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Агентство
по общественному контролю
качества образования
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Approved by

Chair of Advisory Council

_____ Shadrikov V.D.

_____, 2015

REPORT

**on the results of independent assessment of main professional
educational program of higher education**

***38.04.02 Management. "Project management of sustainable
development"***

**State budgetary educational institution of higher education of the
Moscow region
Dubna International University of Nature, Society and Man**

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I. GENERAL INFORMATION ABOUT THE HEI

The University "Dubna" was founded by the Ministry of Education of the Government of the Moscow Region in 1994 on the basis of the Volga Higher Military Construction Command School of the Ministry of Medium Machine-Building Industry of the USSR. The University has a network of branches in suburban towns of Dmitrov, Dzerzhinsky, Kotelniki and Protvino.

University "Dubna" consists of four departments, 26 graduating and 5 general educational sub-departments. About 4,000 students study full-time in 35 specialties and majors. 2729 full-time students and 775 part-time students study at the head HEI in 35 specialties and majors. Number of full-time students with a full refund of training is 232 people. In addition, the University provides training of graduate students in 13 specialties. Every year 120 – 130 people study in graduate school.

The educational process at the University is organized in five academic buildings, sports hall, sports complex "Ruslan" (total area of teaching and laboratory buildings is 45,576.4 m). There are 5 sports halls, lecture halls and dance halls. The land area is 13,3436 hectares. As part of the premises there are 29 lecture classrooms, 99 classrooms for practical studies and seminars, 25 computer laboratories, a library with reading rooms, an indoor sports complex, administrative and office rooms. The training process makes use of 710 personal computers. 667 PCs are connected to the university network that has Internet access. 16 servers are used at the University for storage and further of access to educational information.

Strategic partners – Joint Institute for Nuclear Research (JINR), Research Institute "Atoll", Federal State Unitary Enterprise "Engineering Design Bureau "Raduga" named after A.Ya. Bereznyak", JSC "Special Economic Zone of technical and innovation type "Dubna", State Research Center "Institute of High Energy Physics", Federal State Unitary Enterprise "Scientific-Research Institute of Applied Acoustics", JSC "Dubna Machine-Building Plant named after N.P. Fedorov", Company "Progresstech-Dubna", CJSC "OKB "Aerospace systems".

Selected strategic lines of the roadmap of the University "Dubna" include development as:

- a classical university of fundamental education on a wide range of areas and specialties (from natural sciences to humanities);
- a research of HEI in which the integration of educational and scientific activities takes place due to strategic partnership with scientific organizations and enterprises of high-tech sectors of the economy;
- an innovative university which has small businesses around it to commercialize the developed products and help graduates start their own companies;
- an international university actually integrated into the international educational field with a significant proportion of students from CIS and foreign countries.

The University has also stated a target of increasing the number of specialties in accordance with the needs of organizations-residents of the special economic zone [From the perspective plan of development of technology-innovative special economic zone in the city of Dubna (the Moscow Region)].

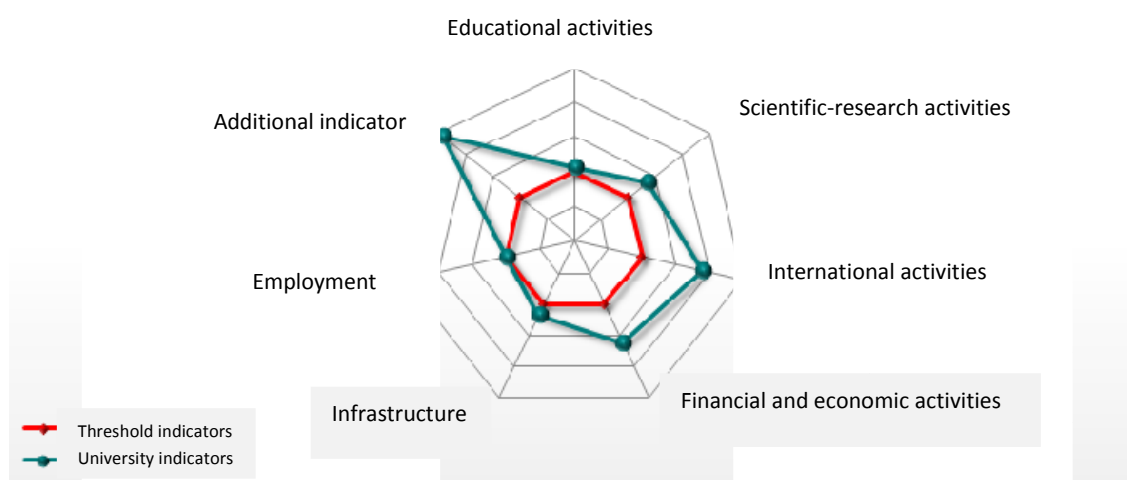
As of April 1, 2014 the University "Dubna" occupies a leading position in the ranking of universities in the vast majority of indicators (from the 1st to the 10th place in various indicators) in Russian Science Citation Index among the universities of the Russian Federation (<http://elibrary.ru>).

According to nationwide monitoring of the effectiveness of universities in September 2013 University "Dubna" is the best university in the Moscow region in a number of key indicators. According to the results of the effectiveness monitoring of educational institutions of higher education, the University "Dubna" and all of its branches were declared effective. The head HEI in Dubna and the branch "Protvino" showed the best results among the universities of

the region: threshold indicators were overcome in all the indicators used the effectiveness assessment of educational organizations.

Data on monitoring of performance effectiveness

Position of the HEI on the main Monitoring indicators compared to the threshold levels



№	Indicator	University level	Threshold level
E.1	Educational activities	63,13	60
E.2	Scientific-research activities	69,4	51,28
E.3	International activities	1,9	1
E.4	Financial and economic activities	2160,52	1327,57
E.5	Infrastructure	16,4	13,92
E.6	Employment	98,553	98,516
E.8	Additional indicator	6,75	2,78

* * Calculation method of monitoring indicators of effectiveness of HEIs
http://miccedu.ru/monitoring/materials/inst_110302.htm

II. REPORT ON THE OUTCOMES OF THE INDEPENDENT EVALUATION OF THE MAIN EDUCATIONAL PROGRAM

The main educational program "Project management of sustainable development" is implemented within the major 38.04.02 "Management" by the sub-department of sustainable innovative development of the Institute of system analysis and management at State University "Dubna" and finishes with awarding of master's degree in management. Management of the program is carried out by head of the sub-department of sustainable innovative development Boris E. Bolshakov.

Number of students

Program	Students	Budget	Targeted financing	Extra budget
Project management of sustainable development	29	17	4	8

Independent external assessment of the educational program was carried out by the experts of AKKORK from January 15 to February 28 2015

1 CURRENT STATE AND DEVELOPMENT TRENDS OF THE REGIONAL MARKET OF EDUCATIONAL SERVICES IN THIS MAJOR

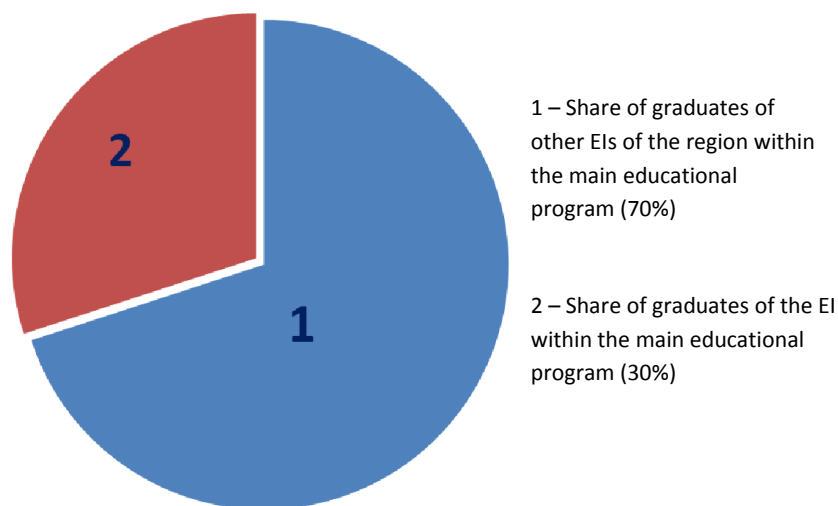
1.1 Analysis of the role and place of the program

The analysis of the educational program has identified a number of educational institutions (EI), which implement similar programs. Among them are:

- St. Petersburg State Polytechnic University, Department of comprehensive security, profile of training "Management of sustainable innovative development in the technosphere";
- Northern (Arctic) Federal University named after M.V. Lomonosov, Institute of Pedagogy and Psychology, "Pedagogical and psychological support of sustainable development in the northern territories of Russia and the Arctic" (Arkhangelsk);
- Udmurt State University, major – Ecology and Nature, "Sustainable development" (Izhevsk);
- Ural Federal University, Master's program "Project management of sustainable development of territorial socio-economic systems" (major State and municipal management), enrollment from 2006 (Ekaterinburg);
- South-Ural State University, Master's program "Project management for sustainable development" (major Management), enrollment from 2010 (Chelyabinsk);
- Siberian Federal University, Institute of Business Processes Management and Economics, Center for Business Education, a program of additional education "Project management of sustainable development of the territory" (major Management), enrollment from 2005 (Krasnoyarsk);
- East-Siberian State University of Technology and Management, Department "International Department UNESCO for Environmental Ethics," Inter-department Master's program "Project management for sustainable development", enrollment from 2006. (Ulan-Ude);
- Vladivostok State University of Economics and Service, Institute of Computer Science, Innovation and Business Systems, Department of Ecology and Environmental Sciences.

