АККОРК

Агентство
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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

38.03.04 "State and municipal management"

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

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Moscow – 2015

Contents

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)].

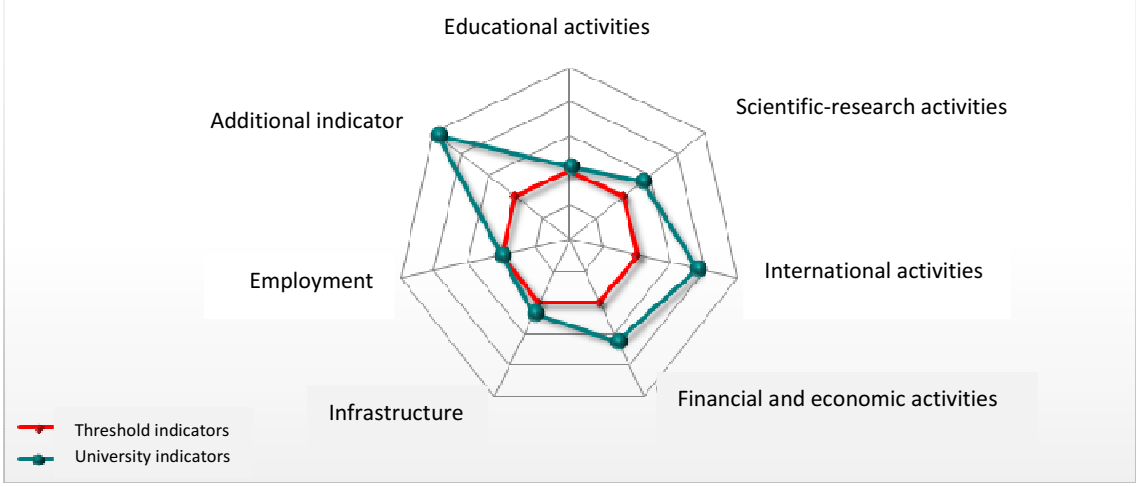
As of April 1, 2014 the University "Dubna" occupies a leading position in the ranking of universities in the vast majority of indicators (from the 1st to the 10th place in various indicators) in Russian Science Citation Index among the universities of the Russian Federation (http://elibrary.ru).

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 of higher education "State and municipal management" is implemented within the major 081100 State and municipal management (profile Municipal management) at the sub-department of State and Municipal Management of the Department of Economics and Management of the State University "Dubna" and finishes with awarding of Bachelor degree. Management of the program is carried out by the Dean of the Department of Economics and Management S.F. Dzyuba and Chair of the sub-department of State and Municipal Management N.I. Zakharov.

Number of students

Program	Students (full-time)	Budget	Targeted financing	Extra budget
081100.62 – State and municipal management	161	126	10	35

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

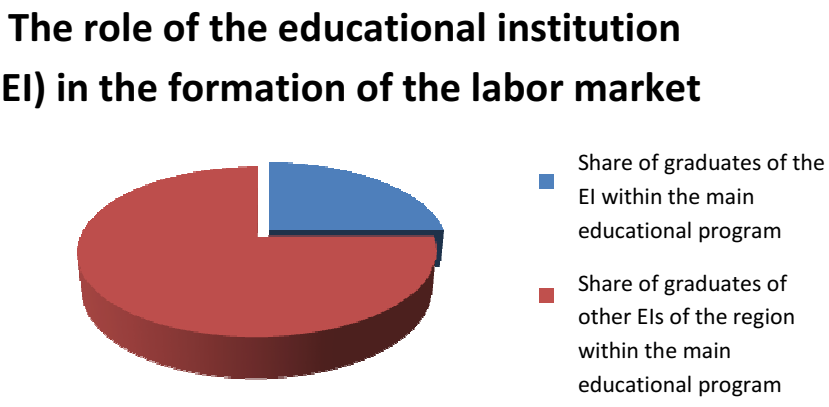
1.1. Analysis of the role and place of the program

Currently experts in state and municipal management are in high demand in the labor market. The need for young energetic personnel is evident at the federal, regional and municipal levels. In particular such a deficit is noticed in the local government.

The University is the only HEI in Dubna that trains bachelors in "State and municipal management", with the program including training in law and jurisprudence, as well as in the development of economic, managerial, and ethical professional competencies.

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.

WORK ASSIGNMENT OF THE PROGRAM GRADUATES (LABOR MARKET)



1.2. Analysis of information indicators presented by the HEI

The number of graduates in the specialty "State and municipal management" in 2014 was 27 people. Information was collected about all of them. 24 (89%) graduates are employed. 21 of them are working, one graduate was called up to military service, and two graduates continue their education in the graduate school. 7 people work within the specialty, representing 33% of the total number of workforce. 14 graduates don't work with the specialty, most of them are managers in commercial organizations of Dubna, Moscow and the Moscow region.4 people are working in state and municipal institutions.

№	Graduate's name	Place of employment	Position
1.	Anna Afanasyeva	Car showroom "Mercedes", Dubna	Administrator
2.	Irina Bondar	Registration chamber, Dmitrov	Specialist
3.	Tatyana Golovchenko	University "Dubna"	Assistant of Pro-rector
4.	Evgeniy Denisov	Commercial organization	Manager
5.	Vladimir Drozdov	Russian army	Officer
6.	Viktor Kazakov	Russian army	Officer
7.	Dmitriy Komkov	University "Dubna"	PhD candidate
8.	Natalya Kunchenko	unemployed	
9.	Darya Ofitserova	unemployed	
10.	Anastasiya Parusova	Project LTD "Dobroe serdtse"	Manager
11.	Lidiya Rogachyova	HR agency "Ventra"	HR manager
12.	Tatyana Khomyakova	Sberbank, Dubna	Consultant
13.	Yulia Shagina	LTD "Adlabs", Dubna	Specialist
14.	Anastasiya Yakovleva	Ministry of Justice of the Russian Federation, Moscow	Specialist
15.	Anastasiya Yamkovaya	Sberbank, Dubna	Consultant
16.	Darya Alekseeva	Renaissance-credit, Dubna	Credit representative
17.	Anna Burukina	Chaurel	Sales assistant
18.	Ekaterina Goryunova	CJSC "MPOTK "Technocomplect", Dubna	Director assistant
19.	Anna Gulina	CJSC ATM, Moscow	Sales representative
20.	Alyona Ermolaeva	LTD Travel agent's Private entrepreneur Belednykh	Manager
21.	Anastasiya kopnysheva	on maternity leave	
22.	Veronika Kocheshkova	LTD"Briz"	Private entrepreneur
23.	Anton Kumanichkin	LTD "Mayak"	Manager
24.	Viktoriya Nezhalskaya	Museum of local history and archeology, Dubna	Head of department
25.	Yulia Platova	Airport Sheremetyevo	Handling agent
26.	Olga Shadrova	University "Dubna"	PhD candidate

27.	Valentina Shirokova	"ATsDS" Aviation Center, Dubna	Internet sales specialist

The share of graduates employed within one year after finishing the HEI within the major (specialty) is 100%.

After graduation everyone was employed on a permanent basis. The period within which the graduates become employed in the specialty after graduation does not exceed 3 months.

• The proportion of students who received an invitation to work at the end of the externship is 90%

• The share of graduates employed on request of companies is 25%.

• The proportion of students enrolled in the studies on the order of employers, for example, based on tripartite (target) agreements is 6%.

• The share of graduates working on a profile of training in the region is 75%.

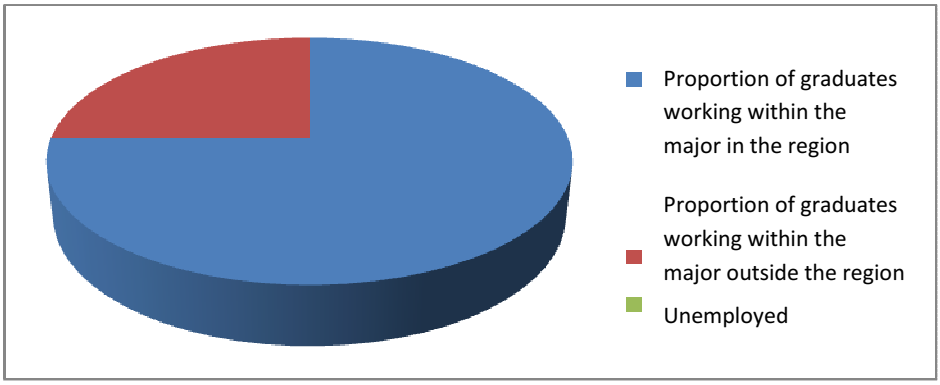
• The share of graduates working on a profile of training outside the region is 25%.

