



**AKKOPK**

Агентство  
по контролю  
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Approved by

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\_\_\_\_\_, 2015.

## REPORT

on the results of the independent assessment  
of the basic professional educational program of higher education

*38.04.01 "Economics"*

**Federal State Autonomous Educational Institution for Higher  
Professional Education of Moscow Region  
Dubna International University for Nature, Society and Man**

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## I. GENERAL INFORMATION ABOUT THE UNIVERSITY

The founder of the university "Dubna" is the Ministry of Education of the Moscow Region Government. The university was founded in 1994 on the basis of the Higher military constructing command school of Volga of the Ministry of Medium Machine-Building Industry of the USSR. The university has a chain of branches formed in the Moscow Region in Dmitrov, Dzerzhinsky, Kotelniki and Protvino.

The university "Dubna" consists of 4 faculties, 26 graduating departments and 5 general education departments. About 4 thousand students of full-time course of study are studying for 35 specialties and directions. 2729 students of full-time course of study and 775 students of correspondence course of study are studying for 35 specialties and directions in the leading university. 232 students are studying at full-time course of study with full refund of studying costs. Besides, the university prepares graduate students in 13 specialties. Annually 120-130 people study at the postgraduate course.

The educational process in the university is organized in 5 educational buildings, gym, sports centre "Ruslan" (the total area of the educational and laboratory buildings is 45 576,4 sq.m). There are 5 gyms, lecture and dance halls. The area of the land plot is 13, 3436 hectares. The university uses 29 in-line lecture halls, 99 lecture halls for practical trainings and seminars, 25 computer class rooms, the library with reading-rooms, the indoor sport centre, administrative and service offices. 710 computers are used in the educational process. 667 computers are connected to the university network which has access to the Internet. In the university 16 servers are used for storing and providing access to the educational information.

The university has strategic partners such as: the United Institute for Nuclear Research, Scientific institute "Atoll", State Unitary Enterprise "A.Y. Berezhnyak Machine-building design bureau "Raduga", JSC "Special economic zone of technical innovation type "Dubna", State research centre "Institute of High Energy Physics", State Unitary Enterprise "Research Institute of Applied Acoustics", JSC "N.P. Fedorov Dubna Machine-building factory", "Progresstech-Dubna company", Close stock company "United design bureau "Aerospace systems".

The strategic development directions of the road map of the university "Dubna" include the development of the university as:

- the classic university, providing fundamental education on a wide range of areas and specialties (from natural sciences to the humanities);
- the research university where the integration of the educational and scientific activities takes place due to the strategic partnership with scientific organizations and enterprises of the high technology sector of the economy;
- innovative university which has a "girdle" of small businesses to commercialize the developed products and help graduates to establish their own companies;
- the international university which is practically integrated into the international educational space and has a significant share of students from the CIS and far abroad.

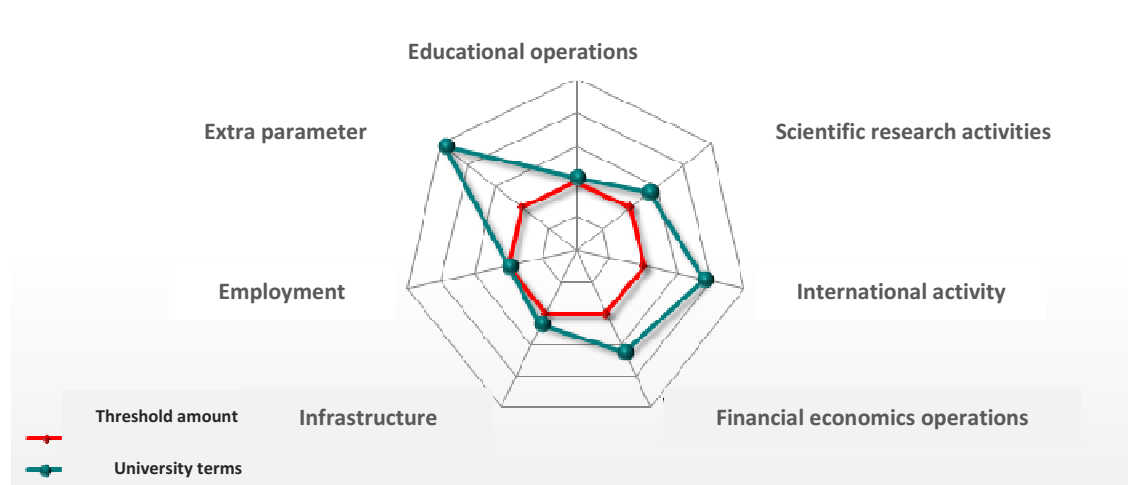
The university also announced the aim to increase the number of specialties of the university according to the needs of the resident organizations of the special economic zone [From the prospective plan of the development of the special economic zone of technical innovation type in Dubna (Moscow Region)].