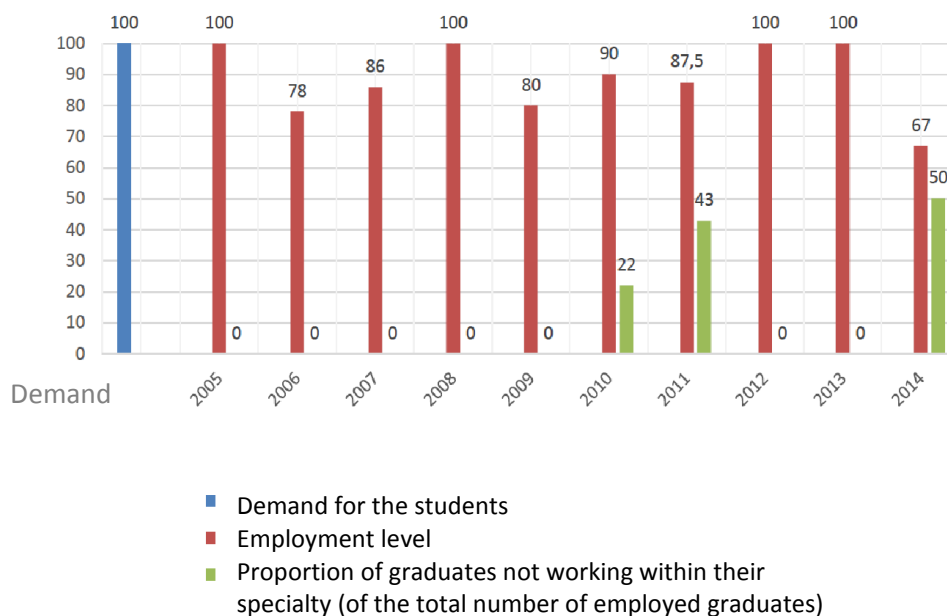
After the analysis of the role and place of the program and the characteristics of the formation of the regional educational market, as well as according to the data provided by the educational institution, the experts are presenting a diagram indicating the percentage of graduates of this program in the regional labor market.

The role of the educational institution (EI) in the formation of the labor market



In the Moscow region the educational program "Project management for sustainable development" is realized at the sub-department of sustainable innovative development of the State University "Dubna". There is ideological, methodological and technological training of students and development of information systems and technologies during the process of learning within program stated in reviews and feedback provided for assessment.

The needs of the labor market can be analyzed based on the submitted data – represented in the chart (for the period of 2005 – 2014).



The study of the submitted data, talks and interviews with the teaching staff have identified the following factors:

- demand for graduates of the educational program "Project management for sustainable development" is formed on the labor market in today's challenging economy;

- in accordance with **Stage 2 of implementation** of the Concept of public non-financial report in the Russian Federation (including the report on sustainable development) only in 2015 – 2016 in the list of professions are included professions directly related to the design and management of sustainable development, social responsibility and public non-financial reports and appropriate professional standards are developed.

In order to evaluate the development of the labor market in accordance with the program, we note that **the list of organizations that fall under Stage 2 of implementation of the Concept** of development of public non-financial reports in the Russian Federation (including the reports of sustainable development) **includes**:

- state-owned companies, state unitary enterprises, municipal unitary enterprises with the consolidated financial (accounting) statements for the fiscal year sales with volume or amount of assets of more than **3 billion rubles** or number of employees more than **2,000 people**;
- all public corporations;
- business entities whose authorized (share) capital has a share of state ownership of not less than 50% plus one share, whose securities are admitted to trading on organized trading and shares are included in the quotation list A of Level 1 of MICEX-RTS;
- organizations in a special list approved by the Decree of the Government of the Russian Federation of January 23, 2003 N 91-p.

Thus, we can acknowledge a high demand for graduates of the educational program "Project management for sustainable development".

As shown by the analysis and statistics, graduates, who received education at several levels, such as bachelor's, specialist's and master's degree, successfully found a job: 66% of graduates found jobs even before completing their studies at the university, 22% found a job immediately after graduation.

1.2 Analysis of information indicators presented by the HEI

Employment of graduates

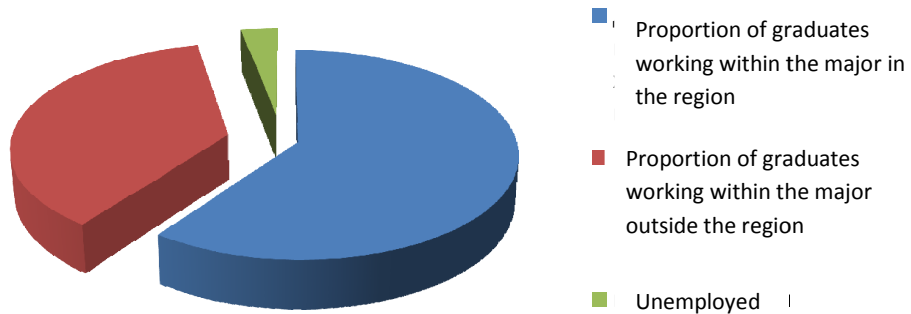
№	Name	Place of work	Position
1	M. T. Aiguzhieva	Scientific-educational Complex "KazIITU"	Assistant head of the sub-department of General technical disciplines
2	A.T. Buranova	Scientific-educational Complex "KazIITU"	Assistant head of the sub-department of Ecology and Safety of Living
3	E.A. Goryunova	CJSC "MPOTK Technocomplect"	Personal assistant
4	Yu.V. Tyulnev	Municipal unitary enterprise of Kimry "Water and sewage utilities"	Head of the department of municipal contracts and purchases
5	Yu.S. Gustova	Housing cooperative "Berezovaya roscha-12"	Development director

Analysis of information indicators presented by the university, allows us to formulate the main conclusions:

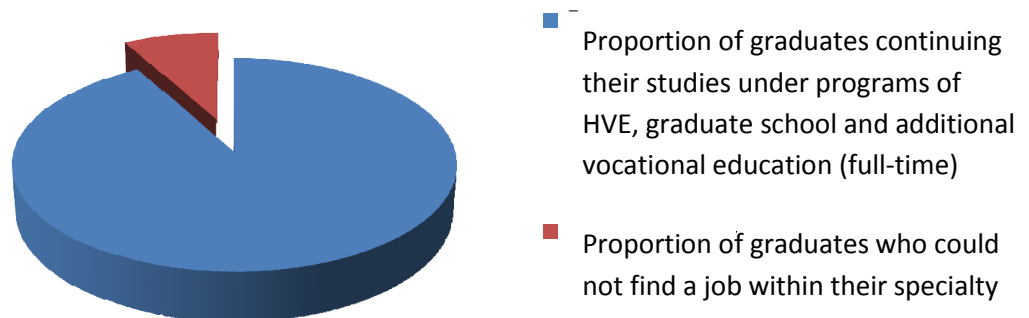
- The proportion of the graduates employed within the major (specialty) in one year after finishing the EI – 100%;
- The proportion of students who received an invitation to work at the end of the externship – 35%;
- The proportion of contracts for training at the expense of legal entities (including contracts for targeted training) – 15-20%;
- The number of requests for the graduates — 80 %;
- Number of positive feedback about the work of graduates — 85 %;

According to the results of self-evaluation conducted by the educational institution, the data on the work assignment of the graduates is presented. The data provided by the HEI were confirmed during the study of relevant documents.

WORK ASSIGNMENT OF PROGRAM GRADUATES



Allocation of unemployed graduates of the program



2 SUMMARY OF THE PROGRAM

2.1 Main outcomes and experts' recommendations on the analyzed program

Strong points:

1. Scientific-research component and scientific-educational activities of the scientific school of sustainable development.
2. Activities for creation and development of small innovative enterprises at the University with the participation of students and graduates.
3. TMM uses modern literature corresponding to the latest scientific achievements within the major.
4. Developed system of training and retraining of teaching staff which allows maintenance of the teachers' competences at a level sufficient to implement the program.
5. A system of educational process support is operating; through it students can gain access to educational materials in disciplines from any computer connected to the Internet.
6. The university has a system of distance learning, realized on the basis of a learning management system Moodle. All students have access to the funds of educational-methodical documentation of the University and the electronic library system by logging into the system from any remote computer with their login and password.
7. Representatives of employers are employed by the university part-time, which allows them to successfully combine career and professional training of staff for a particular company as they have the knowledge of the requirements of professional standards and the specialty.
8. Active work of the Center for career counseling, the main directions of which are: the provision of career guidance and educational services to develop new functional connections with the government and participation in inter-agency meetings.

Recommendations:

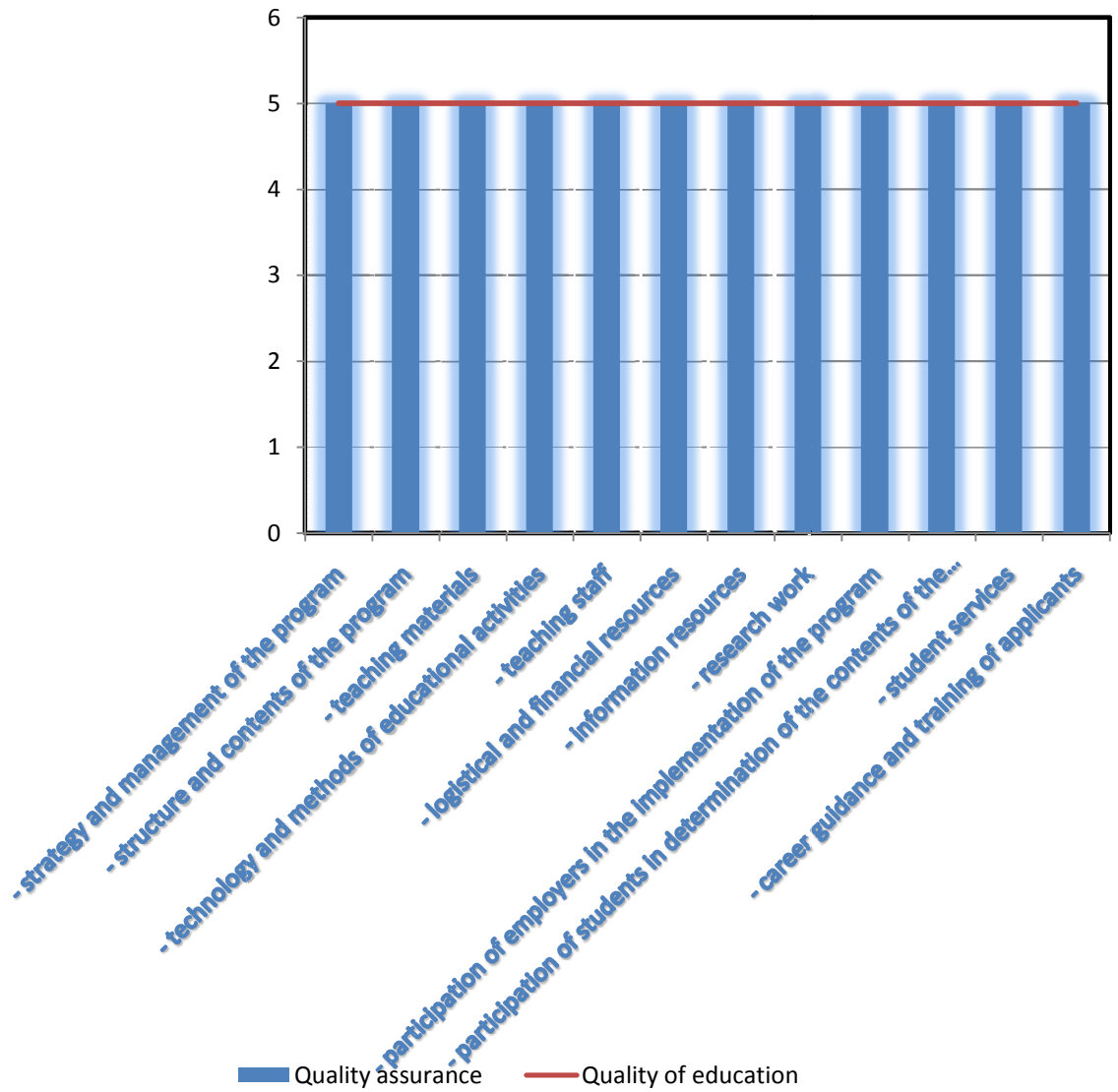
1. Involvement of bachelors of engineering in the educational program.
2. The program could contain more foreign material, probably in English. This would allow the program to expand the boundaries and language skills of masters.
3. Implement an opportunity for more effective management of the program, involving employers in all stages of the educational process (the formation of the curriculum and courses, training sessions, developing of topics and tasks for course works and final qualifying works, externships).
4. During ongoing monitoring of progress and conduct of interim certification more technology should be introduced to measure the formed competences on the bases of real situations or practical tasks.
5. More actively engage employers and students in the development of TMM.
6. Involve practitioners from various departments of government and business structures on time basis to conduct workshops, seminars and master classes.
7. Expansion of international research work and exchange of achievements could enrich the work of the University.
8. Involvement of masters for running scientific circles, participation in scientific conferences and contract-grant activities at the university.

2.2 Assessment profile of educational outcomes and education quality guarantees

№	Criterion	Mark
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<i>I</i>	<i>Quality of education outcomes</i>	5	
<i>II</i>	<i>Education quality guarantees:</i>		
	1.	Strategy, aims and management of the program	5
	2.	Structure and contents of the program	5
	3.	Educational and methodical materials	5
	4.	Techniques and methods of educational activities	5
	5.	Teaching staff	5
	6.	Material and technical and financial resources of the program	5
	7.	Information resources of the program	5
	8.	Scientific-research activities	5
	9.	Participation of employers in the program implementation	5
	10.	Students' participation in defining of the program contents	5
	11.	Students' services	5
12.	Career counseling and training of applicants	5	

Assessment profile of education outcomes and education quality guarantees



3 EDUCATION OUTCOMES QUALITY

3.1 Direct assessment of competences by the experts

During on-site visit direct assessment of competences of graduates was carried out. Students of the 1st and 2nd year in the amount of 10 people, representing 100% of the graduating class, took part in the direct assessment.

During direct assessment of competences, control-measuring materials developed by the educational institution were used, as these materials were proved valid by the experts.

For the analysis of competences formation the experts selected the following competences:

- Possesses the skills of public business and scientific communications (GC-6)
- Ability to justify the relevance, theoretical and practical significance of the chosen topic of research (PC-10)
- Ability to conduct independent research in accordance with the developed program (PC-11)

During direct assessment of competences, the experts used the following measurement and control materials:

- presentation of a report on research and dissertation research;
- situational problems and issues related to R&D;

According to the results of the direct assessment of competences, the experts identified a sufficient level of competences (more than 70% of the speakers answered 80% of the questions):

Level	Sufficient level (coped with 80% of the tasks)	Satisfactory level (coped with 50-79% of the tasks)	Low level (coped with less than 49% of the tasks)
Proportion of students			
80%	+	—	—
20%	—	+	—

During checking the education quality the experts read 8 FQWs, which amounted to 75% of the final qualifying works of the last year in this major. Among them are:

- L.A. Adzhavenko "Evaluation of the dynamic financial stability rating on the example of the bank "Vozrozhdenie" as a way to improve management"
- E.V. Shevenina "Risk management in state control over the activities of consumer societies"
- P.A. Antsiferova "Implementation of scientific and educational programs in sustainable development with the use of innovative Internet technologies"
- Etc.

It is concluded that the considered FQWs comply with all the requirements stated below.

FINAL QUALIFYING WORKS

№	Assessed items	Experts' comments
1.	Topics of FQWS correspond to the major and the current level of development of science, techniques and (or) technologies in the framework of the program.	Corersponds

2.	Tasks and content of FQWs are aimed at formation of competences of a graduate.	Yes
3.	The degree of use of materials collected or obtained during externships and course projects in carrying out of independent research parts of FQWs.	High, externships are carried out on the basis of scientific school of sustainable development, formed on the basis of the Department of sustainable innovation development, small innovative enterprises of the university, city-forming enterprises of the city and resident companies of SEZ "Dubna"
4.	Topics of FQWs (final qualifying works) are defined by requests of organizations and businesses focused on the graduates of the program.	Such companies as Scientific-educational Complex "KazIITU", CJSC "MPOTK Tachnocomplect", LTD "Mezon", LTD "Akva-rus", etc.
5.	The share of the FQWs (Master's theses), the results of which have practical application in enterprises and organizations / out of which – FQWs which have practical application in small and medium-sized businesses.	30-40 %
6.	The degree of use of scientific research results of the sub-department, department and third-party research-production and/or scientific research organizations in carrying out independent research parts of FQWs.	High degree of use of the results of scientific-research work of the sub-department in carrying out independent research parts of FQWs; the sub-department conducts scientific research with direct participation and involvement of students; scientific school of sustainable development (a leading scientific school of Russia) is operating on the basis of the sub-department

3.2 Experts' conclusions and recommendations

3.2.1. Mark: excellent.

3.2.2. Strong points:

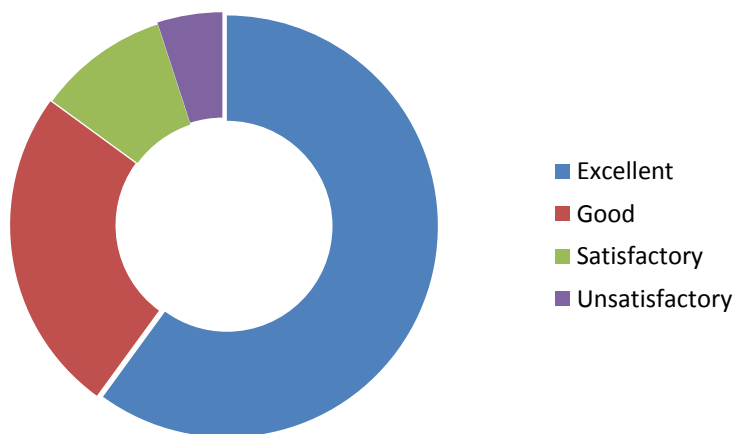
1. Research component and scientific-educational activities of the scientific school of sustainable development.
2. Research work of students with leading scientists of Russia.
3. Activities for the creation and development of small innovative enterprises at the University with the participation of students and graduates.
4. International activities in Eurasia.
5. Active involvement of employers in the educational process.

3.2.3. Areas of improvement:

1. Involvement of bachelors of engineering in the educational program.
2. Development of net education in the program in the framework of Eurasian cooperation.

Following the results of the survey of the students in the program, the educational institution presented data that was checked by the experts during the on-site visit. The data presented the HEI were confirmed by the experts as a result of the on-site visit.

**Assessment of the education quality by the students in general
(according to the results of the HEI)**



During discussions with the students within the on-site visit, the data on the results of the survey presented by the HEI were checked by the experts.

This allows the experts to draw conclusions about a high level of assessment of education quality at the university.

4 EDUCATION QUALITY GUARANTEES

4.1 Strategy, aims and management of the program

4.1.1. Criterion mark: excellent.

4.1.2. Strong points:

Consistency of the development strategy of the program with the industrial trends in the framework of the training of the program graduates.

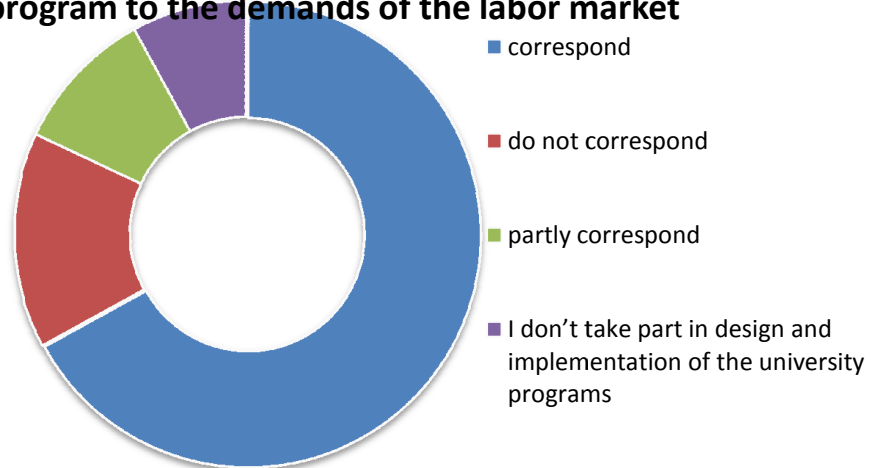
4.1.3. Areas of improvement:

Ensure more effective management of the program through involvement of employers in all stages of the educational process (formation of the curriculum and courses, training sessions, developing of topics and tasks for course works and final qualifying works, externships).