• The number of requests for the graduates – none

• Number of positive feedback about the work of graduates – 2

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 (LABOR MARKET)



2 SUMMARY OF THE PROGRAM

2.1 Main outcomes and experts' recommendations on the analyzed program

Strong points:

1. Assessment of competences formation occurs during externships. The direct outcome is the stable requirement and interest of employers in the graduates of the program.

2. Consistency of the development strategy of the program with the prospects of the regional labor market.

3. Consistency of the curriculum and competences matrix of graduates of the major 38.04.04 "State and municipal management" with employers.

4. Distance learning system supports the exchange of files of any formats between teachers and student, as well as among students themselves.

5. The university has created conditions to attract highly qualified staff to the educational process. The system of internal monitoring of performance of teaching staff and administering personnel is correlated with the motivation system.

6. The educational program is provided with educational and methodical documentation and materials for all training courses and disciplines (modules). The content of academic disciplines (courses and modules) is presented in the local network of the university and the local network of the sub-department of State and Municipal Management.

7. Employers are involved in the formation of the competences matrix as experts.

8. Conduct of career counseling of applicants on the basis of distance learning and testing to ascertain the readiness of applicants to pass the unified state examination, as well as to identify predisposition of students to different types of professional activities, their interests and abilities; formation of a database on the quality of education.

Recommendations:

1. Provide a greater number of invitees (experts from government, private companies, and others) in the structure of the program.

2. Increase the use in carrying out independent research parts of final qualifying works (FQW) the results of scientific and research activities of the sub-department, department and third-party research-production and/or scientific-research organizations, which will increase the number of results of FQWs applied in the workplace.

3. Consider the possibility of opening an additional (remote) education for retraining of management staff of the area and city, as well as the business community.

4. Involve employers to develop training courses in order to better adapt the training program to the real challenges, including preparation of FQWs with their subsequent introduction into the real management practices.

5. Actively use in the educational activities such technologies as education and training in the workplace in production and situational case studies; organization of training via electronic means, lectures with pre-planned errors, etc.

6. Attract additional funding for the program through entrepreneurial activities related to the provision of educational services and the implementation of scientific and technological achievements of teachers and students, as well as attraction of private investment.

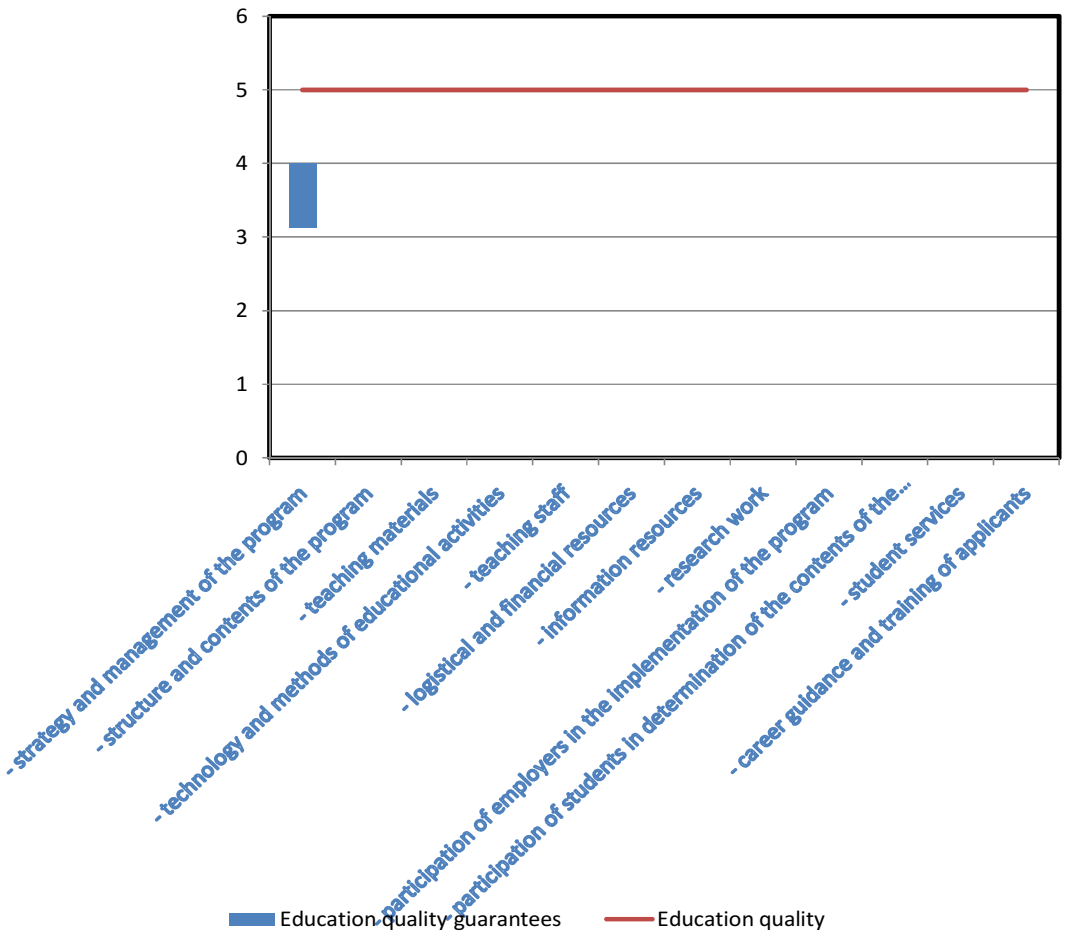
7. Organize the work on the commercialization of research results and financing of internal grants, the results of which could be claimed by the educational institution or other organizations.

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

2.2 Assessment profile of educational outcomes and education quality guarantees

№		Criterion	Mark
I		*Quality of education outcomes*	5
II		*Education quality guarantees:*	
	1.	Strategy, aims and management of the program	4
	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	4
	6.	Material and technical and financial resources of the program	5
	7.	Information resources of the program	5
	8.	Scientific-research activities	4
	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 4th year in the amount of 26 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.

According to the results of the direct assessment of competences, the experts revealed a high degree of students' training.

Level / Proportion of students	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)
80%	+	—	—
20%	—	+	—

During checking the education quality the experts read 9 FQWs, which amounted to 33% of the final qualifying works of the last year in this major. 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.	100% Topics of FQWs basically correspond to the major and the current level of development of science, techniques and (or) technologies in the framework of the program. Topics of FQQWs are developed with the direct participation of representatives of state (regional) and municipal authorities.
2.	Tasks and content of FQWs are aimed at formation of competences of a graduate.	100% The level of competences acquisition is confirmed by the quality of the FQWs reviewed by representatives of state and municipal authorities and non-profit organizations.
3.	The degree of use of materials collected or obtained during externships and course projects in carrying out of independent research parts of FQWs.	90% Tasks for externships are formed in accordance with a bachelor's chosen research direction, that's why all the collected materials are used later for writing the FQWs.
4.	Topics of FQWs (final qualifying works) are defined by requests of organizations and businesses focused on the graduates of the program.	Topics of FQWs are formed in accordance with the requirements of the FSES for this major. Topics of FQWs are also determined by the tasks of scientific activities of the teaching staff of the sub-department.
5.	The share of the FQWs (Master's theses), the results of which have	30% Proportion of developments and proposals applied in

	practical application in enterprises and organizations / out of which – FQWs which have practical application in small and medium-sized businesses.	practice is 30%
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.	80% Topics of FQWs are determined by the requests of authorities at various levels, state and public organizations of Dubna, as well as by aims of the scientific activities of the teaching staff of the sub-department. Activities of scientific schools of the sub-department also directly affects the educational process

3.2 Experts' conclusions and recommendations

3.2.1. Mark: excellent.

3.2.2. Strong points:

Assessment of competences formation is held out during externships. A direct result is a sustainable demand and interest of employers in the program graduates.

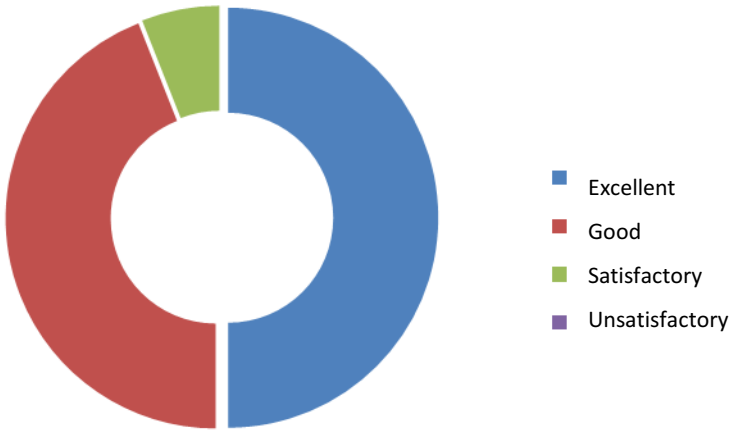
3.2.3. Areas for improvement:

1. Provide the bachelors with more opportunities to acquire professional competencies in real conditions of state and municipal enterprises.
2. Increase the level of use in carrying out independent research parts of FQWs of the results of scientific research of the sub-department, department and third-party research-production and/or scientific research organizations; this will increase the number of FQW results that are applied in the workplace.
3. Consider the possibility of starting an additional (remote) retraining for management staff of the area and city, as well as the business community.