As of April 1, 2014 according to the Russian science citation index for Russian universities (<http://elibrary.ru>) the university "Dubna" stands leading positions in the universities rating for the vast majority of indicators (from 1-st to 10-th place for different indicators).

According to the All-Russian monitoring of the effectiveness of universities as of September, 2013 the university "Dubna" is the best university in the Moscow Region in the range of key indicators. The university "Dubna" and all its branches are recognized effective according to the monitoring of the effectiveness of higher education organizations. The leading university in Dubna and its branch "Protvino" showed the best results among the universities of regional subordination: the threshold values are overcome in all indicators, which are used for the valuation of effectiveness of educational organizations.

## The information about the indicators of the monitoring of the activity effectiveness

The university positions in key indicators of the monitoring in comparison with threshold values of the indicators



| №   | Indicator              | Value of the indicator of the university | Threshold value |
|-----|------------------------|--|-----------------|
| E.1 | Educational activity   | 63,13                                    | 60              |
| E.2 | Research activity      | 69,4                                     | 51,28           |
| E.3 | International activity | 1,9                                      | 1               |
| E.4 | Financial activity     | 2160,52                                  | 1327,57         |
| E.5 | Infrastructure         | 16,4                                     | 13,92           |
| E.6 | Job placement          | 98,553                                   | 98,516          |
| E.8 | Additional indicator   | 6,75                                     | 2,78            |

\* [The method of calculating of the indicators for the monitoring of effectiveness of educational institutions of higher education](http://miccedu.ru/monitoring/materials/inst_110302.htm)  
[http://miccedu.ru/monitoring/materials/inst\\_110302.htm](http://miccedu.ru/monitoring/materials/inst_110302.htm)

## II. REPORT ON THE RESULTS OF THE INDEPENDENT ASSESSMENT OF THE BASIC EDUCATIONAL PROGRAM

The main educational programs "Firm economics" (FE) и "Mathematical methods of the economy analysis" (MMEA) are realized in the context of the direction 080100.68 "Economics" by the chair "Economics" and leads to the award of the master qualification. The management of the program is realized by Sergey Fedorovich Dzyuba the dean of the faculty "Economics and Management" and Stanislav Avrorovich Panov the head of the chair "Economics".

### Number of students

| Program   | Students (full-time courses) | Budgetary financing | Special purpose financing | Extrabudgetary financing |
|---|------------------------------|---------------------|---------------------------|--------------------------|
| Enterprise economy<br>080100.68                                 | 44                           | 44                  | -                         | -                        |
| Mathematical methods of<br>the analysis of economy<br>080100.68 | 13                           | 13                  | -                         | -                        |

The independent external evaluation of the education program was realized by the experts of AKKORK in the period from January 15 to February 28, 2015.

## 1 CURRENT STATUS AND DEVELOPMENT TRENDS OF THE REGIONAL MARKET OF EDUCATIONAL SERVICES IN THIS AREA

### 1.1. Analysis of the role and place of the program

- *The need of the Moscow Region and neighboring regions in the graduates of this area (including the presence and characteristic of the monotowns, providing the job placement for graduates), according to the experts' valuation is 85%, vacancies in the labour market according to the media is about 500-1000 people.*
- *The characteristic of the competitive environment for this area (number of universities in the region, training specialists in this area, their characteristic (status, property, number of students) etc.): masters of state universities 11.*

The training program is agreed with the representatives of the employers of the chamber of commerce and industry of Dubna; Special economic zone TVT "Dubna"; the largest enterprises: JSC "Instrument factory "Tensor", State Machine-building design bureau "Raduga", JSC "N.P. Fedorov Dubna Machine-building factory"; JSC "Sberbank of Russia" and others, having their support and reworked in accordance with the needs of the developing manufacturing, banking and financial systems of management, development of scientific thought.

