKOS) – http://www.aikos.smm.lt; and at the College website – http://svako.lt. Relevant information about the studies and their organization,

which is hosted, on the College's website can be accessed via the College web app for smart phone SVAKO.app. The Programme is also publicized at higher education institutions fairs, Career and Contact Fair.

During the peer review visit, the social stakeholders, employers, graduates and students, all reported that they had been involved in the anlaysis of the conclusions and recommendations of external international evaluation of the Programme and the Programme aim, and the subsequent production of more concrete and clearly defined intended learning outcomes and content.

The Programme aim and intended learning outcomes (see 1.1 point) are in-line with Strategy for National Progress („Lietuva 2030") and Šiauliai Strategic Development Plan (2015–2024) priority objectives - to develop an independent, active, creative, proactive, entrepreneurial and involved in lifelong learning personality, seeking to find creative solutions, being a risk-taker, seeking for leadership and capable of critical thinking and teamwork. The alidity of the Programme aim and intended learning outcomes for labour market needs is supported by *analysis of job ads* conducted by self-assessment working group (www.ldb.lt, www.cv.lt, www.cvmarket.lt, www.cvonline.lt etc.)

Ten LOs (learning outcomes) that are hierarchically and sequentially related are presented. In the course of study, they are achieved in such a way that during the entire study period, student consistently would develop and acquire increasingly sophisticated skills needed for professional activities.

The aim and intended learning outcomes of the study Programme were formulated taking into account requirements of European Qualifications Framework, Lithuanian Qualifications Framework, Lithuanian Professions Classifier ISCO-88 (hereinafter - LPC), Description of the Management Study Field Project, National Research and Higher Education Mission, College Strategic Aims and Mission, and in accordance with Description of Lithuanian VI Level of Qualifications and learning outcomes definitions of First Cycle College Studies. Based an assessment of the programme (in terms of credits, learning hours and subjects) contents vis-a-vis the relevant statutes, the panel team were assured that the progamme conforms to national and international standards.

It was apparent to the review team that social stakeholders (administrative and academic staff, students, graduates and employers) were systematically involved in the programme self-assessment and update process by surveys, discussions, reflections, feedback, situation analysis, consultations, and other forms of involvement. The social stakeholders who attended the review meeting clearly supported the focus on management, especially in human resources. Graduates overwhelmingly reported they recognised the value of the programme and the part it had played in their subsequent careers.

The studies lead to a professional Bachelor's degree (first study cycle). The Programme aim and intended learning outcomes complies with the type of college studies, because it is focused on studies, grounded on professional practice and applied scientific research as well as on the preparation of specialists for practice activities and motivation of individuals for lifelong learning..

The changes to the programme since its previous review (i.e. more managerial topics such as Human Resources., Innovation Management, Leadership, Project management) are reflected in a

change of title from Professional Bachelor of Office Administration Business to Professional Bachelor of Management.

Whilst there is potential for confusion between the Programme name**;** *Office Administration*, branch; *institutions administration*, field; *management* and award; professional bachelor the panel were assured that the programme is clear in its pursuit a single goal - to develop management specialists. The panel received evidence that members of the academic teaching team were deeply involved in aligning learning outcomes and content.

2.2. Curriculum design
The structure of the Programme is consistent with the regualtions of Description of General Requirements of The Degree-awarding First Study Cycle and Integrated Studies approved by Ministry of Education and Science of the Republic of Lithuania (hereinafter - MES). Duration of full-time studies is 3 years, part-time – 4 years. Contact hours and students' self-study account for of 50 percent of study time.

Scope of study subjects, their place in the study plan and their correlation are based on timeline of the learning outcomes, intended abilities and carried out activities, integration and continuity while focusing on scope and aim of the Study Programme as a whole. Subjects of the studies not repetitive, they are planed in such a way, so a student would gradually acquire knowledge and skills necessary for professional activities.

The plan of the Programme has been developed by ensuring the interdisciplinary nature of delivered subjects and practices and is arranged in such a way that the learning outcomes of each practice are connected with the learning outcomes of an earlier studied subject.
Students encountered during the review visit expressed their satisfatcion with the programme and do not perceive there to be any significant duplication or overlaps.