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: good.

4.1.2. Strong points:

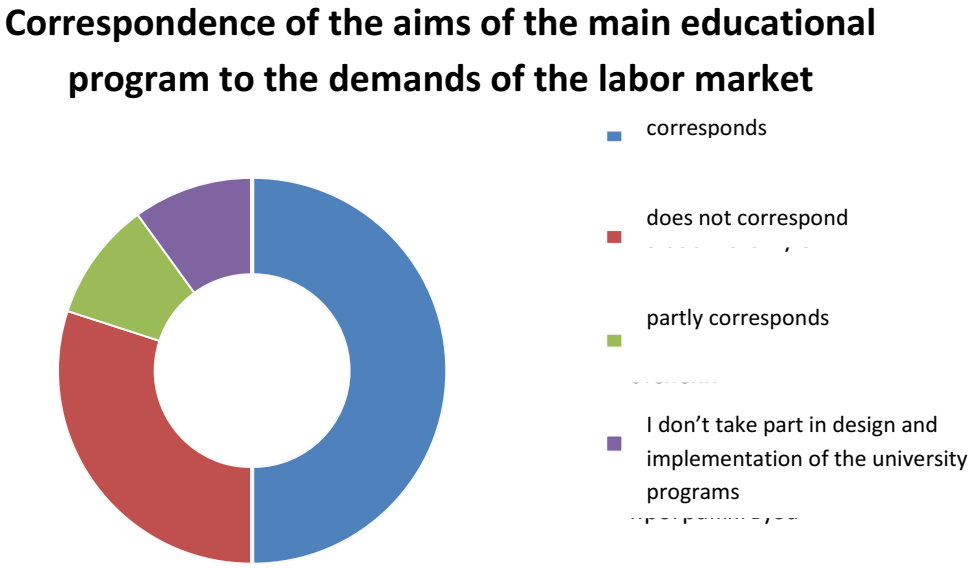
Consistency of the development strategy of the program with the prospects of the regional labor market.

4.1.3. Areas for improvement:

1. Involve graduates of previous years in evaluation and adjustment of the program.
2. Provide information availability of the objectives of the program to all interested parties.

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

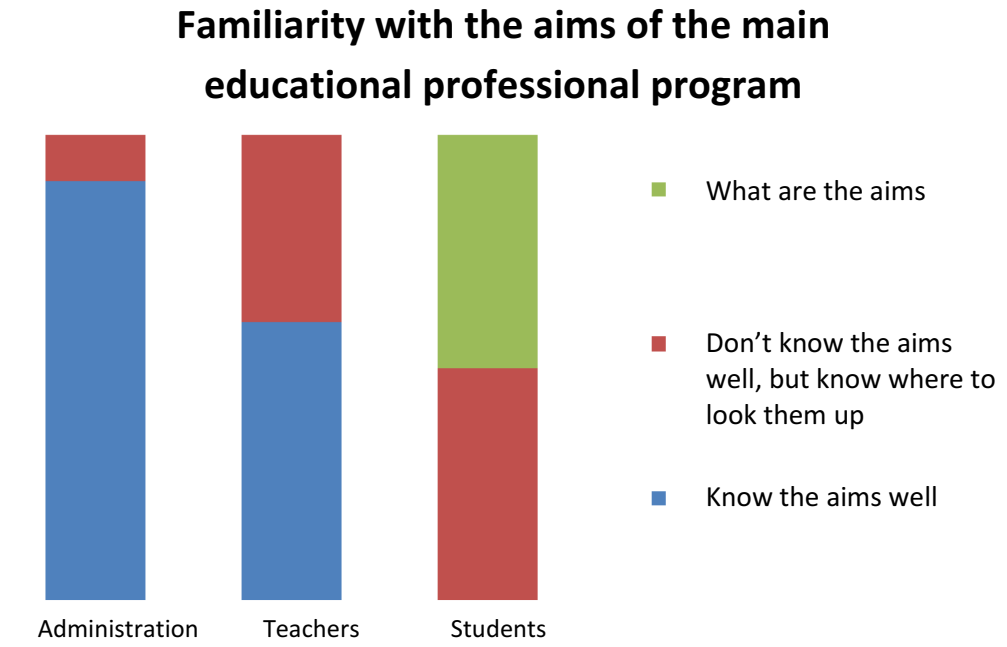
The data presented in the chart, allow the experts to conclude that, in the opinion of the employers, the aims of the main educational program meet the demands of the labor market.



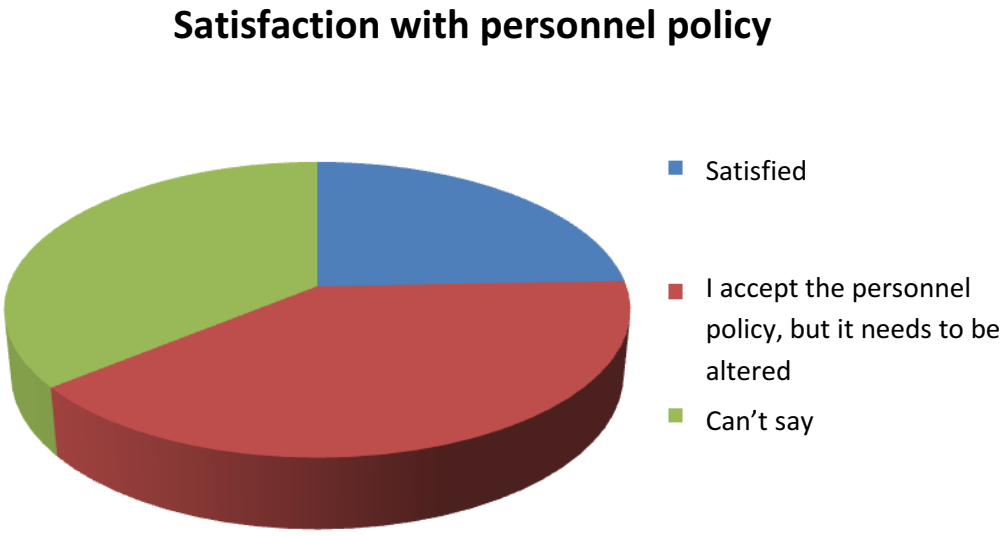
During the on-site visit the experts conducted interviews with students, teachers and staff and obtained data that allows us to make conclusions:

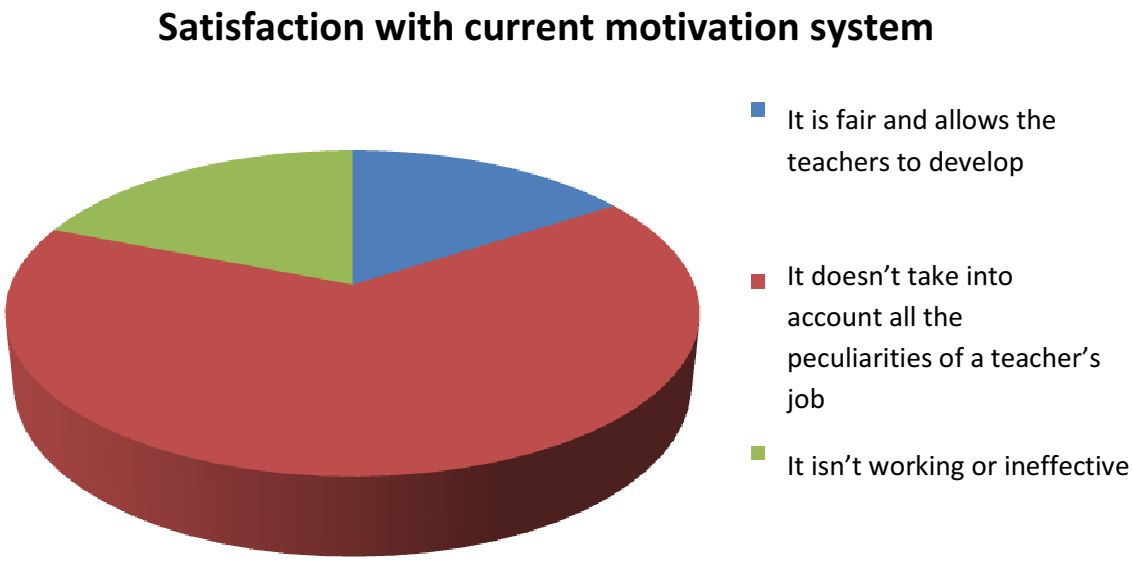
- about a high satisfaction of students with the learning outcomes: students are interested to be trained under the program; many students come from other universities; they come with high motivation to learn; have a break in training and work experience; more than 40% of the students would like to continue 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.