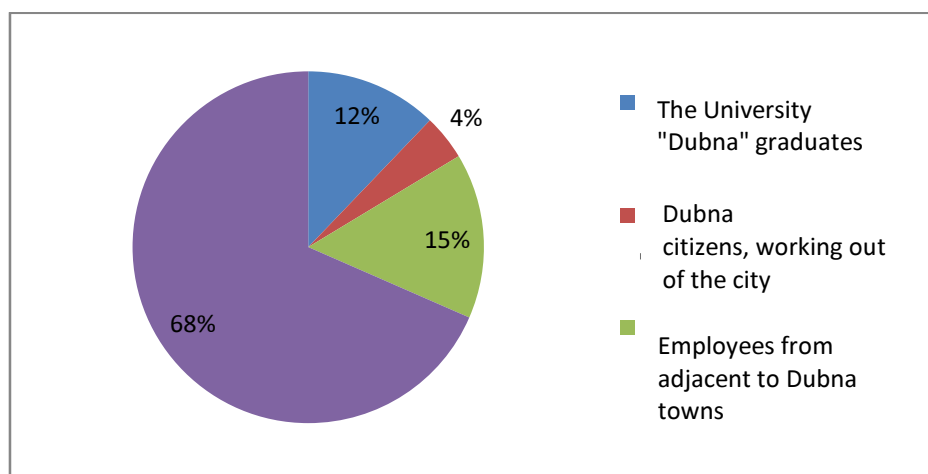
According to the statistical report concerning the job placement of the graduates of the University "Dubna", which was formed 3 months after the getting degree date, 386 people graduated in 2014. The information about the job placement is collected from 381 people. It amounts to 99 %. The gender distribution of the graduates is following: 224 females (59%) and 157 males (41%) graduated the university "Dubna" in 2014 (59 %). The place of residence distribution of graduates of the university "Dubna" in 2014 was following: 49% (187 people) are the residents of the Moscow Region, including 133 people (35%) living in Dubna, 23% (88 people) are the residents of the Tver Region, 28 % are the residents of other regions of Russia (Vladimir Region, Bryansk Region, Yaroslavl Region, Smolensk

Region, Chuvashia and others) and from abroad (mostly from Kazakhstan). The majority of applicants are the residents of the Moscow Region. 35% of the applicants are the residents of Dubna.

According to the prospective plan of the development of the special economic zone of technical innovation type in Dubna (Moscow Region) the labour resources of Dubna are estimated at 38,6 thousand people, or 62,8% of the town population. 81,9% (31,6 thousand people) of the labour resources are employed in the economy. The most employment takes place in the non-production sectors. 27,5% work in science sector. There is a high concentration of employees in industry, where every fourth of people working in the economy is employed. Every day about 1800 people (including 700-900 specialists) go to work outside the town (mostly in Moscow), and about 500 people from surrounding areas (mostly from the Taldom area) come to work in the town. The number of registered unemployed does not exceed 600 people.

As a result of the analysis of the role and place of the program and peculiarities of formation of the regional education market, and according to the data, provided by the educational institution, and on the basis of the interviews with employers it is necessary to mention that large high intellectual companies of Dubna being the main customer of the program graduates don't focus on the job placement of bachelors. To solve production tasks employers make high demands to the qualification of the graduates of the master course level.

As one of priority goals the university set the task to increase the number of specialties in the university according to the needs of the organizations-residents of the special economic zone. [From the prospective plan of the development of of technical innovation type in Dubna (Moscow Region)]. Currently the SEZ includes 100 enterprises, 1,2 thousand people are employed there, the need for 9 thousand jobs is announced for the nearest prospect. The overall assessment of the need of the organizations-residents of the SEZ in labor resources and the main sources of staffing are presented in the following diagram.