Based on the documentation provided, the panel's opinion is that the programme content overall corresponds to *college studies*, and is oriented towards practical training, develops skills necessary for the independent work, and allows to achieve intended learning outcomes.
The panel team expressed some concerns regarding the content in some modules, e.g. whether *metric theory* was appropriate in this programme and at this level. During the review, the panel team questioned the social partners regarding this specific issue, but they were unable to comment. Therefore, the panel recommends that careful consideration is given to the level of content in modules, to ensure students are not being extended beyond what is appropriate at professional bachelor level.

During the review visit, the Administration Team explained that scope of languages had increased since the last visit, with more options now being offered. However, it is evident that the language offer is still a challenge, with some students suggesting more opportunity should be available to speak and learn English, this despite the fact that the number of credits for English has increased from 6 to 9.

The scope of the study Programme is 180 credits (4800 hours). The duration of full-time studies – 3 years (120 weeks). Scope of full-time one year studies – 60 study credits (1600 hours), scope of one semester – 30 credits (800 hours), duration – 20 weeks. In the opinion of the Review Panel, this

study load and the scope of the programme adequately covers the basic elements of the management field.

The social partners expressed support for the broader focus on management. They also highlighted that as a direct result of their recommendations/input Human Resources and Electronic Data Management had been incorporated within the curriculum. The Administration Team also emphasised that level of internationalisation, scope for indepenedent work and creativity had all increased since the last peer review in 2013.

The academic team (teachers) also reported that the content of IT modules have been reviewed and enhanced, by including graphic packages, in response to the last review. Teachers also stated increasing engagement with students citing examples of students being involved in a 'business calculator' mathematics competition and having to plan and organise an event.

Based on an evaluation of the programme content, the panel was assured that the scope of the content is appropriate and encompassess the appropriate basic areas of management functions. This opinion was reinforced by the positive comments of graduates and industry partners.

2.3. Teaching staff

According to the detailed documentation provided to the panel, the teaching staff implementing the Programme meets the requirements of the higher education college studies raised by Republic of Lithuania Law on Higher Education and Research as well as Description of General Requirements of Study Programmes, which stipulate, that "no less than 10 percent of all the scope of study field subjects have to be taught by individuals with a science degree" and "more than half of the Study Programme teachers have to have no less than 3 years' practical work experience in the field of the taught subject".

Furthermore, in the study Programme of 2016 – 2017, 23.7 percent of all the scope of study field subjects were taught by the teachers with a science degree. 77.3 percent of the teachers had no less that three-year experience of practical work in their study field, 22.7 percent had acquired practical experience in the subject that they teach by doing internships in Lithuanian and foreign 16 organizations. During the present academic year, 23.06 percent of teachers did administrative or managerial work in various companies or institutions.

According to the data provided to the panel, all teachers in the Programme possess Master's degrees or an adequate higher education. The teachers in the Programme regularly improve qualification by taking parts in training courses, conferences, seminars, projects and practice internships.
The students encountered during the review visit expressed their satisfaction with the level of the academic team and the support they provided. They found teachers to be well qualified, supportive and encouraging. However, they also stressed teachers provided room for students to work on their own initiative and to be creative.

The Self Evaluation Report (SER) explains that in the current academic year 26 teachers are employed for the implementation of the Programme, four of them are general college study subjects teachers and 22 study field subjects teachers. The number of teaching positions for Programme teaching staff is 4.35. In a Higher Education Institution Real Resource Assessment Methodology (2012), the maximum (limit) number of students per teacher in social sciences study area is 30 students. In the academic years 2016 - 2017, the number of students that fall for one teacher position

in the Programme is approximately 24.4 students (data of 1 September 2016). The number of teachers and students ratio allows achieving the intended learning outcomes.

During the evaluation period, the turnover of teaching staff in the Programme was low. The decreasing number of teachers was caused by the decreasing number of students, optimization of the teacher – student ratio, joining smaller academic groups into larger units in an effort to achieve the maximum efficiency of the study process. Although the number of teachers decreased, the teachers' scientific potential remained stable, because during the evaluation period no less than 10 percent of the teachers working in the Programme possessed doctoral degree in science. On average, there were 3 associate professors, 23 lecturers and 7 assistants working in the Programme.

It is noticed that the number of assistants declined each year, because teachers were constantly improving their competences and were accredited for higher positions. In total, the Programme employs 92.3 percent of full-time and 7.7% visiting teachers. The turnover of Programme's academic staff ensures quality of its implementation.