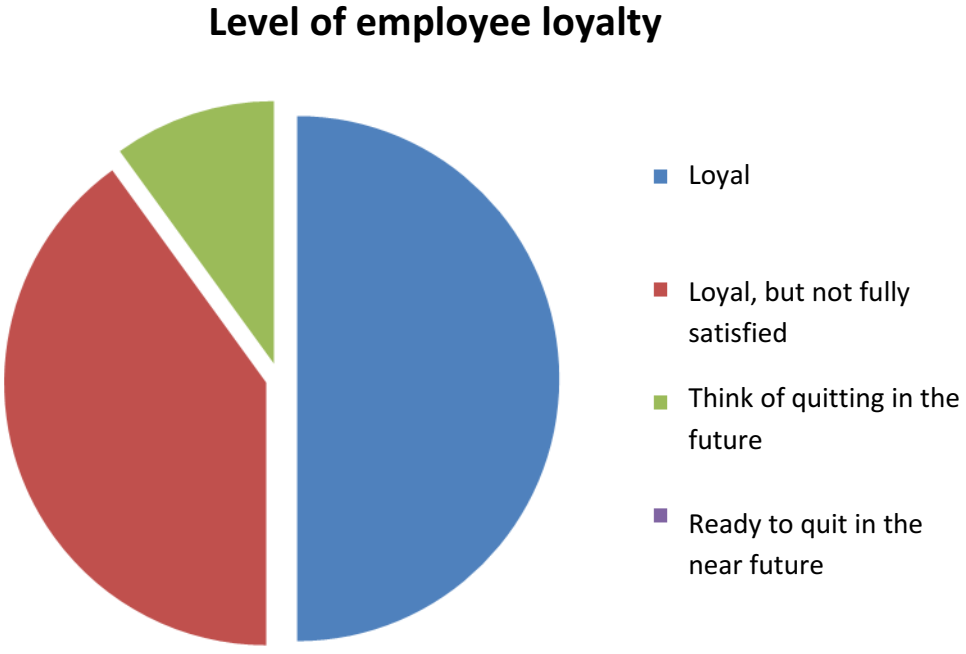
During the self-examination process the HEI presented the data on the satisfaction of the teachers with the personnel policy and current motivation system.





During the on-site visit were conducted interviews 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 whole teaching staff is satisfied with the personnel policy which includes the measures of tangible and intangible rewards. However, the motivation system needs to be improved, including financial incentives for the improvement of performance indicators of the teaching staff.



4.2 Structure and content of the program

4.2.1. Criterion mark: excellent.

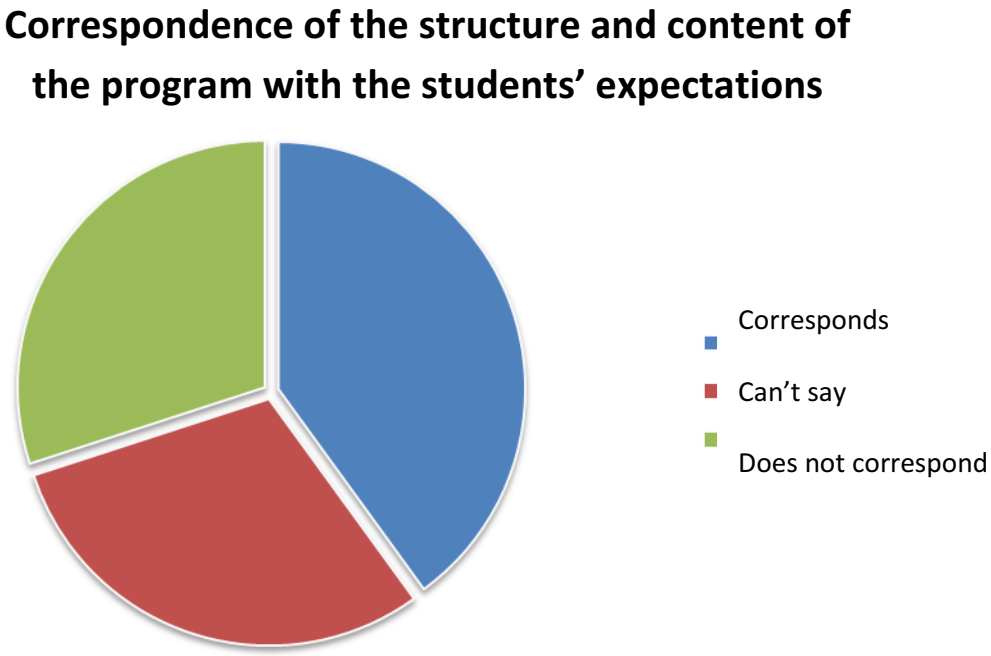
4.2.2. Strong points:

Consistency of the curriculum and competences matrix of the graduates of the major 38.04.04 "State and municipal management" with the employers.

4.2.3. Areas for improvement:

1. Involve the employers to development of training courses in order to better adapt the program to the real challenges, including writing FQWs with their subsequent implementation in real management practices.
2. Create conditions for practical use of the results of FQWs in enterprises and organizations.
3. Provide in the structure of the program a greater number of invitees (experts from the government, private companies, etc.)

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 students are not fully involved in the development of the program, but the structure and content of the program generally meet the expectations of the students.



4.3 Teaching-methodical materials (TMM)

4.3.1. Criterion mark: excellent.

4.3.2. Strong points:

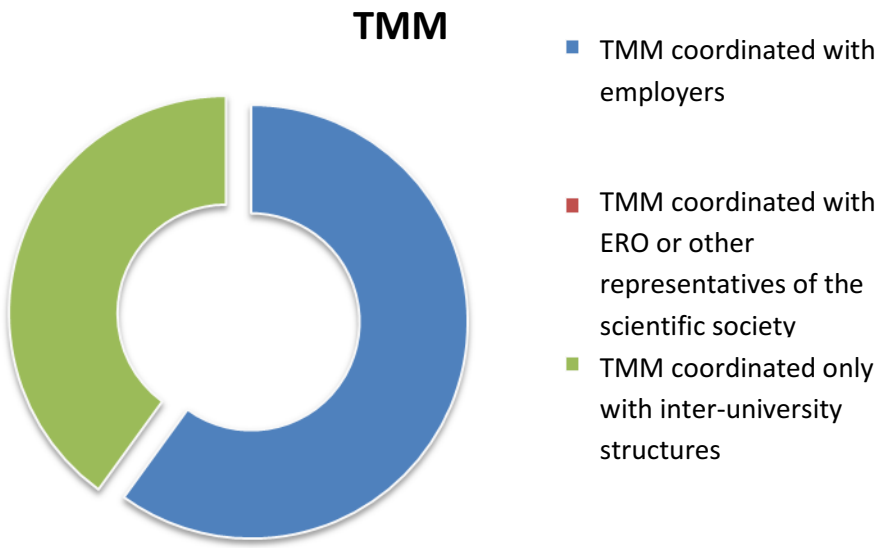
The TMM has new literature which was accepted by the library-information complex and approved at the sub-department meeting.

4.3.3. Areas for improvement:

Create conditions for improving of the results on the Final State Attestation (FSA) (for example, through additional training in preparation for the FSA).

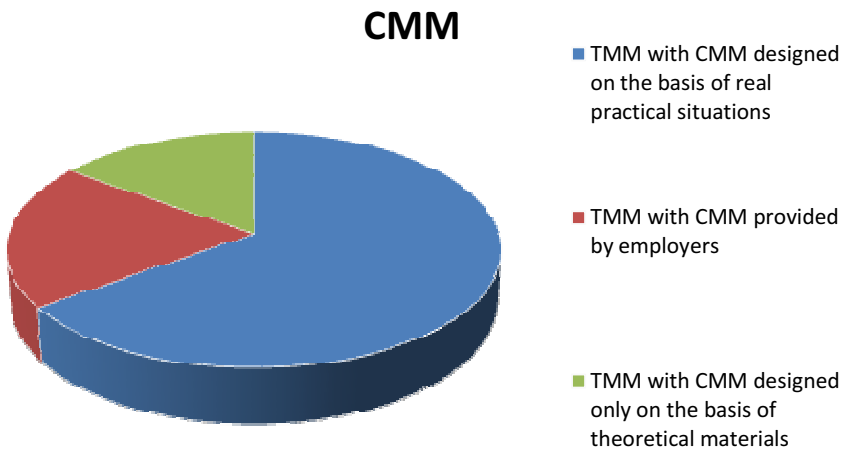
During the on-site visit the experts familiarized themselves with teaching-methodical materials recently developed by the HEI. On the study of 78 teaching-methodical materials, the following diagram was compiled.