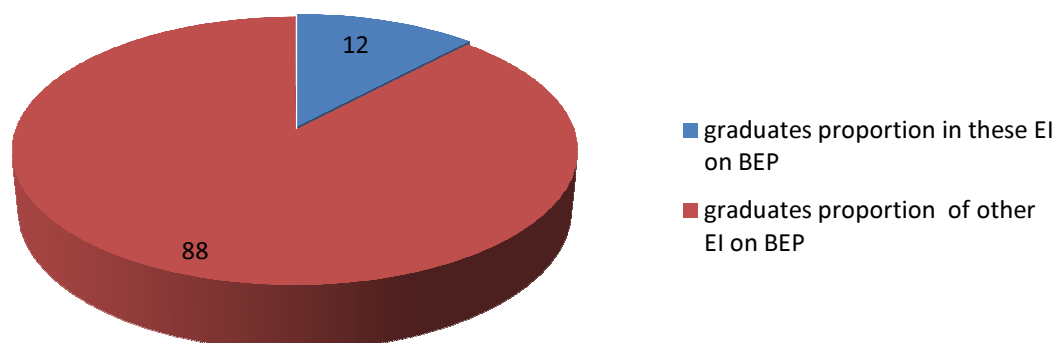


The assessment of the need in labor resources and the sources of staffing of the special economic zone in Dubna

To provide the organizations-residents with specialists the organization of the interaction between the University "Dubna" and the leading universities (mostly in the high technologies area) of Russia and the CIS is provided. This scheme involves the creation of a system of selection of bachelors for further studying at the fifth and sixth year of the University "Dubna" with the simultaneous employment in the companies-residents.

As a result of the analysis of the role and place of the program and peculiarities of formation of the regional education market, and according to the data, provided by the educational institution the following diagram was created. It shows which percentage of the graduates this program has in the regional labor market.

## The role of the educational institution in the labor market formation



### 1.2. Analysis of the information indicators provided by the university

The graduates of the economic chair are employed in: the consulting company "Ernst and Young"; federal fund of assistance to the development of housing under the Government of Russian Federation; investment company "Tserikh"; JSC "RUSHydro"; monotowns and administrations of Dubna, Dmitrov, Taldom, Tver, Kymri, Kalyazin, Yaroslavl and others.

- *The share of the contingent of bachelor graduates who were employed within one year after the graduating the educational institution in the area of training (specialty) which was got in the result of the education at the basic professional educational program is 100% (95% study at Masters u 5% are employed). The share of students who were invited to work at the end of the practical work comes to 100%. The share of the bachelor course students considering the distance education is 63%.*

- *The share of contracts for education at the expense of legal persons (including the contracts about the intentional learning) is 17,1 %.*

- *The number of reclamations to graduates: 0.*

- *The number of positive responses of organizations about the graduates' work. There are 5 responses as of today.*

Almost all students enter the MA course after finishing the bachelor course.

The share of students who were invited to work following the results of the practice is 70% according to the surveys among the graduates.

The data of the contingent of graduates who found a job within 1 year after the graduation the educational organization by the area of education (specialty) which they got as a result of education on the general professional educational program is presented in the table and diagram.