The teaching staff encourntered during the review visit explained that international incoming staff (specifcially from Greece and Georgia) had enhanced the team.

Based on the recommendations of experts, during the last external programme review, more active and modern study methods are used. With the aim of increasing the coherence of the Programme content with the achievements in science and technology, teachers deepen their knowledge in seminars, courses, projects, conferences and internships. They apply acquired knowledge when updating the content.

During the evaluation period, 70 percent of teachers involved in the Programme participated in the academic mobility programmes, scientific conferences abroad, etc.The experts of the former external evaluation (2013) recommended increase of the outgoing staff mobility. During the evaluation period 22 percent more teachers of the Programme participated in exchange visits abroad compared to the earlier evaluation period.

During the evaluation period, teachers involved in the Programme prepared and organized more than 60 personal seminars and trainings.

Programme's teachers applied their competences by conducting applied research: 13 pieces of research have been conducted, which analyzed the areas of management and organization of activities, application of task management systems, performance analysis, customer behaviors and image creation. The Programme's teachers shared the results of their research with the national and international academic community. The teachers presented their research results in publications and in various recognized publications and conferences. During the evaluation period 26 teachers produced 24 publications, presented 43 papers in national and international scientific conferences.

The majority of teaching staff encountered during the visit reported various means by which they developed competences, including undertaking 'practicums' in industry, participating in external seminars and erasmus visits and closely collaborating with industry (for example through the Personnel Managers Club). Strengthening the links of staff's research interests with regional business needs will provide opportunities for more of staff and students being involved in applied research activities in the future.

2.4. Facilities and learning resources

The Self Evaluation Report (SER) explains that the number of workplaces provided after the former external evaluation of the Programme (2013), additional study room for Business Organization, English and Russian languages and Professional Ethics were created.

It was evident during the visit that the premises available are sufficient for students' self-study, class and practice work and that they provide appropriate working conditions for students to achieve the intended learning outcomes in the Programme.

The library and Self-study Centre provides favourable conditions for students' self-study. The Self Evaluation Report (SER) explains the overall area of the premises of the Library and the Self-study Centre is 615.34 square meters, providing 66 workplaces among which 16 are computerized. Students have access to copying, printing, scanning, and wireless Internet.

The panel team had the opportunity to see that the classes for Document Management, Project Management and Internet Marketing take place in the new computerized operation systems room. In 2016, hardware equipment was renewed in the Management and Business Organization rooms.

The premises for theoretical and practical learning are properly equipped with various equipment (demonstration equipment, hardware, software, etc). This equipment is adequate and sufficient for studies.

College uses practical training study rooms and other rooms for practical training, which are equipped with the necessary hardware and software (see Table 5). The College has signed cooperation agreements with a variety of institutions and companies, which creates favourable conditions for students' professional activities and graduation practices.

The panel team noted that the practical office was somewhat outdated and actually detracted from the more contemporary environments and facilities encountered elsewhere at the institution.

The library of the Faculty of Business and Technologies contains more than 40 thousand ofvolumes of resources of more than 16 thousand titles. During the last year, the library received 487 new publications and 345 new publication titles. More than half of all the resources, which are in the stock of the library, are used for the study programmes of social sciences.

In response to the recommendations of external assessment experts (2013), the premises of the Library and Self-study Centre have been reorganized and library stock has been updated. In 2015 a new computerized operation systems room of 14 workplaces (I-212) was devoted for conducting the Programme studies, where the classes on Document Management, Project Preparation and Management as well as other subjects are held.

The Programme implementers together with the Šiauliai Business Incubator participate in the Youth Entrepreneurship Encouragement Programme (sponsored by the Šiauliai City Municipality). The goal of this programme is to create a consistent and effectively functioning system, which will help to create and implement measures to encourage entrepreneurship among the youth of Šiauliai (to start a business and develop it). In accordance to this programme, the students participate in the seminars on starting and developing a business; product sales to foreign countries via the internet; effective job search in Lithuania.