These data allow the experts to make the assumption/conclusion about TMM coordinated with the employers – 15, TMM coordinated with other external representatives – 63.



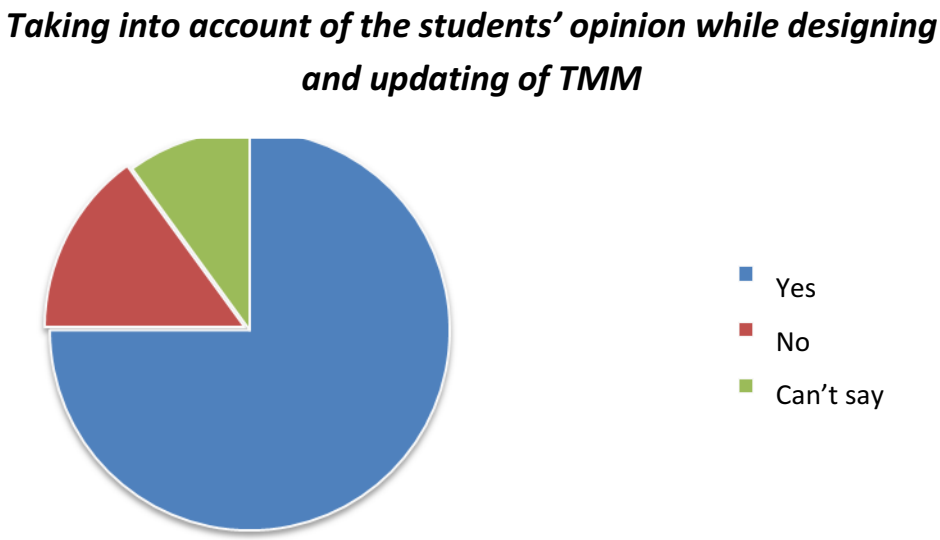
During the on-site visit the experts analyzed control-measurement materials (CMM), which are used by the educational institution to monitor the students' progress. Data on the analysis of CMM is presented in the following diagram. This allowed the experts to draw the conclusion on CMM, tasks for ongoing monitoring of the students' progress and funds of assessment tools in the disciplines of the educational program "State and municipal management". CMM involve competence assessment through the use of both traditional forms of control (participation in seminars; tests; control works; essays, etc.) and putting into practice of the various classes of interactive teaching methods: the method of problem presentation; presentations; debate; case studies; group work; brainstorming techniques; method of critical thinking; quiz; mini-studies; business games; role plays; method of rapid-fire questions; questioning method, etc.

Results are recorded through analysis of the characteristics of employers, integrated survey of students (including assessment of the group) and formation of a graduate's portfolio.



According to the results of a questionnaire submitted by the educational institution, which were confirmed during the on-site visit, most of the 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 to involve the students more actively in the development of TMM.



4.4 Techniques and methods of educational activities

4.4.1. Criterion mark: excellent.

4.4.2. Strong points:

The system of distant learning supports file exchange of any format between teachers and students, as well as between students themselves.

4.4.3. Areas for improvement:

To use more actively such technologies as education and training in the workplace in production and situational cases; organization of training via electronic means, lectures with pre-planned errors, etc. in educational activities.

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

Teacher's name Anton A. Mitroshin

Specialty 081100.62

1. Discipline/module Bases of mathematical modeling in socio-economic processes
2. Type of lesson
   - +□ lecture
   - □ seminar
   - □ laboratory work
   - □ practical lesson
   - □ complex lesson _____
   - □ other _____
3. Topic of the lesson Research and modeling methods of socio-economic systems
4. Lesson aim: Provide basic concepts and definitions of socio-economic systems
5. Lesson tasks Identify the characteristics and stages of socio-economic systems
6. Material-technical support of the lesson Personal computer, OHP, screen.
7. Indicate: Electronic course, rating system.

№	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
1.	GC-4, GC-8, GC-17, PC -1, PC-16,	Subjects, tasks and methods of socio-economic processes.
2.	GC-4, GC-8, PC -5, PC -17, PC -18, PC -26	Scientific bases of mathematical modeling in socio-economic processes.
3.	GC-4, GC-8, PC -5, PC -17, PC - 26	Modern methods of economic modeling and forecasting.

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,	2

		drawings, etc.	
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 *(reflection)*	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 at least 30%. During the on-site visit syllabuses of five disciplines were studied. On their basis the experts concluded that the training schedules, as well as the developed techniques of education full comply with the state educational standards.

4.5 Teaching staff

4.5.1. Criterion mark: good.

4.5.2. Strong points:

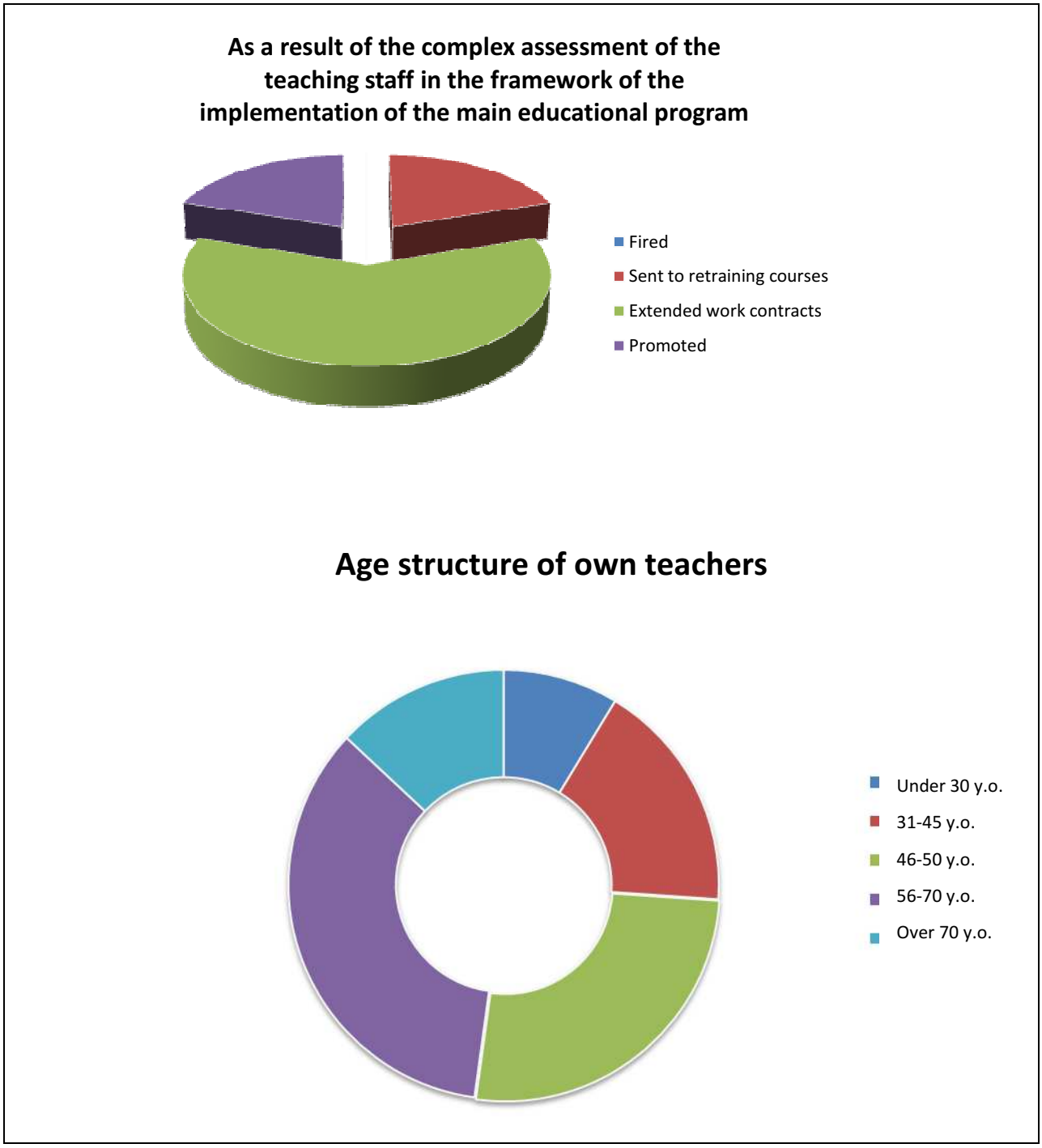
The university has created conditions for attracting highly qualified personnel to the educational process. The system of internal performance monitoring of the teaching staff is correlated with the motivation.