During the on-site visit surveys (interviewing) of employers were conducted; the results were compiled in a chart.

The data presented in the chart, allow the experts to conclude that, in the opinion of the employers, the aims of the main educational program meet the demands of the labor market.

Correspondence of the aims of the main educational program to the demands of the labor market

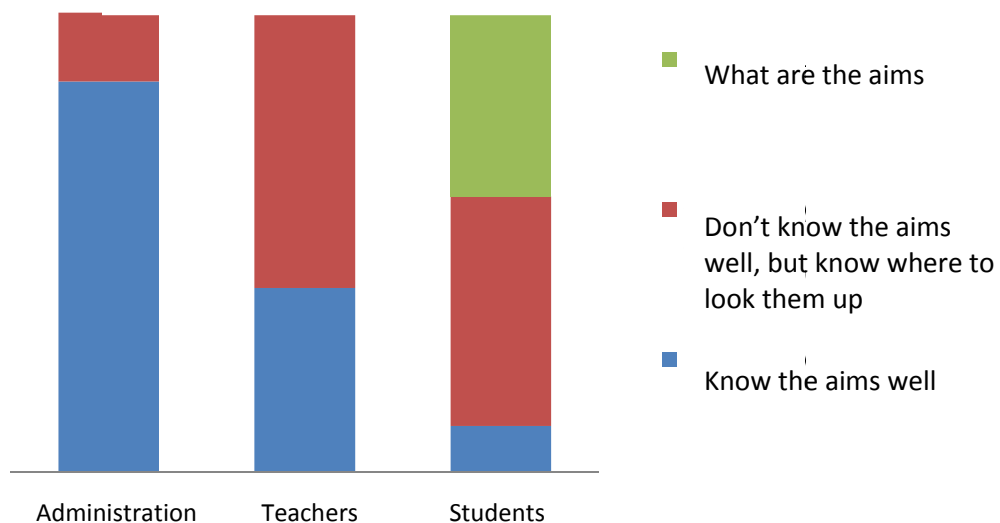


During the on-site visit the experts questioned the students, teachers and staff and obtained data that allows us to make conclusions:

- about a high satisfaction of students with the learning outcomes: students are interested to be trained under the program; many students come from other universities; they come with high motivation to learn; have a break in training and work experience; more than 40% of the students would like to continue their education in the graduate school;
- the teachers and staff are highly motivated and satisfied with their jobs: they feel themselves team members, conduct research work, work on the promising master's and doctoral works; have extensive teaching experience.

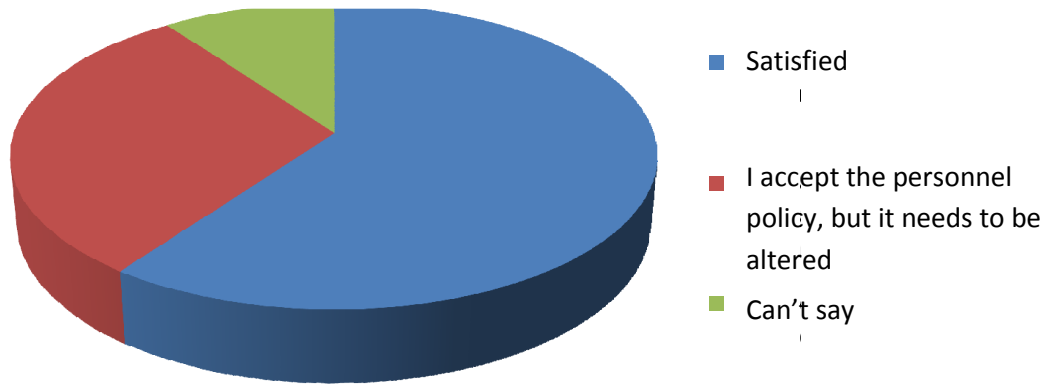
Expansion of the scope and scale of the educational program based on the results of research and teaching activities is recommended.

Familiarity with the aims of the main educational professional program

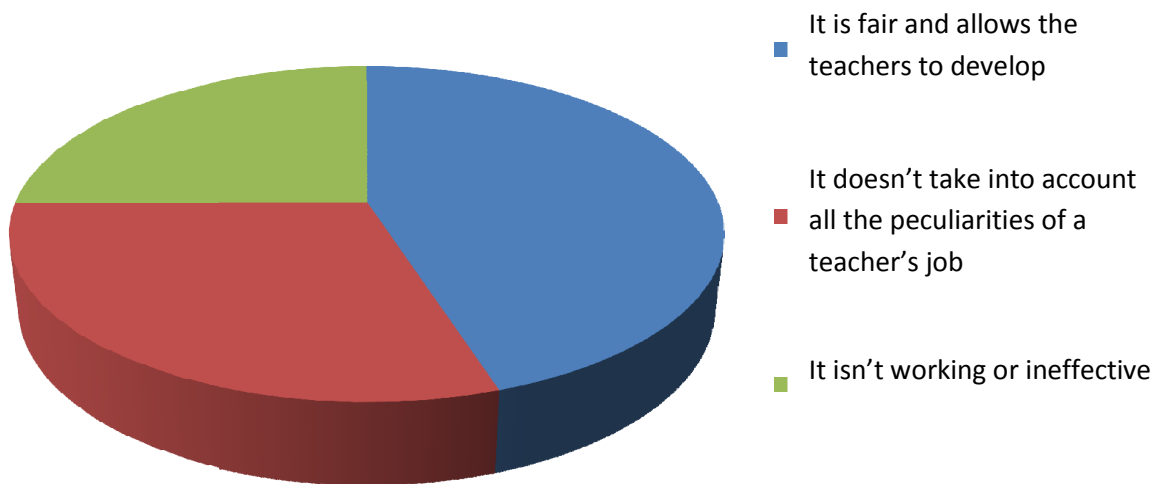


During the self-examination process the HEI presented the data on the satisfaction of the teachers with the personnel policy and current motivation system.

Satisfaction with personnel policy



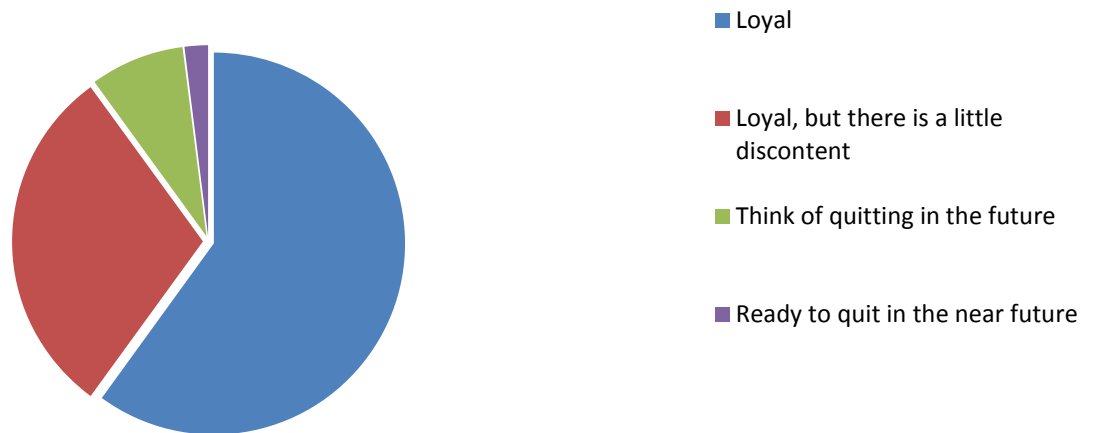
Satisfaction with current motivation system



During the on-site visit were conducted interviews (questioning) with teachers involved in the program. The results of the interviews are presented in the diagram "The level of employee loyalty."

Having analyzed these two charts, the experts conclude that the cohesion of the sub-department personnel is good.

Level of employee loyalty



4.2 Structure and content of the program

4.2.1. *Criterion mark: excellent.*

4.2.2. *Strong points:*

Consistency of the curriculum and competences matrix of the graduates of the major 38.04.02 "Management" with the employers.

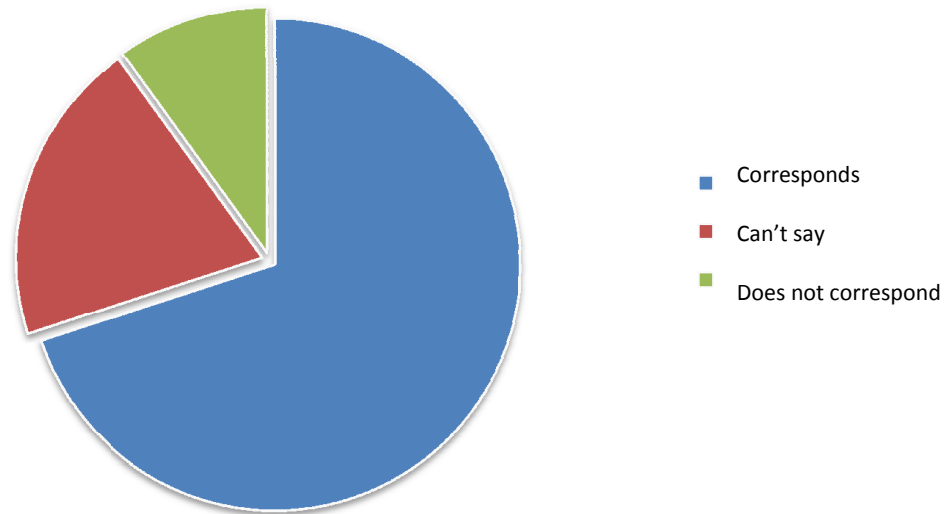
4.2.3. *Areas of improvement:*

1. More technology to measure the formed competences on the bases of real situations or practical tasks should be introduced during ongoing monitoring of progress and intermediate certification.