2.5. Study process and students' performance assessment

The student admission is conducted as a competition in accordance with the College Admission Rules for Students, which is annually approved by the Academic Council. Students' admission to the study Programme is conducted in stages according to the procedure approved by The Lithuanian Higher Institutions Association for Organizing Joint Admission (LAMA BPO, www.lamabpo.lt). The competitive score consists of secondary education examinations (weighed coefficient): Mathematics (0.4), foreign language or History (0.2), Lithuanian language (0.2) and the annual average of the taught subjects (competitive score) – History or a foreign language (0.2). The subject with a higher evaluation is taken into the competitive score. The admission system is rather complex and it is difficult for a panel team to evaluate its efficacy. The programme reported that during the evaluation period, applicants with higher competitive score and better preparation for higher education enter the state funded studies, suggesting that the system reduced the potential for non-funded programmes to attract higher qualified entrants. However, the college also suggested that they had seen no direct correlation between the lower competitive score average and study achievements, which leads the panel to question whether the institution should not review their policy (introduced in 2015) of applying a minimum competitive score higher than that recommended by MES.

Through the visits and interviews, the review team developed good impression of the organisation of the programme. Students reported a high level of satisfaction with the programme and social partners reported that they are actively involved with the programme, including the evaluations of practical elements. The social partners reported students are well prepared for the practical elements and generally perform well.

The Self Evaluation Report (SER) explains that during the evaluation period 37 Programme students, under the supervision of teachers, read 23 papers and 13 students published 5 scientific publications. Furthermore, 8 students of the Programme participated in the youth entrepreneurship tournaments "FIX14" and "FIX15". In 2016, one student participated in the election of the Greatest Lithuanian College Student. In view of the total number of students on the programme during this period, this level of output is commendable.

The Self Evaluation Report (SER) explains that during the evaluation period mobility of the Programme students under Erasmus exchange programme had increased. Student mobility was boosted; **33.3 percent** more students comparing to previous evaluation period went abroad to study or perform practices, including Graduate practices. Mobility geography has expanded. During the previous evaluation period, students went to the Danish and Latvian higher education institutions, and during this evaluation period - to higher education institutions and companies in Poland, Greece, Turkey, Netherlands and the United Kingdom.

The students encountered during the review visit had not engaged in an exchange, but did report that sufficient opportunities were available to undertake exchanges and the like.

A customary ten-point assessment system is used at the College, which consists of the interim assessments as well as exam, or other subject components of assessment forms of learning outcomes. Components of the subject assessment are determined by learning outcomes of the subject, scope and form of assessment. Final assessment of the practice results consists of the components of the practical activities in the host company and the public defense of the practice report. As verified during the review visit, activities of the practice in the company are assessed by the practice

supervisor in the company and the developed report of the practice and its defense are assessed by the College practice supervisor.

According to data provided to the Expert Team, during the evaluation period there were 95 graduates of *full-time studies*, 87 percent of whom were employed during the first 6 months after graduation. 43 percent were employed according to specialty. There were 93 graduates of *part-time studies*, 77 percent of whom were employed during the first 6 months after graduation. 37 percent were employed according to specialty. In addition, 6 percent of graduates continue their studies in other higher education institutions. This level of employment is high, particulalry amongst graduates of the full-time programme. However, the lower level of employment amongst graduates of the part-time requires some analysis to establish whether this is due to the circumstances of the graduates or issues realted to the programme. Furthermore, analysis should be conducted into why employment related to the speciality is relatively low, in order to establish whether these is related to the availabiliy of employment or (potential) shortcomings within the programme.

The Programme compliance with the Strategy for National Progress "Lithuania 2030" development field "Smart Society" and the National Progress Programme is conveyed by formulated intended learning outcomes of personal and social skills, which directly correspond to priority aims.
The social partners encountered during the review visit expressed their strong support of the programme and the graduates of it. Furthermore, they reported being heavily involved in the review and revision of the programme. In particular, a represntative of the SME sector stressed the need in this sector for (former) administrators to be more versatile and flexible, with the ability to personnel and sales roles, a need met by changes to the programme.

Each student, upon entering the College, signs academic honesty declaration. Aim is for Code of Academic Ethics, *Study Regulations* and other legal regulations to be observed during the study process. To maintain academic honesty *Study Regulations* and *Description of Procedure for Awarding Incentives and Imposing Disciplinary Measures* (2011) (which have provided prevention measures and their implementation) are observed.