4.5.3. Areas for improvement:

1. Increase the proportion of teachers with a degree in the major.
2. Attract more teachers with basic education in the profile of the subjects they teach.
3. Create conditions for staff rotation to move the "reservists" to higher positions.
4. Attract a larger number of practicing teachers to the educational process.

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.

According to the analysis of the submitted data, the experts concluded that the program is implemented by highly qualified personnel. However, the program managers should pay attention to the involvement of practitioners with extensive experience in state or municipal authorities in the educational process.



4.6 Material-technical and financial resources

4.6.1. Criterion mark: excellent.

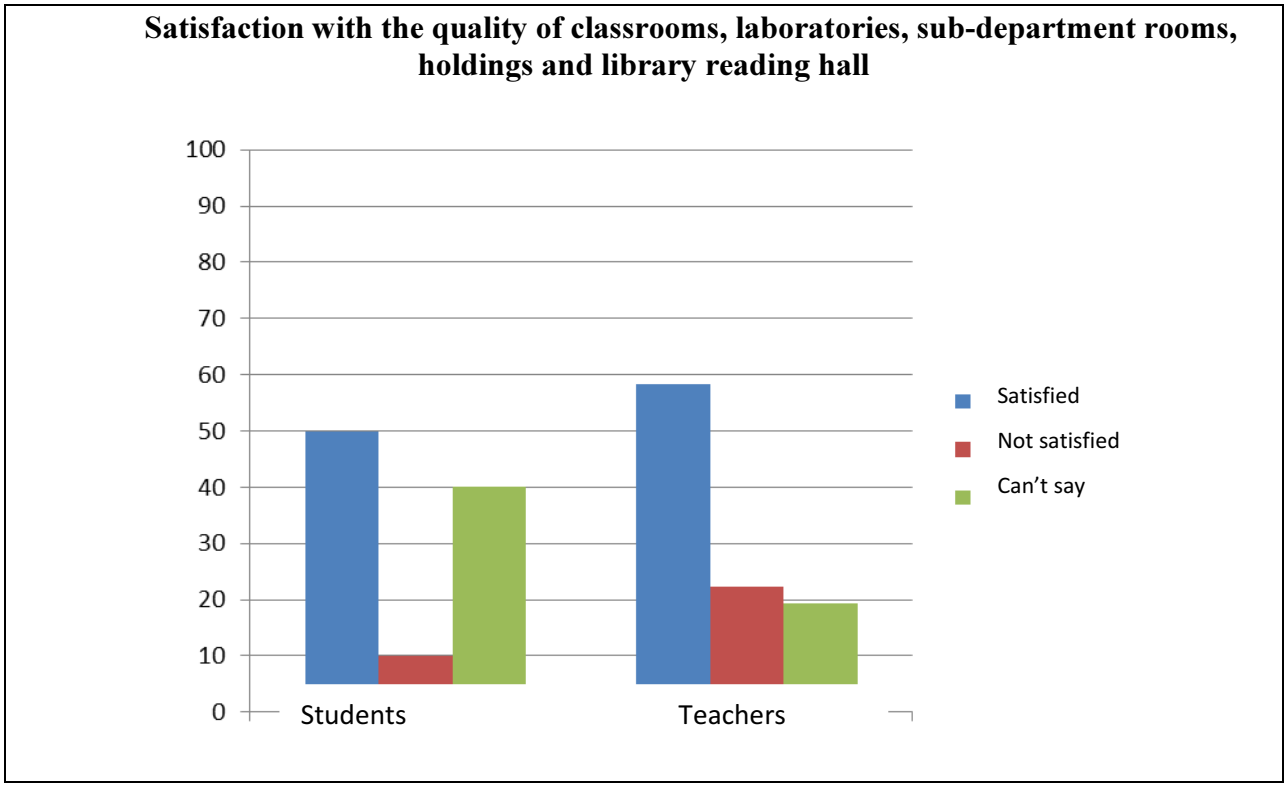
4.6.2. Strong points:

Material-technical and financial resources allow the implementation of the program at an appropriate level. The university has a sufficient material and technical base equipped with modern technology and information resources.

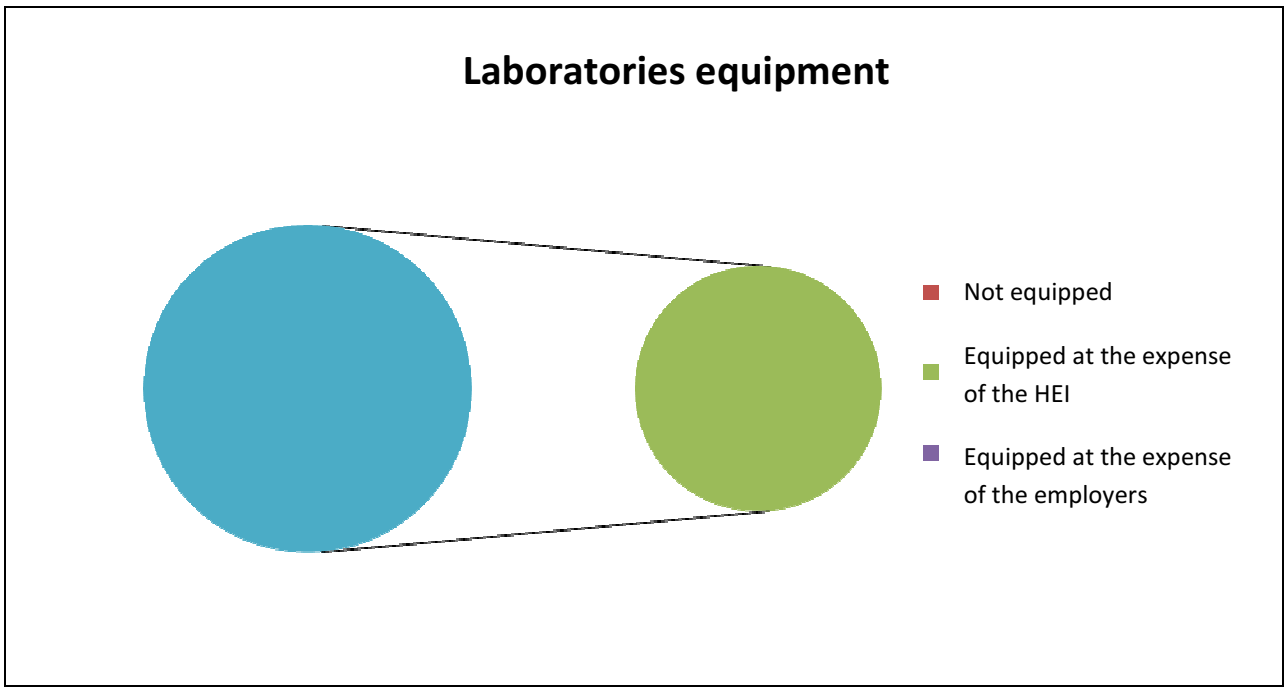
4.6.3. Areas for improvement:

Attract additional funding of the program through entrepreneurial activities related to the provision of educational services and implementation of scientific and technological achievements of teachers and students, as well as private investment.

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 the students can use computer classrooms and specialized educational computer programs and Internet resources. Extracurricular work of students is accompanied by methodological support and time rationale which indicates time spent on its acquisition.



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. These data show that the classrooms have modern equipment and software.



4.7 Information resources of the program

4.7.1. Criterion mark: excellent.

4.7.2. Strong points:

1. The educational program is provided with educational and methodical documentation and materials for all training courses and disciplines (modules). The content of academic disciplines (courses and modules) is presented in the local network of the university and the local network of the sub-department of state and municipal government.

2. Each student is provided with access to databases and library holdings of the university "Dubna", which include the latest monographs and leading national and international scientific journals on the main sections in accordance with the requirements of FSES HVE for the major 081100 State and municipal management.

3. The library holding is equipped with printed and/or electronic editions of textbooks on the main disciplines of the basic part of all cycli published over the last 10 years.

4. The Fund of further reading (in addition to training reading) includes official reference-bibliographic and periodicals in amount of 1-2 copies for every 100 students. Each student of the basic educational program is provided with at least one academic and one educational-methodical printed and/or electronic edition for each discipline of the professional cycle of the educational program (including electronic databases of periodicals).

5. Students have an opportunity to exchange information with domestic and foreign universities, companies and organizations, including those involved in the educational process of acquisition of this main educational program. Students have access to modern professional databases, reference information and search engines.

4.7.3. Areas for improvement:

Start using automated learning systems, PC business games and multimedia trainings in the educational process.