2. The program could contain more foreign material, probably in English. This would allow the program to expand the boundaries and language skills of undergraduates.

During the on-site visit the experts met with the students of the assessed program. One of the discussed issues was matching of the structure and content of the program with consumers' expectations of the program – the students. Data collected at the end of the interview are presented in the chart and allow the experts to conclude that the structure and content of the program correspond to the expectation of the direct consumers of the program – the students. The students would not like to change the program, are eager to finish it with excellent marks and enter the graduate school of the sub-department.

Correspondence of the structure and content of the program with the students' expectations



4.3 Teaching-methodical materials (TMM)

4.3.1. *Criterion mark: excellent.*

4.3.2. *Strong points:*

TMM uses modern literature which corresponds to the latest scientific achievements in the framework of the major.

4.3.3. *Areas of improvement:*

More actively involve employers and students in the development of TMM.

During the on-site visit the experts familiarized themselves with teaching-methodical materials recently developed by the HEI. On the study of 26 teaching-methodical materials (programs, main educational programs, references, employers' requests, feedback and R&D contracts), the following diagram was compiled.

These data allow the experts to draw a conclusion about high provision of the program with TMM and active work with the employers (internal and external).

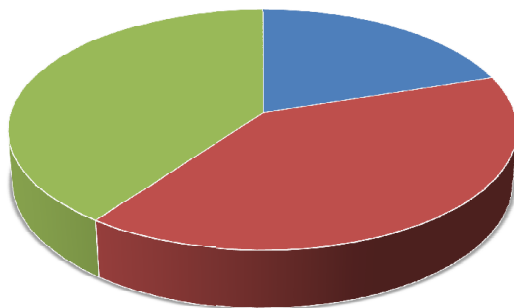
TMM



- TMM coordinated with employers
- TMM coordinated with ERO or other representatives of the scientific society
- TMM coordinated only with inter-university structures

During the on-site visit the experts analyzed control-measurement materials (CMM), which are used by the educational institution to monitor the students' progress. Data on the analysis of CMM is presented in the following diagram. This allowed the experts to draw the conclusion: CMM are developed on the bases of situations which require scientific-theoretical training, analytical thinking, ability to solve practical management and development tasks through development of real organizational structures.

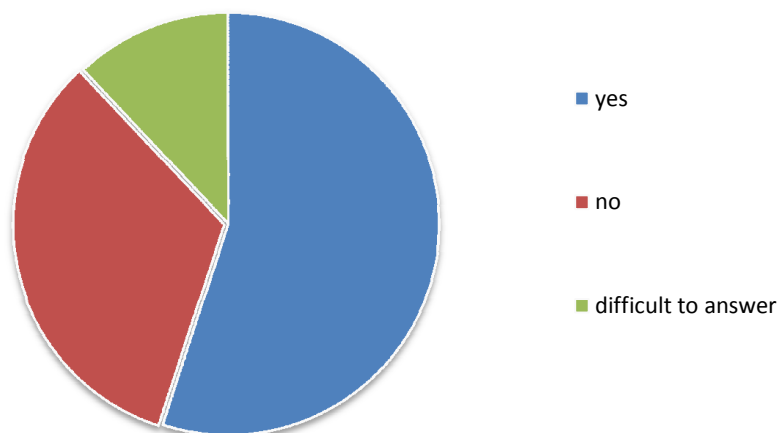
CMM



- TMM with CMM designed on the basis of real practical situations
- TMM with CMM provided by employers
- TMM with CMM designed only on the basis of theoretical materials

According to the results of a questionnaire submitted by the educational institution, which were confirmed during the on-site visit, some students believe that their opinion is not taken into account during the design and updating of TMM. In this regard, the experts recommend the HEI adapt TMM.

Taking into account of the students' opinion while designing



4.4 Techniques and methods of educational activities

4.4.1. Criterion mark: excellent.

4.4.2. Strong points

The level of development of e-learning at the university allows the used at the program level to improve the quality and accessibility of learning such new educational methods as methods of allocation of seminars and group activities; education and training in the workplace from production and situational cases; organization of e-learning repositories; formation of individual learning paths.

4.4.3. Areas of improvement

Organize systematic engagement of employers in determination (choice) of the techniques and methods used for the program implementation.

During the on-site visit the experts visited a lesson, the analysis of which is presented below.

Teachers' name: B.E. Bolshakov

Group/specialty: group 5102, Projects management of sustainable development

Discipline/module: Theory and methodology of designing of sustainable development of socio-natural systems

1. Type of lesson: seminar
2. Topic of the lesson: Managers of the 21st century: who are they?
3. Aim of the lesson: acquisition of knowledge and perception of theoretical and methodical issues of designing of sustainable development.
4. Lesson tasks: learn to do tasks of efficiency assessment of development management professionally.
5. Material-technical support of the lesson: computers, OHP, interactive board.
6. Indicate:

№	Knowledge, skills and abilities (KSA) that are to be formed at the lesson and competences which these KSAs influence (should be stated by the teacher)	Forms, tools, methods and techniques that will be used in class for the formation of competences
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1.	Able to alter the profile of their professional activities	Discussion of certain parts and questions
2.	Able to obtain and use new knowledge and skills	Discussion of certain parts and questions
3.	Able to summarize and critically evaluate the results of native and foreign researchers, as well as identify and state current scientific problems	Discussion of certain parts and questions

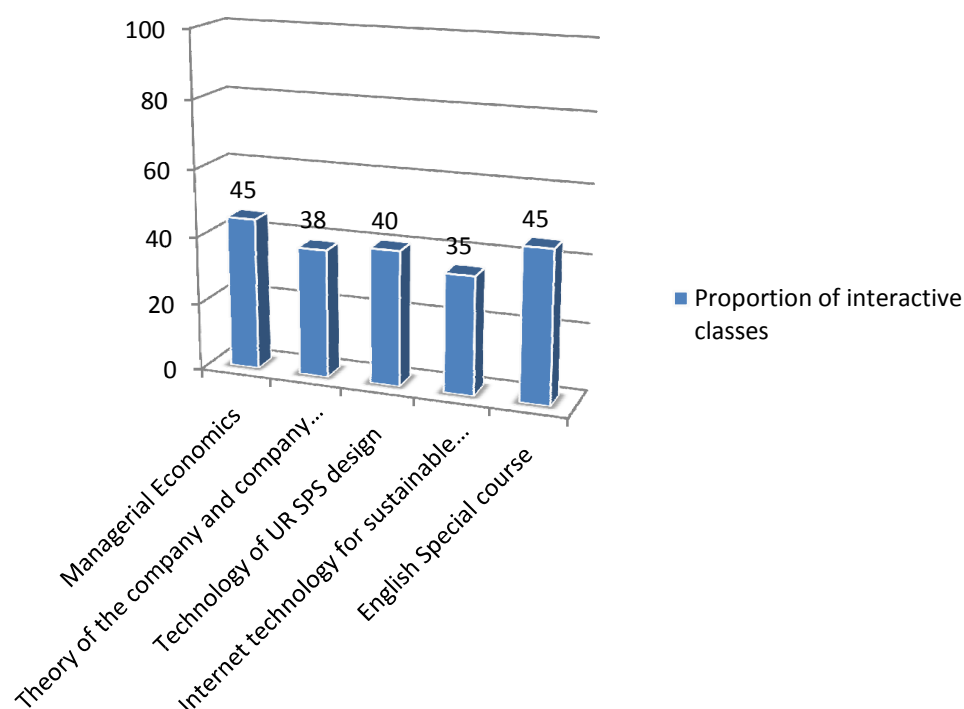
ASSESSMENT OF THE TEACHER

№	Analysis criteria	Criteria	Mark (0,1,2)
1.	Compliance with the regulations of the lesson	Timely start and termination of the lesson, time-balanced sections	2
2.	Organization	Greeting. Announcement of the topic and aims (connection of the aim with the formed competences)	2
3.	Motivation of students for the upcoming activities	Indication of the relevance, formed professional and/or social and personal competences	2
4.	Psychological climate in the classroom	Positive emotional interaction between the teacher and students; mutual goodwill and involvement of the audience	2
5.	Presentation quality	Structured material; clear statement of current tasks; consistency and clarity of the presentation; presentation adaptation to the specific audience; examples, relevant facts	2
6.	Correspondence of the content to the course program	Compare with the operating program of the discipline (TMM)	2
7.	Use of visual aids	Course book, workshop, handouts, tables, drawings, etc.	2
8.	Declamatory skills	Audibility, clarity, literacy, pace; facial expressions, gestures, pantomime; emotional richness of speech	2
9.	Audience sensitivity	Ability to react to changes in the perception of the audience.	2
10.	Civility with students		2

11.	Methods of attention organizing and regulation of students' behavior	Increase of interest of the audience (creative examples, humor, rhetorical methods, etc.); involvement of students in the dialogue in the process of task implementation, etc. But not: open call to the attention of the audience; demonstration of disapproval; psychological pressure, blackmail	2
12.	Feedback with the audience during the lesson	Control of material acquisition	2
13.	Summarizing of the lesson (<i>reflection</i>)	Organization of feedback during which the students actively discuss the outcomes	2
14.	Image	Compliance with corporate style, presentable appearance, charismaticness	2
15.	Final grade		2
16.	Comments and recommendations of the experts: The preparation and conduct of the lesson was at a high level.		

During the cameral analysis of self-evaluation, the analysis of the curriculum and class schedules, the experts determined that the proportion of interactive classes within the program is 45%. During the on-site visit syllabuses of five disciplines were studied. Data on the interactive lessons within the studies educational-methodical complexes is presented below.