Prevention of plagiarism is carried out on a voluntary basis at the College; teachers use freely available programmes for identifying plagiarism cases, however, a formal system does not exist. It should be noted that data about the student's performance without legal basis or the student's consent is not provided to third parties, which are not related to studies or their organization. This ensures the right to confidentiality related to the personal data or academic achievements.
The teachers encountered during the review visit reported that dishonesty and plagiarism were not a problem, possibly due to the small group size.

The College allows students to submit complaints and appeals following the procedure outlined in Study Regulations (2016) and Student Appeals Regulations (2011). A student, by written reasoned request, may submit an appeal regarding the studied subject, course paper / project, practice, evaluation of semester's learning outcomes or recognition of learning outcomes after studying in the same or another institution of higher education, including abroad under the Erasmus and other programmes, that prevent or otherwise jeopardize the achievement professional Bachelor's degree. Complaints and appeals submission procedure is clear and transparent. During the evaluation period, the Programme students did not submit any appeals.

2.6. Programme management

The Self Evaluation Report (SER) explains that the Department implements the Programme following Regulations of Department Activities. Department activities are coordinated by the Head of the Department. Head of the Department initiates the Programme quality assurance activities following Staff Regulations. During the Department meetings annual plans and reports of the Department, teachers' workload plans and reports are approved; the results of social partners surveys are discussed, students' achievements, suggestions for improving study quality, topics of Graduation Papers are approved, etc. The Programme teachers are responsible for the quality of the Programme implementation. Responsibilities and powers of teachers' and other personnel involved in the Programme implementation are defined in their staff regulations.

Furthermore, the Quality Management Department oversees the College's quality management system, ensures processes of the Programme, its implementation processes planning, implementation, monitoring and improvement processes, and analyses them.

Whilst the panel team were satisfied regarding the allocation of responsibilities for key managment decisions, they had concerns regarding the nature of the management decisions made, in particular relating to student recruitment.

The panel team questions whether the decision to rotate the part time and full time intakes bi-annually (such that there is only a part time intake one year, followed by only a full time intake the next) is an adequate response to the challenge of declining applications. Indeed the fact that bi-annual rates are not any higher than they were under the annual intake system (for example, the number of partime students admitted in 2013 was 15, then 16 in 2014 and then just 17 in 2016 following a one year gap, with full time admissions depicting the same picture) suggests the decision has not been effective. Moreover, in the opinion of the panel team, the decision to rotate part time and full time intakes, addresses the symptom of the problem (ie. insufficient numbers of students in the programme) when the actually the problem itself (ie. a dramatic declinein the number of applications) should have been addressed.

In the opinion of the panel team, the institution's management has not adequately recognised nor responded to the decline in student numbers. The level of decline not only threatens the (financial) viability of the programme, but also undermines the educational experience available to students. The failure to recognise the importnance of this decline and reponde accordingly is, in view of the panel team, a significant weakness in the programme management.

Furthermore, the team questions whether an increase in international marketing effort, as reported by the Administration Team, is an appropriate response, given that the programme is delivered predominantly in Lithuanian. Finally, suggestions that a potential change in the law might alleviate the position, point to a responsive rather than pro-active approach to this critical issue. It seems that the admimistration is aware of this and certain actions, like students and alumni acting as ambasadors for the programe back in their schools, have taken place, but a more holistic approach should be considered.

The potential provided by the social stakeholders seems to be unnoticed by the management. The lack of a coherent strategy is evident and presents a threat for the programme's sustainability. So far,

there was no evidence of any information or analysis that was taken to investigate the applicants' perceptions about the specific programme and possible reasons for their low preference. As such, the panel team is not only concerened that the management has failed to recognise the serious threat the decline in applications poses, but is also concerned by the fact that the actions that have been taken appear to be unsound and not fit for purpose.

The Department systematically collects and analyzes data on the progress of the Programme implementation, organizes feedback from the Programme stakeholders, considers study quality improvement issues and performs an internal evaluation of the study process. Data collection and analysis should be extended to include alumni, applicants and even more potential applicants.
During the review team visit, both students and teachers confirmed the regular evaluation of the programme and modules within it. Given the relatively small number of students and the high level of support from social stakeholders, the high level of evaluation is achieveable. However, the panel team considers that the high volume of evaluation is not scaleable and therefore could not be sustained if, as is hoped, student numbers increase. Therefore, the panel team recommends reviewing the quality procedures, with a view to establishing more efficient and sustainable processes.