4.8 Scientific-research work

4.8.1 Criterion mark: good.

4.8.2 Strong points:

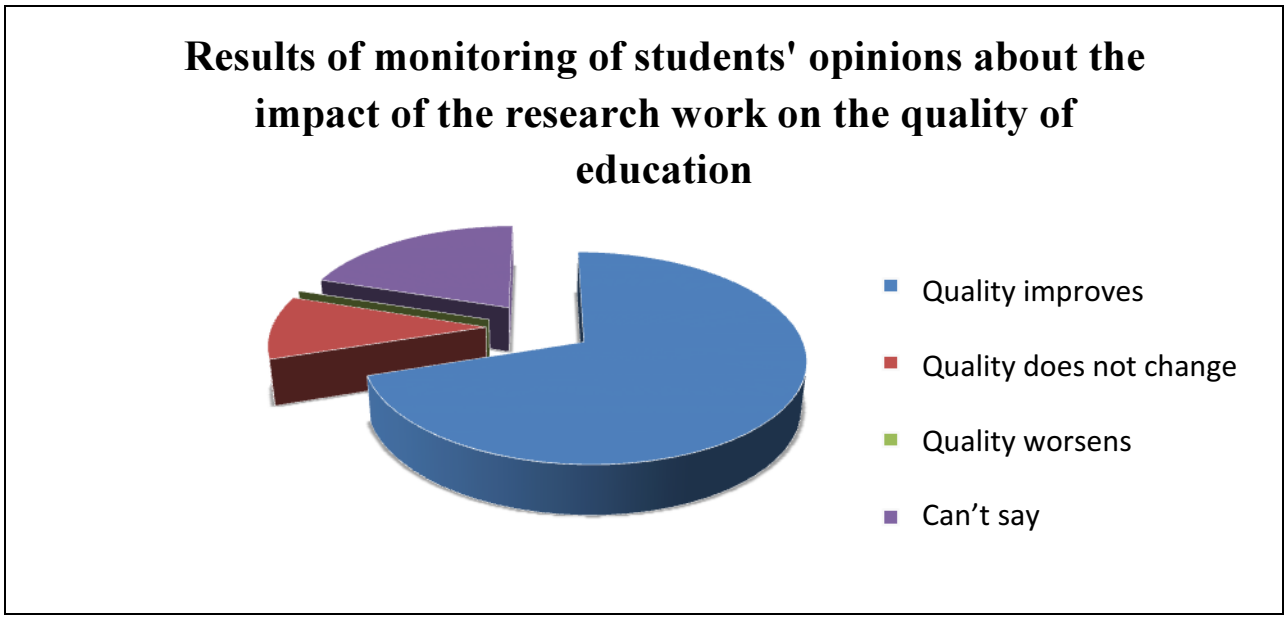
A system of payment of nominal and increased scholarships from the university budget based on rating assessment of students' achievements in scientific research has been created.

4.8.3 Areas for 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. Work out and create conditions for the development of patents and certificates based on the results of scientific research.

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. This suggests that the effect of R&D and its results have positive impact on the learning process and improve the quality of education.



Participation of the students in scientific circles has been analyzed. The students of the assessed program do not have any functioning scientific circles in the educational institution. On this basis, the experts concluded that there is a need for the organization and development of this area of students' activities. This was stated in the recommendations.

In the framework of the acquisition of this program, active work is carried out with students through conduct of conferences, workshops, etc.

4.9 Participation of employers in the program implementation

4.9.1 Criterion mark: excellent.

4.9.2 Strong points:

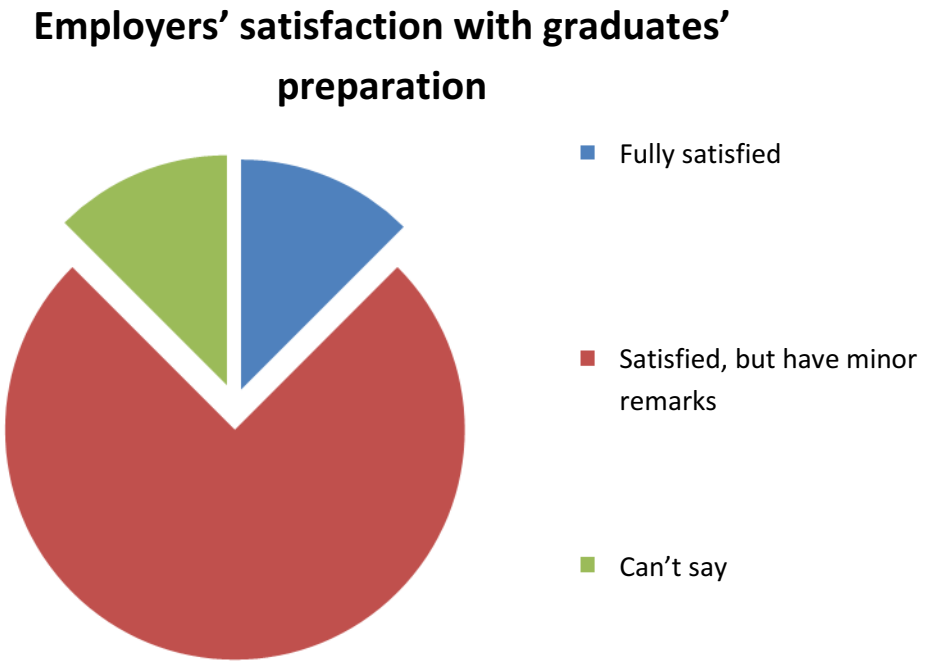
Employers are engaged in the formation of the competences matrix as experts.

4.9.3 Areas for improvement:

Increase the number of specialists from state and municipal government 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.

At the same time, the employers noted that the graduates lack practical skills. This allows us to recommend using more cases in the study of disciplines – packages with analysis of real situations and solving of practical tasks.



4.10 Students' participation in determination of the program content

4.10.1. Criterion mark: excellent.

4.10.2. Strong points:

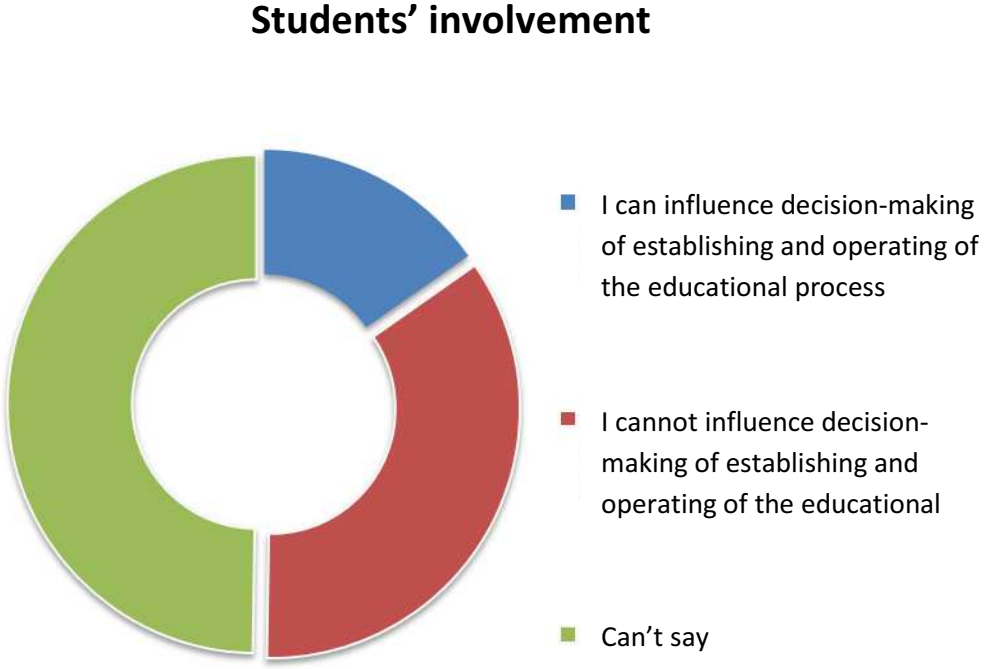
The university regularly assesses the quality of the lessons.

4.10.3. Areas for improvement:

Encourage students' 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.

Based on the analysis of the presented data, the experts can conclude that the students are not fully aware of student involvement in issues related to the organization and management of the educational process.