Proportion of interactive classes



4.5 Teaching staff

4.5.1 Criterion mark: excellent.

4.5.2. Strong points:

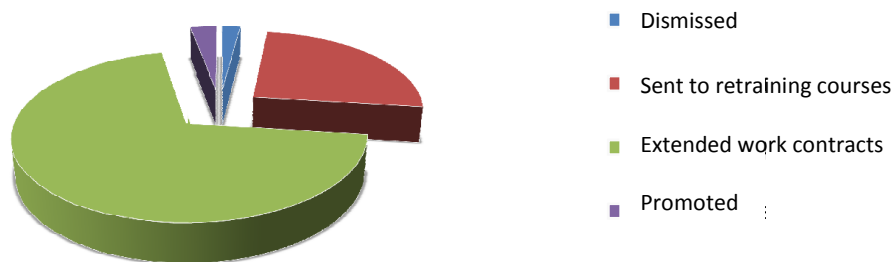
Developed system of training and retraining of the teaching staff which allows keeping the teachers' competences at a level sufficient for the implementation of the program.

4.5.3. Area to be improved:

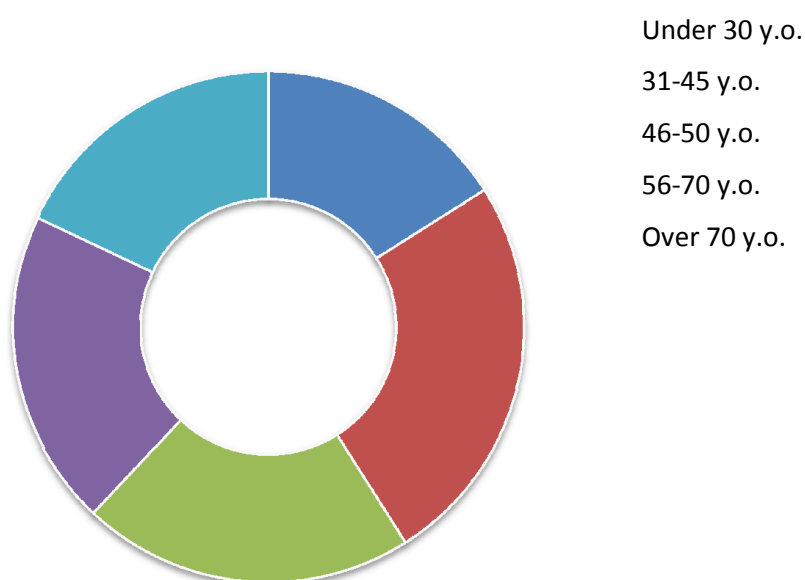
Involve practitioners from various departments of government and business structures on time basis to conduct workshops, seminars and master classes.

Analyzing the facts presented by the educational institution in the self-evaluation report, the experts concluded that the data are relevant and reliable. The results of the comprehensive assessment of the teaching staff (in the last year) and age structure of teachers participating in the program are shown in the following diagrams.

As a result of the complex assessment of the teaching staff in the framework of the implementation of the main educational program



Age structure of own teachers



4.6 Material-technical and financial resources of the program

4.6.1 Criterion mark: excellent.

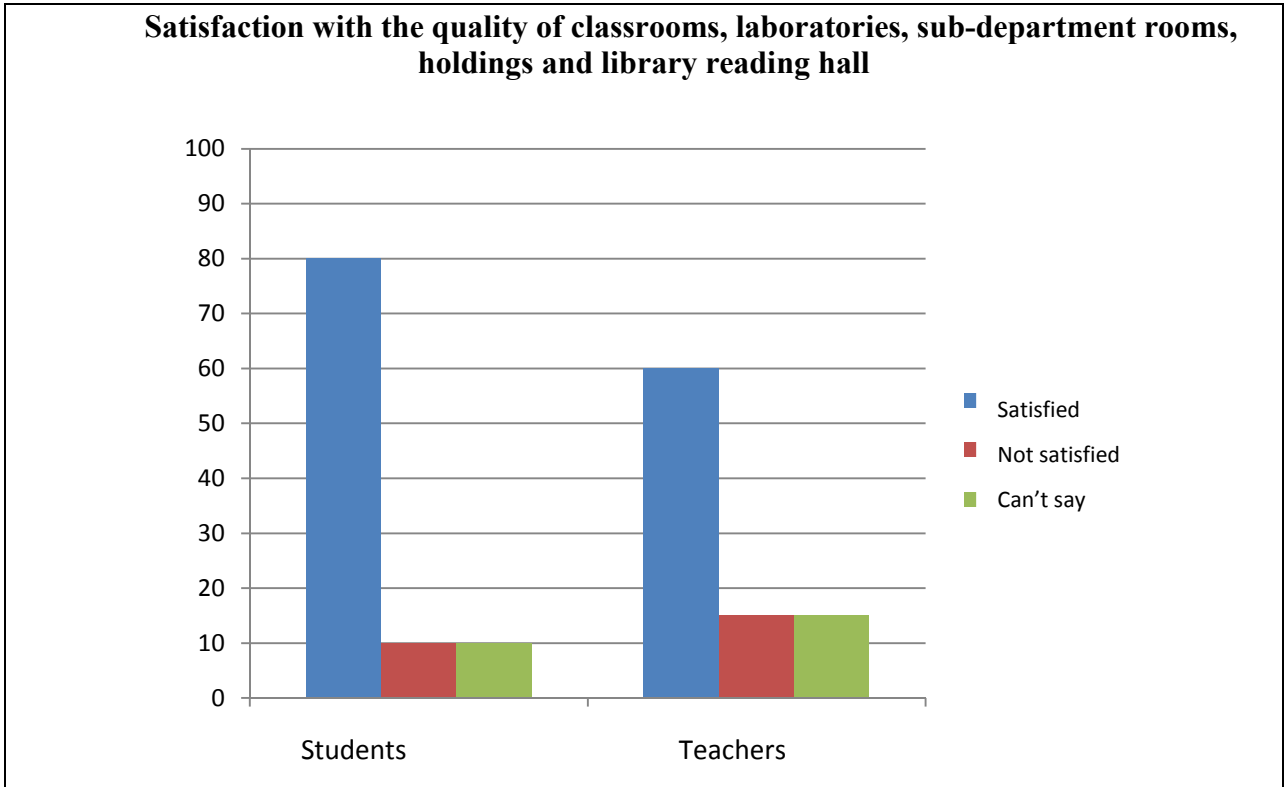
4.6.2 Strong points:

A system of educational process support is operating through which the students can gain access to educational materials in disciplines form any computer that has Internet connection.

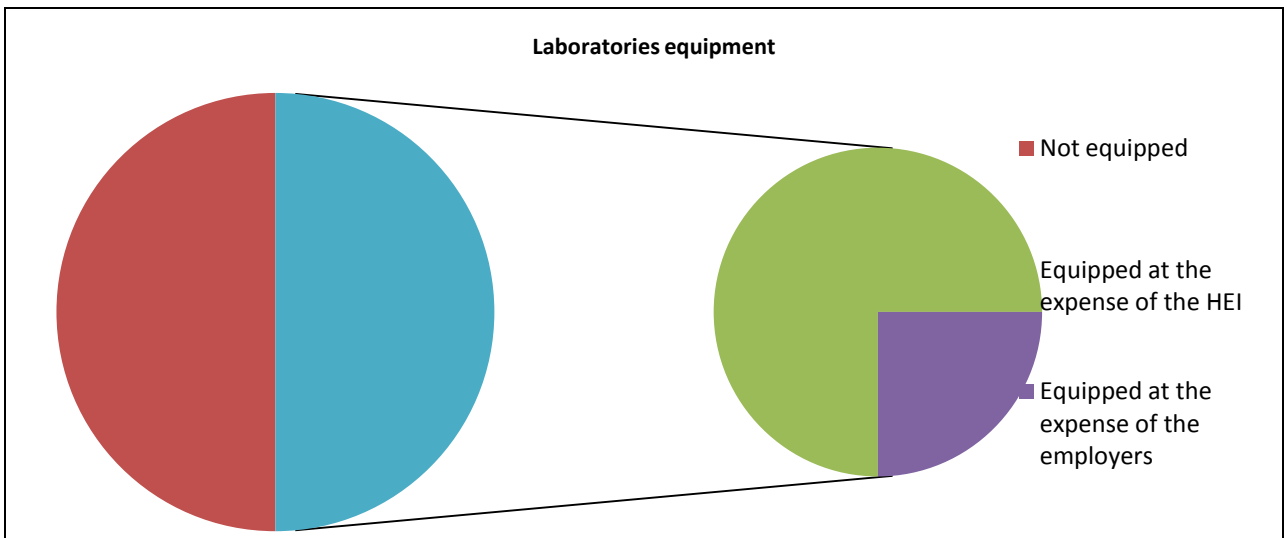
4.6.3 Areas of improvement:

Equip the classroom with expandable resources and technical means at the expense of social partners.

During the on-site visit the experts conducted interviews with students and teachers participating in the implementation of the program on satisfaction with the quality of the classroom holding. The data are shown in the following diagram and allow the experts to conclude that there is satisfaction with the quality of the classroom holding.



During the on-site visit to the educational institution the expert team inspected the material and technical base. Below are data on the equipment of the laboratories.



4.7 Information resources of the program

4.7.1 Criterion mark: excellent.

4.7.2. Strong points:

The university has a system of distance learning, realized on the basis of a learning management system Moodle. All students have access to the funds of educational-methodical

documentation of the University and the electronic library system by logging into the system from any remote computer with their login and password.

4.7.3. Areas of improvement

Encourage students to use the means of the electronic library more often.