Each year a partial upgrade of the Programme is carried out at the level of subjects. Study Committee constantly analyzes student-learning outcomes, content and quality of the subjects is evaluated during the attestation. Teachers analyze students' learning outcomes of study subjects and assess student progress. After becoming familiar with the survey results of teaching quality, they consider subject's teaching peculiarities, changes in the legal and professional requirements, teaching and methodological materials innovations and update subjects as well as individual work descriptions. Subjects are attested for one - three-year period.

The following social stakeholders take part in the quality improvement process of the Programme: the College administration, teaching staff, student representatives, graduates and employers.
Participation of the external social stakeholders (social partners and employees) in the process of study Programme implementation is an integral part of the education quality improvement chain, which determines a consistent process of the study Programme development and update. Influence of participation of external social stakeholders on the quality of the Programme is ensured by social stakeholders' participation in the research of labor market needs and in modeling of the Programme. Especially valuable is social partners' contribution of organizing and assessing student practices.
It was very apparent during the review visit that social partners are actively involved in the evaluation and enhancement of the programme.

The internal quality assurance process is carried out in accordance with the Quality Management System developed by the College and confirmed by the Academic Council that was certified in 2013, as being compliant with ISO 9001: 2008 requirements, which integrates a part of the performance excellence principles of the European Foundation for Quality Management (EFQM) model.
In 2016, Quality Management Department carried out sustainability study of College study programmes (2011-2016) based on admittance, quality of programme and graduates employability criteria. Conclusion regarding the Programme (decreasing the number of students admitted to the first year) oblige the College to focus on increasing the attractiveness of the Programme and activation of the publicity activities. In 2016, the College carried out a quality management system effectiveness study. Even though according to employees opinion, effectiveness is up to 70%,

teachers indicated, that they would like to continue to deepen knowledge in the field of quality management.

During the review visit, all stakeholders expressed their satisfaction regarding the quality of the programme.

2.7. Examples of excellence

Šiauliai State College is housed in an imposing building set in an attractive location at the heart of the city. The facilities offered are (in the main) modern and extensive, and above the standard normally encountered in an institute of this nature. The manner in which an old, Soviet-era, building has been renovated, re-designed and subsequently re-used, providing a pleasant environment to the academic community, is, in the opinion of the panel team, worthy of note.

III. RECOMMENDATIONS

1) The issue of declining student numbers should be addressed in a comprehensive and inclusive manner, and with the same intensity, with which the programme addressed the recommendation of the peer review 2013. The development of a pro-active programme marketing strategy, supported by proper analysis of potential applicants' expectations is urgent. The institute enjoys strong and active support from social partners, alumni and students, and it is recommended that all these resources be drawn upon to explore innovative ways to boost applications. The institute appears to be currently relying on international marketing and (potential) changes in the law to address this problem. However, it is proposed that a local/ regional focus, drawing on the support of stakeholders, is a more proactive and promising approach.

2) Review entry requirements, specifically the decision to apply a minimum competitive score, which is higher than recommended by MES. This is particularly important given the decline in enrolments and the assertion that there is no direct correlation between the lower competitive score average and study achievements.

3) Provide incentives and support to sustain the involvement of academic staff in applied research, enhancing links and cooperation with local industry.

4) Undertake research into employment of graduates to determine the causes of relatively low rates of programme related employment.

5) A large number of surveys are currently undertaken, which are achieveable given the small umber of students. However, this level of evaluation is not scaleable and could not be maintained if, as hoped, student numbers increase. Given this, it is receeommended to review quality procedures, with a view to establishing more efficient and sustainable processes.

6) It is recommended that Šiauliai State College make better use of its physical resources to enhance the relationship with its community and stakeholder and to, potentially, increase applications.

IV. SUMMARY

Šiauliai State College occupies an imposing building, situated in an attractive location at the heart of the city.

The Proefessional Bachelors in Office Admistration aims to prepare a qualified specialist, for the 'ever-changing global environment.' The study programme was evaluated positively and accredited for 3 years in 2013.

Based on the comprehensive and detailed Self Evaluation Report and a very open and positive review visit, it is apparent much effort has been invested in addressing the recommendations of the 2013 review.