4.11 Students services at program level

4.11.1. Criterion mark: excellent.

4.11.2. Strong points:

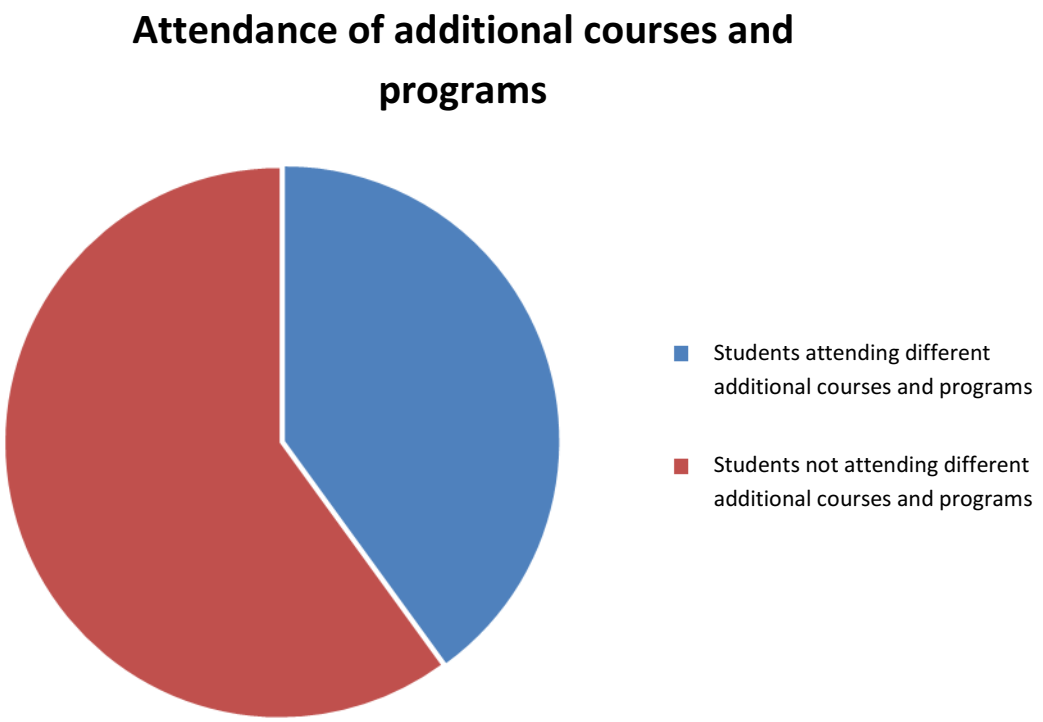
Cultural and sports events for the students of the program are regularly held.

4.11.3. Areas for improvement:

1. Develop a program of resort and sanatorium treatment for students.
2. Develop a program of subsidized meals for students.
3. Provide rector scholarships for students with good results.

During the on-site visit the experts reviewed the documents proving the existence of additional courses and programs.

Based on the analysis of the presented data, the experts can conclude that students are not actively involved in the programs of additional courses.



4.12 Career guidance. Assessment of graduates' training quality

4.12.1. Criterion mark: excellent.

4.12.2. Strong points:

1. Conduct career counseling for applicants on the basis of distance learning and testing to determine the students' preparation for the unified state examination, as well as to identify students' predisposition to various types of professional activities, their interests and abilities; formation of a database on the education quality.

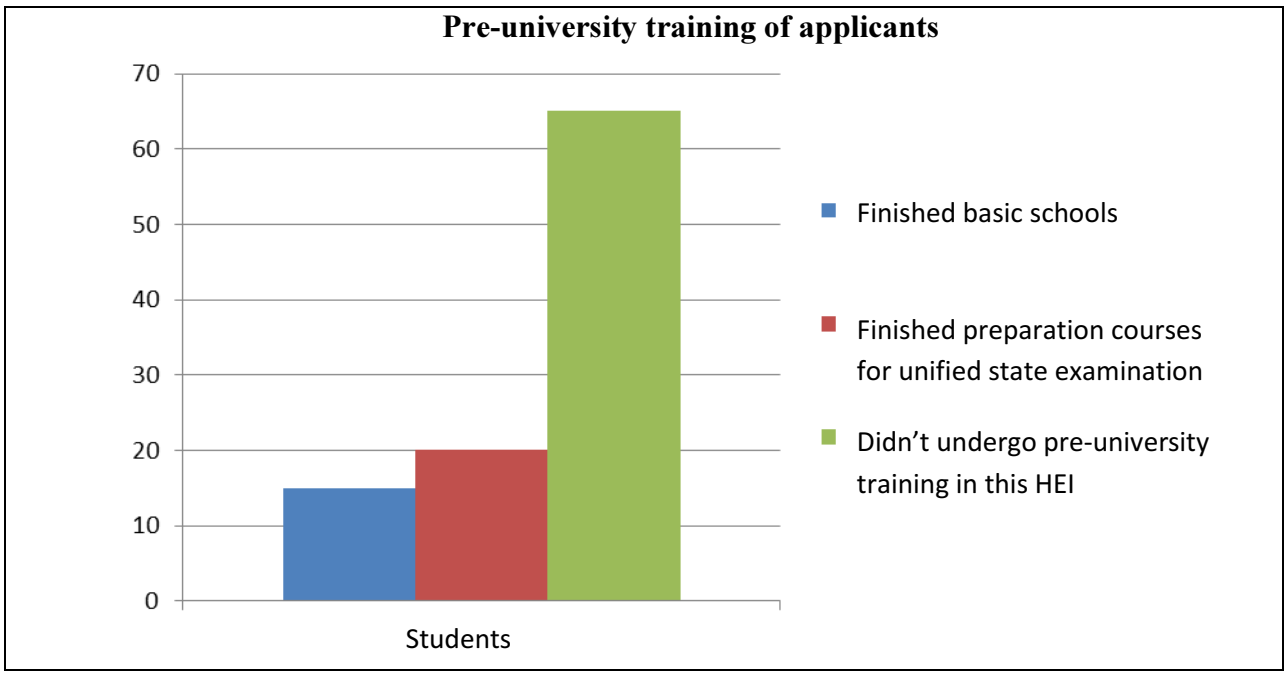
2. Existence of a preparatory department, conferences for pupils, etc.

4.12.3. Areas for improvement:

Placing of information about the most outstanding students on the website of the University, periodicals of the HEI and brochures to create an even more attractive image.

During the analysis of bachelor's programs the experts made a chart analyzing the system of pre-university training of bachelors. The chart shows the results of pre-university training in the last year.

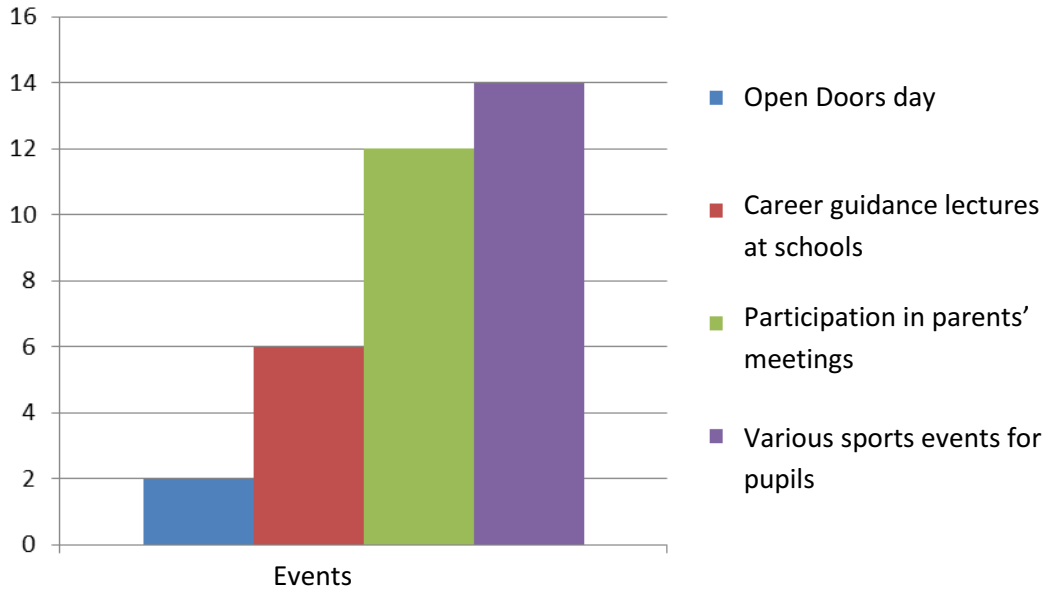
On the basis of these data the experts recommend to direct efforts to work with the contingent through conducting a bigger amount of scientific and practical conferences for the applicants.



Based on the analysis of the documents and interviews of program managers, the experts made a chart illustrating the number of activities carried out during the past academic year.

Open Doors days, talks with future graduates, presentations of the program in the government and non-profit organizations, use of contextual information and placing of advertising materials in the media were carried out.

Data on the amount of career guidance events held 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-CenterEnergoMontazh" – Assistant general personnel director (Moscow) 2006 – JSC "Engineering center" Assistant general personnel director (Novosibirsk) 2002 – 2006 JSC "Center for Corparet 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: Dr. 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: Egor N. Frolov

Place of work, position	Russian State University of Oil and Gas n.a. Gubkin, student ("Economics and Management" Faculty)
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	