4.8 Scientific-research work

4.8.1 Criterion mark: excellent.

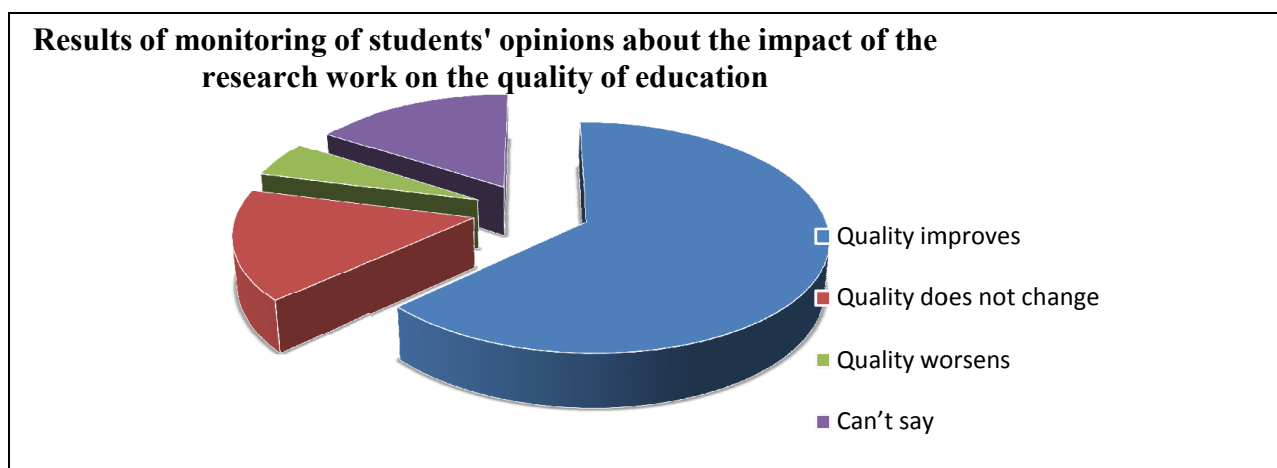
4.8.2 Strong points:

A collection of theses of masters' FQWs has been published.

4.8.3 Areas of improvement:

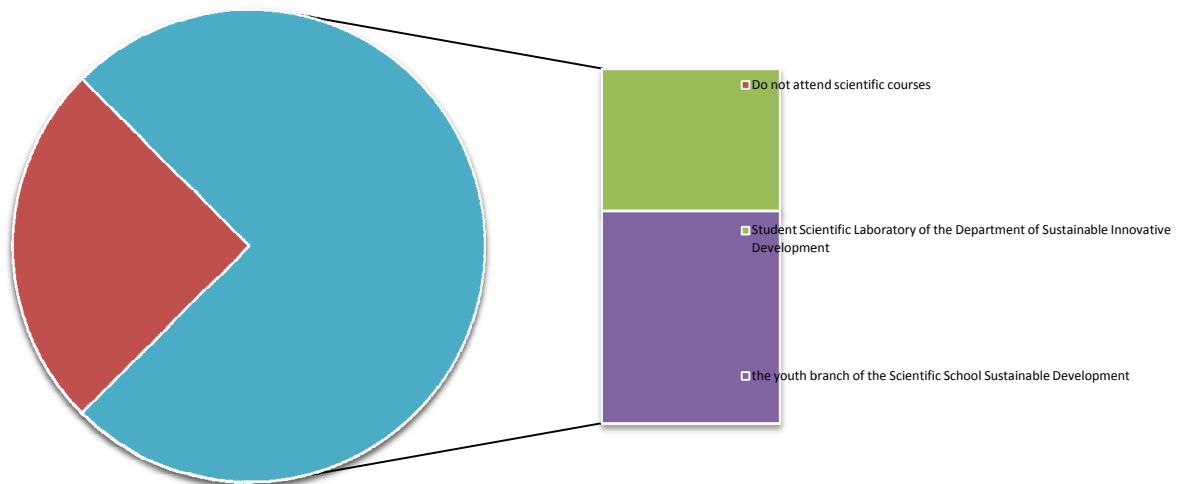
1. Start commercialization of research results and financing of internal grants, the results of which could be claimed by the educational institution or other organizations.
2. Involvement of masters in scientific circles, scientific conferences and contract-grant activities of the university.
3. Enhancement of international research work and exchange of achievements could enrich the work of the University.

The HEI presented information on the results of monitoring of students' opinions "The impact of the research work on the quality of education" in the documents of self-evaluation. This diagram shows the data certified by the experts during the on-site visit.



Participation of students in scientific circles has been analyzed. A scientific student laboratory of the sub-department of sustainable innovation development and the youth branch of the Research School of sustainable development are operating in the HEI for the students of the assessed program. The main purpose of the scientific circles is to attract students to research, participation in competitions, implementation of student's scientific research on the basis of scientific schools, the sub-department and the university. The number of students who regularly attend scientific circles is 12 people (senior students). On the results of work in scientific circles, the students organize scientific and educational activities, participate in contests ("Umnik", competitions of Bortnik Fund, RNF, RFBR, etc.), prepare and publish articles, attend conferences (Uralsk (Republic Kazakhstan), Moscow, St. Petersburg, etc.), receive certificates and patents.

Participation of students in scientific circles



4.9 Participation of employers in the program implementation

4.9.1 *Criterion mark: excellent.*

4.9.2 *Strong points:*

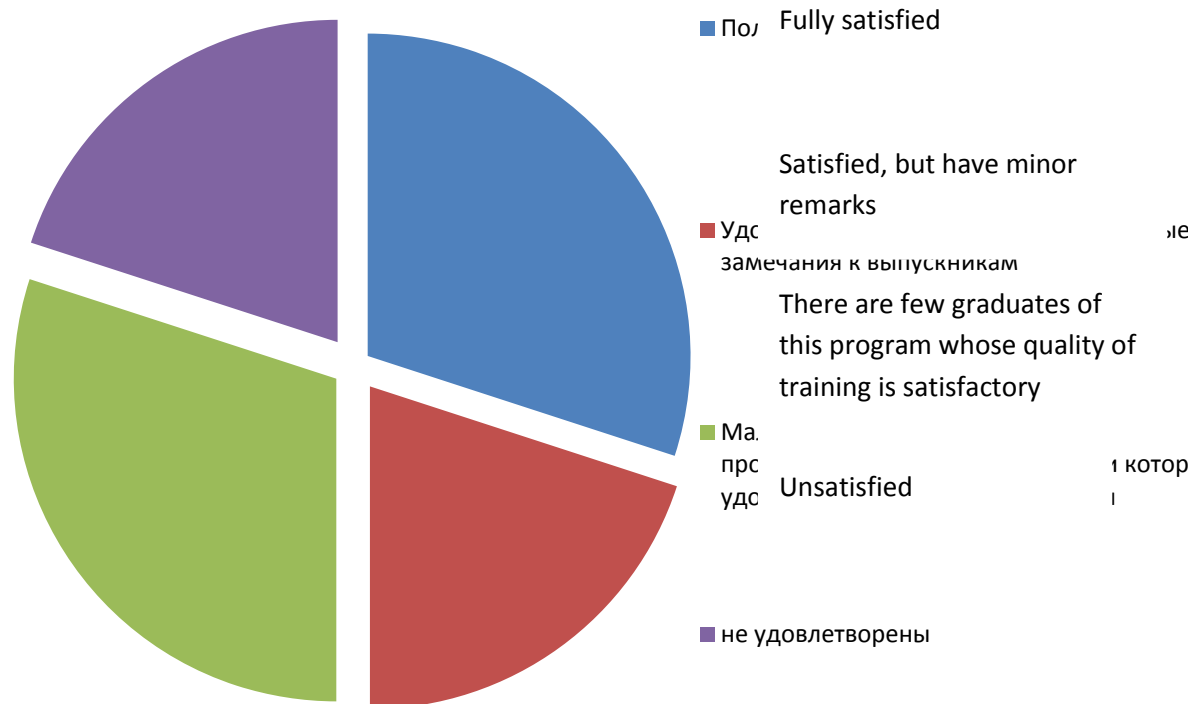
Representatives of employers are employed by the university part-time, which allows them to successfully combine career and professional training for a particular company, as they know the requirements of professional standards and the specialty.

4.9.3 *Areas of improvement:*

Increase the number of specialists in sustainable development engaged in reviewing of final qualifying works.

The report on the self-evaluation of the educational institution has information on the results of the employers' survey on their satisfaction with the quality of graduates' training. The diagram below shows data confirmed by the experts during the interviews with the employers.

Employers' satisfaction with graduates' preparation



4.10 Students' participation in determination of the program content

4.10.1. Criterion mark: excellent.

4.10.2 Strong points:

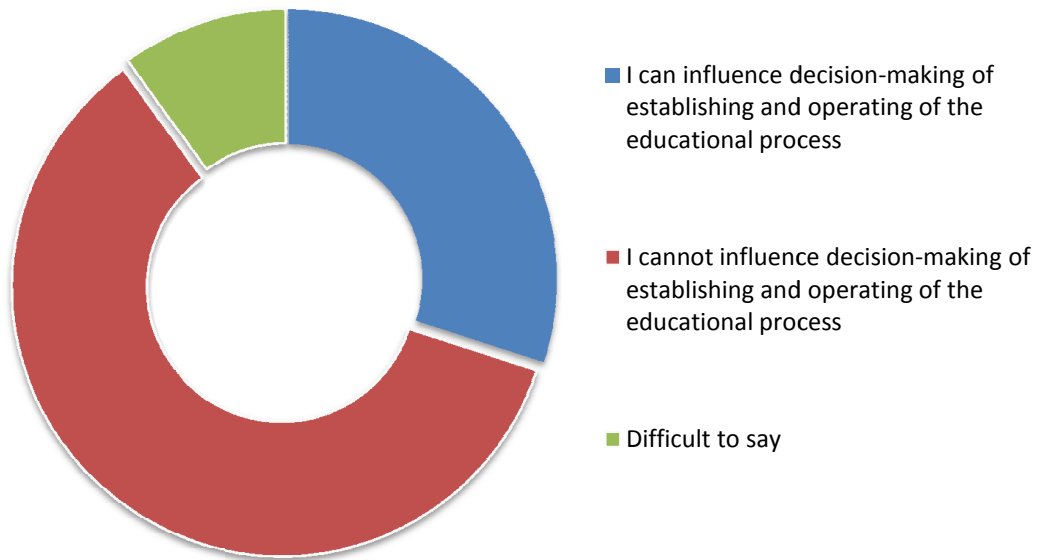
The university regularly assesses the quality of the lessons through questionnaires.

4.10.3 Areas of improvement:

Encourage masters' participation in the actualization of teaching materials and program content.