The review team met enthusiastic and motivated staff, who feel supported and facilitated, satisfied students who feel suitably challenged, and who recognise and value the practical and international (mobility) aspects of the programme. The social partners eencountered were equally enthusiastic and satisfied and reported a wide range and significant depth of involvement with the College and programme specifically. The graduates of the programme value the programme and recognise the contribution it has made to their lives and careers.

The programme has, with involvement of all stakeholders, been refocussed firmly on management since the last review, which is particularly valuable to the SME sector who seek more versatile and flexible graduates.

The curriculum offers a good balance of theory and practice, which fits and supports the programme learning outcome. However, the volume of English in the programme, and specifically, the volume of content taught in English, requires consideration.

The teaching team is considered to be qualified and supportive, even after graduation! The team themselves recognise and take opportunity of the staff development opportunities available.

The facilities are, in the main, modern and above the standard expectd in institutions of this nature. There appears to be an opportunity to make better use of the building, its facilities and location to enhance the relationship with the community. However, the review team were shown a practice office which was clearly outdated in terms of style and facilities, so the college are advised to ensure all elements reflect current/ future practice.

The study process is well organised and suitably assessed. The involvement of social partners in the assessment of the practical elements was considered a strong element by students and employers, and thus by the review team.

Management of the programme seems generally strong, as refelected in the staff and student satisfaction and the effective response to the receeommendations of the previous review.

However, the programme is facing a significant and potentially critical decline in applications, and the response of management to this challenge is of concern. As detailed in the recommendation, the programme management is advised to reconsider its current approach to declining applications and to adopt a comprehensive and innovative strategy.

V. GENERAL ASSESSMENT

The study programme *Office Management* (state code – 653N23002) at Šiauliai State College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	4
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	**20**

*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:	Craig Thompson
Grupės nariai: Team members:	Pandelis Ipsilandis
	Juergen Bruns
	Mantas Jonauskis
	Ugnė Jakubauskaitė

ŠIAULIŲ VALSTYBINĖS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *ĮMONIŲ IR ĮSTAIGŲ ADMINISTRAVIMAS* (VALSTYBINIS KODAS – 6531LX081, 653N23002) 2017-07-04 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-147 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Šiaulių valstybinės kolegijos studijų programa *Įmonių ir įstaigų administravimas* (valstybinis kodas – 6531LX081, 653N23002) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	**20**

* 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

Šiaulių valstybinė kolegija užima įspūdingą pastatą, kuris yra patrauklioje vietoje pačioje miesto širdyje.

Profesinio bakalauro programos *Įmonių ir įstaigų administravimas* tikslas – parengti kvalifikuotus specialistus, kurie „prisitaikytų prie nuolat besikeičiančios globalios aplinkos". 2013 metais studijų programa buvo įvertinta teigiamai ir akredituota 3 metams.

Atsižvelgiant į visapusišką ir išsamią savianalizės suvestinę ir labai atvirą teigiamą vizitą kolegijoje, akivaizdu, kad buvo daug investuota siekiant įgyvendinti 2013 m. vertinimo rekomendacijas.

Ekspertų grupė susitiko su energingais ir motyvuotais dėstytojais, kurie jaučia vadovybės paramą ir supratimą, su patenkintais studentais, kurie jaučiasi susidūrę su tinkamais iššūkiais ir pripažįsta bei vertina praktinius ir tarptautinius (judumo) studijų programos aspektus. Kalbinti socialiniai partneriai taip pat buvo energingi ir patenkinti, teigė aktyviai ir efektingai dalyvaujantys kolegijos ir konkrečios studijų programos veikloje. Studijų programos absolventai vertina šią studijų programą ir pripažįsta jos svarbą, kurią ji padarė jiems kuriant savo gyvenimus ir karjeras.

Po paskutiniojo vertinimo studijų programa, dalyvaujant visiems dalininkams, buvo tvirtai nukreipta į vadybą, o tai itin vertinga MVĮ sektoriui, kuris siekia, kad būtų rengiama daugiau universalių ir lanksčių specialistų.

Studijų turinys išlaiko gerą teorijos ir praktikos pusiausvyrą, kuri atitinka ir padeda pasiekti studijų programos rezultatus. Tačiau reikia apsvarstyti anglų kalbos lygį studijų programoje, o ypač anglų kalba dėstomą turinį.

Dėstytojų komanda yra kvalifikuota ir studentams teikia paramą net po studijų baigimo! Patys dėstytojai pripažįsta tobulėjimo galimybes ir jomis naudojasi.

Materialioji bazė iš esmės yra šiuolaikiška ir atitinka aukštesnius standartus, nei tikėtina tokio tipo įstaigose. Galimybių geriau išnaudoti pastatą, jo patalpas ir vietą yra, galima tuo naudotis siekiant pagerinti santykius su bendruomene. Ekspertų grupei buvo parodyta praktikos įstaiga, kuri buvo aiškiai pasenusi stilistiškai ir pagal įrengimą, todėl kolegijai patartina užtikrinti, kad visi elementai atspindėtų dabartinę ar būsimąją praktiką.

Studijų eiga organizuota gerai ir tinkamai vertinama. Socialiniai partneriai dalyvauja vertinant praktinius dalykus, studentai ir darbdaviai, o taip pat ir ekspertų grupė, mano, kad tai labai svarbu.

Programos vadyba iš esmės yra stipri, tai rodo dėstytojų ir studentų pasitenkinimas ir veiksmingas ankstesnio vertinimo rekomendacijų paisymas. Tačiau studijų programa susiduria su ženkliu ir galimai kritiniu stojančiųjų skaičiaus mažėjimu, o vadovybės veiksmai sprendžiant šį iššūkį kelia susirūpinimą. Kaip nurodyta rekomendacijoje, studijų programos vadovybei

rekomenduojama iš naujo apsvarstyti savo dabartinį požiūrį į mažėjantį stojančiųjų skaičių ir patvirtinti visapusišką naujovišką strategiją.

<...>

III. REKOMENDACIJOS

1) Išsamiai ir visapusiškai išanalizuoti studentų skaičiaus mažėjimo problemą bei tai, kaip studijų programos rengėjai atsižvelgė į 2013 m. atliktą ekspertų vertinimą. Būtina kuo greičiau parengti iniciatyvią studijų programos rinkodaros strategiją, prieš tai atlikus tinkamą galimų pareiškėjų lūkesčių analizę. Instituciją tvirtai ir aktyviai remia socialiniai partneriai, alumnai ir studentai, todėl rekomenduojama išnaudoti visus šiuos išteklius ir ieškoti naujų būdų, kaip padidinti pareiškėjų ir stojančiųjų skaičių. Institucija šiuo metu, atrodo, pasikliauja tarptautine rinkodara ir (galimais) įstatymų pakeitimais šiai problemai spręsti. Vis dėlto siūloma daugiau dėmesio skirti padėčiai vietovėje ir (arba) regione ir pasinaudoti dalininkų parama – tai būtų aktyvesnis ir daugiau vilčių teikiantis būdas sprendimams.

2) Peržiūrėti stojimo reikalavimus, konkrečiai – sprendimą dėl mažiausio konkursinio balo, kuris yra didesnis, nei rekomenduoja Švietimo ir mokslo ministerija. Tai ypač svarbu atsižvelgiant į sumažėjusį įstojusiųjų skaičių ir tvirtinimą, kad tiesioginės koreliacijos tarp žemo konkursinio balo vidurkio ir studijų pasiekimų nėra.

3) Skatinti ir remti akademinį personalą dalyvaujant taikomųjų mokslinių tyrimų darbe, stiprinti ryšius ir bendradarbiavimą su vietos pramone.

4) Atlikti absolventų užimtumo tyrimus, siekiant nustatyti palyginti žemo su studijų programa susijusio užimtumo priežastis.

5) Šiuo metu atliekama daug apklausų, kurios yra įmanomos atsižvelgiant į mažą studentų skaičių. Tačiau šis vertinimo lygis nėra pritaikomas ir jo negalima išlaikyti, jei, kaip tikimasi, studentų skaičius didės. Atsižvelgiant į tai, siūloma peržiūrėti kokybės procedūras ir sukurti veiksmingesnius bei tvaresnius procesus.

6) Šiaulių valstybinei kolegijai rekomenduojama geriau išnaudoti savo fizinius išteklius, siekiant stiprinti santykius su bendruomene ir dalininkais ir, galbūt, padidinti stojančiųjų paraiškų skaičių

<...>

_____

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

Vertėjos rekvizitai (vardas, pavardė, parašas)

<...>