During the on-site visit the experts analyzed students' involvement in the students' government. The diagram below shows data that reflect the participation of students.

Students' involvement



4.11 Students services at program level

4.11.1. Criterion mark: excellent.

4.11.2. Strong points:

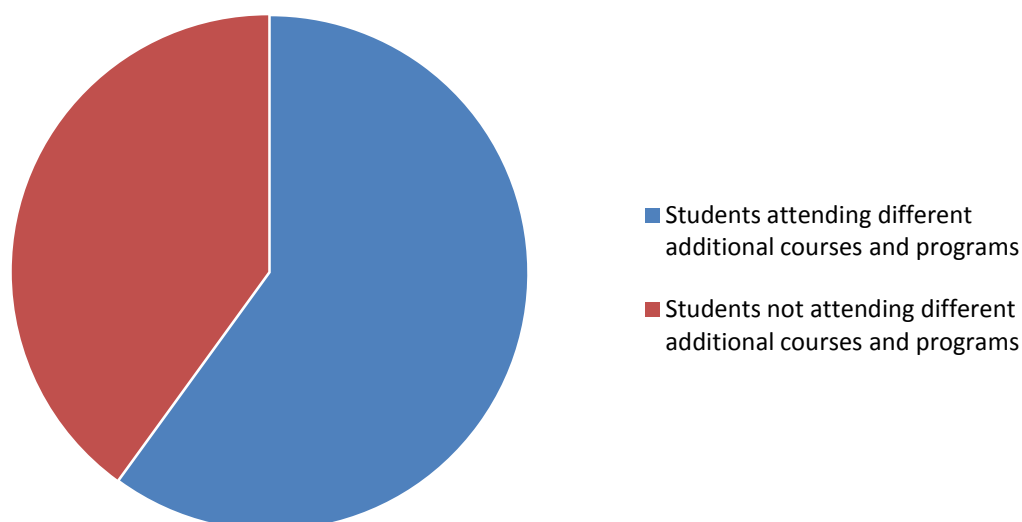
Means of material support of students at the level of the program implementation have been developed.

4.11.3. Areas of improvement:

1. More actively involve students in programs of additional courses.
2. Form and regularly renovate the jobs pool in the specialty for the program graduates on the website of the HEI and the sub-department.

During the on-site visit the experts reviewed the documents proving the attendance of additional courses and programs by the students in the framework of the Scientific School of Sustainable Development (additional events for students are organized on request taking into account the opinions of the students).

Attendance of additional courses and programs



4.12 Career guidance. Assessment of graduates' training quality

4.12.1 Criterion mark: excellent.

4.12.2. Strong points:

1. Active work of the Center for career counseling, the main directions of which are: provision of career guidance and educational services to develop new functional connections with the government and participation in inter-agency meetings.

2. Orientation of graduates at continuous education throughout their lives; creation of conditions for the disclosure of students' abilities and training of highly qualified personnel in implemented majors for the region's economy.

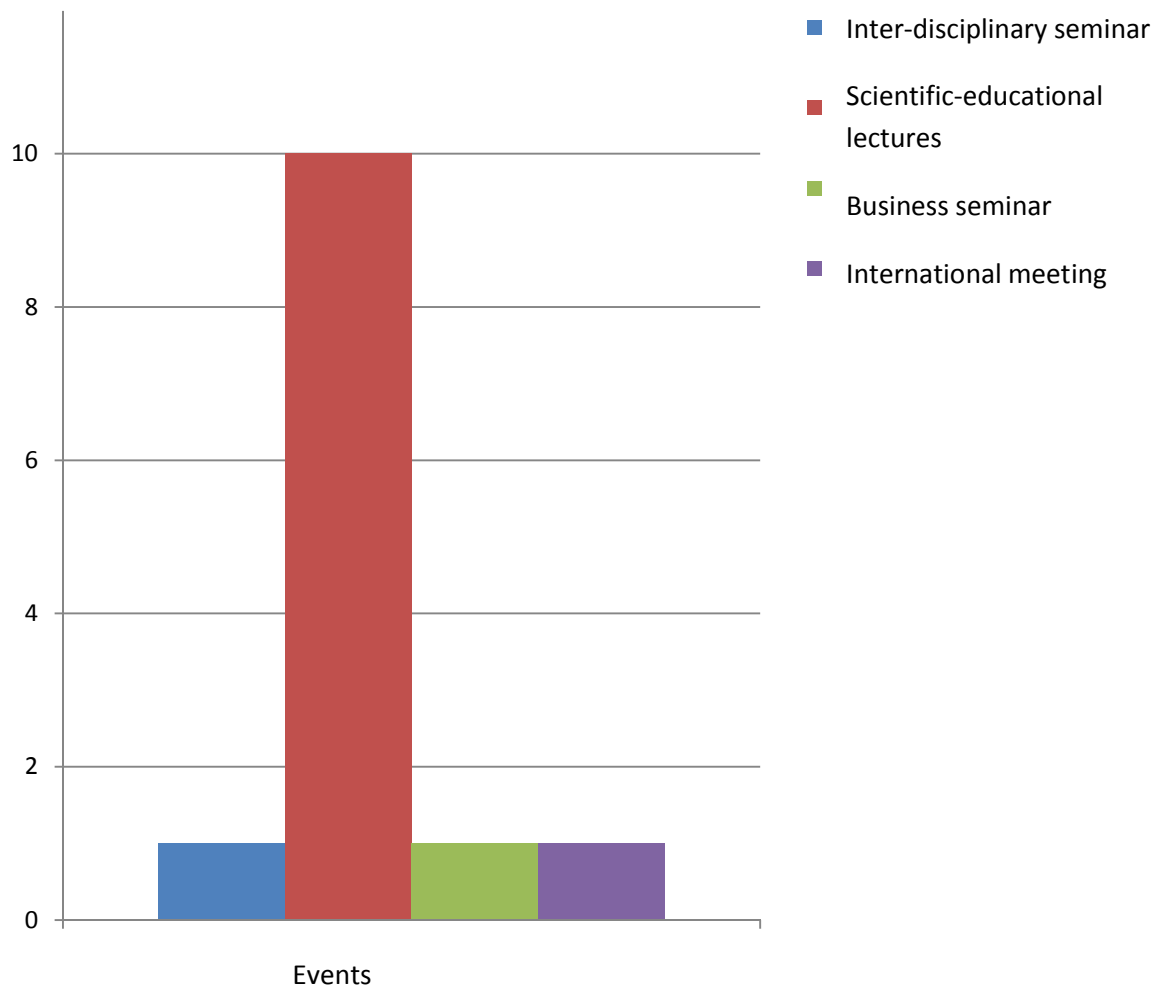
4.12.3. Areas of improvement

1. Place information about the best graduates on information boards of the university.
2. Place interviews with outstanding graduates in students' newspaper.

On the basis of these data the experts recommend to direct efforts to work with the contingent through conducting a bigger amount of scientific and practical conferences for the applicants. 10 events were conducted in one year, among which are:

- Interdisciplinary seminar on fundamental and applied problems of sustainable development
- Scientific and educational lectures devoted to the 150th anniversary of V.I. Vernadsky "Strategy for global sustainable development based on the partnership of civilizations"
- Business Seminar on systems and management principles, business objectives, breakthrough technologies and new opportunities
- International Meeting "The Role of Young Scientists and Specialists in the development of science cities, technology parks and innopolises in Eurasia"
- Youth round table "Sustainable development and business. Managers of the 21 century: Who are they?"

Data on the number of career-guidance events conducted by the teaching staff in the framework of enrollment to the program



CVs of experts

Expert's name: Dmitriy Yu. Denisov

Place of work, position	Moscow State University of Engineering and Informatics, Associate professor of the sub-department "Management"
Degree, title	Candidate of economic sciences, Senior teacher
Ranks	N/a
Education	higher
Professional achievements	2009 – 2010 – first-rate specialist of office audit department at the Federal Tax Service Inspection №19, Moscow 2010 – present – teacher at Moscow State University of Engineering and Informatics
Sphere of scientific interests	Theory of decision-making Economics Management
Practical experience in the major of the program to be assessed	4 years

Expert's name: Svetlana G. Kosyakova

Place of work, position	JSC "Mechel" Director of the department for personnel assessment and development
Degree, title	N/a
Ranks	N/a
Education	1997 — Siberian Academy for State Service, State and Municipal Management, higher 1989 — Novosibirsk State University, General Linguistic, higher
Professional achievements	From 06.2011 – Direct of the department for personnel assessment and development at JSC "Mechel" (Moscow). Area of priority – management of the program for formation of personnel reserve in the whole company, design of methods and all necessary documents, implementation support of all events. 2007 – 2010 "E4-CenterEnergMontazh" – Assistant general personnel director (Moscow) 2006 – JSC "Engineering center" Assistant general personnel director (Novosibirsk) 2002 – 2006 JSC "Center for Corporet Strategies and Decisions" Director, business-trainer (Novosibirsk) 1998 – 2002 – "Barloworld Siberia" – Assistant general personnel director (Novosibirsk) 1996 – 1998 – "Coca Cola Molino Novosibirsk" – Manager for recruitment and development of personnel (Novosibirsk)

Sphere of scientific interests	Author of scientific articles on staff management and co-author of educational guidance "Psychodynamics in the management system"; also conducted seminars, lectures, and trainings on different topics of personnel management.
Practical experience in the major of the program to be assessed	More than 15 years

Expert's name: Kai Masser

Place of work, position	Spaer University (German University of Administrative Sciences, Spaer) Senior teacher
Degree, title	Doctor of Philosophy
Rank	n/a
Education	Master of Arts and Social Administration
Professional achievements	Scientific publications, articles, books
Sphere of scientific interests	Social administration
Practical experience in the major of the program to be assessed	About 50 observations and social projects

Expert's name: Grigory V. Perov

Place of work, position	Russian Economics University n.a. Plekhanov, student (Faculty of Management)
Degree, title	n/a
Rank	n/a
Education	Not finished higher education
Professional achievements	
Sphere of scientific interests	
Practical experience in the major of the program to be assessed	