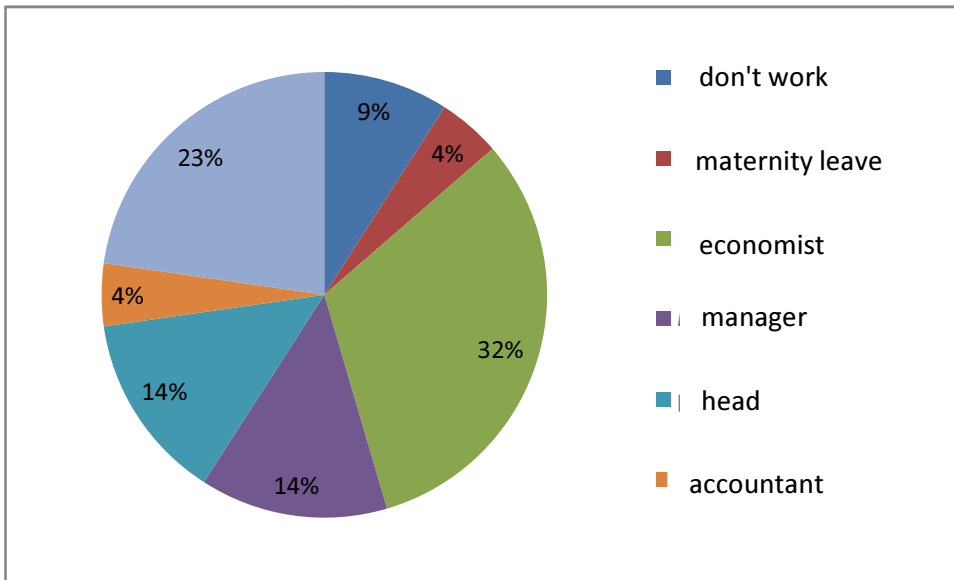
### The job placement of the last year graduates

|    | Name              | Job place                        | Position      |
|----|-------------------|----------------------------------|---------------|
| 1. | Alektorskaya M.M. | Advertising agency "Karat"       | media planner |
| 2. | Gaydamak O.E.     | Federal state unitary enterprise | economist     |

|     | Name             | Job place                             | Position                                   |
|-----|------------------|---------------------------------------|--|
|     |                  | research institute "Atoll"            |  |
| 3.  | Didukh A.I.      | Urban Software                        |  |
| 4.  | Drozdova S.O.    | "Dedal"                               | economist                                  |
| 5.  | Ismoilov A.V.    | "Uralsib"                             | manager                                    |
| 6.  | Kudryavtsev A.A. | Qsystems                              |  |
| 7.  | Pashina T.S.     | Administration of Dubna               | Leading specialist                         |
| 8.  | Plutenko Y.R.    | Proprietary organization              | by specialty                               |
| 9.  | Tikhonova E.S.   | City Bank                             | Specialist of the investigation department |
| 10. | Vedmenko E.V.    | unemployed                            |  |
| 11. | Vorobieva N.V.   | Maternity leave                       |  |
| 12. | Golubkova V.S.   | unemployed                            |  |
| 13. | Emelyanova E.E.  | N.P. Fedorov Machine-building factory | economist                                  |
| 14. | Krasnaya S.V.    | Sberbank                              | specialist                                 |
| 15. | Lebedev V.D.     | "Russian project"                     | manager                                    |
| 16. | Malysheva I.A.   | Qsystems                              |  |
| 17. | Moshkov D.M.     | Tensor                                | Group leader                               |
| 18. | Sirenko S.E.     | University "Dubna"                    | economist                                  |
| 19. | Smagina O.A.     | "Tensor"                              | Financial work specialist                  |
| 20. | Solovieva T.Y.   | Tourist agency "Format of nation"     | Head of branch                             |
| 21. | Strokina O.F.    | Proprietary organization              | accountant                                 |
| 22. | Fedina I.A.      | "Express printing house"              | manager                                    |

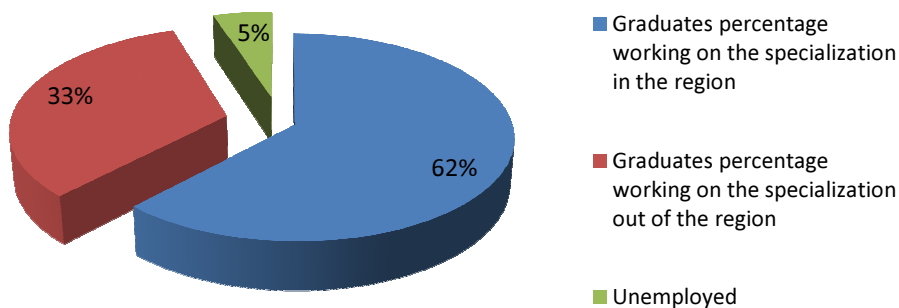
**Last year graduates employment of graduates last year**





By results of the self-examination realized by the educational institution the data of graduates' distribution are presented. The data presented by the educational institution were confirmed during the examination of proper documents.

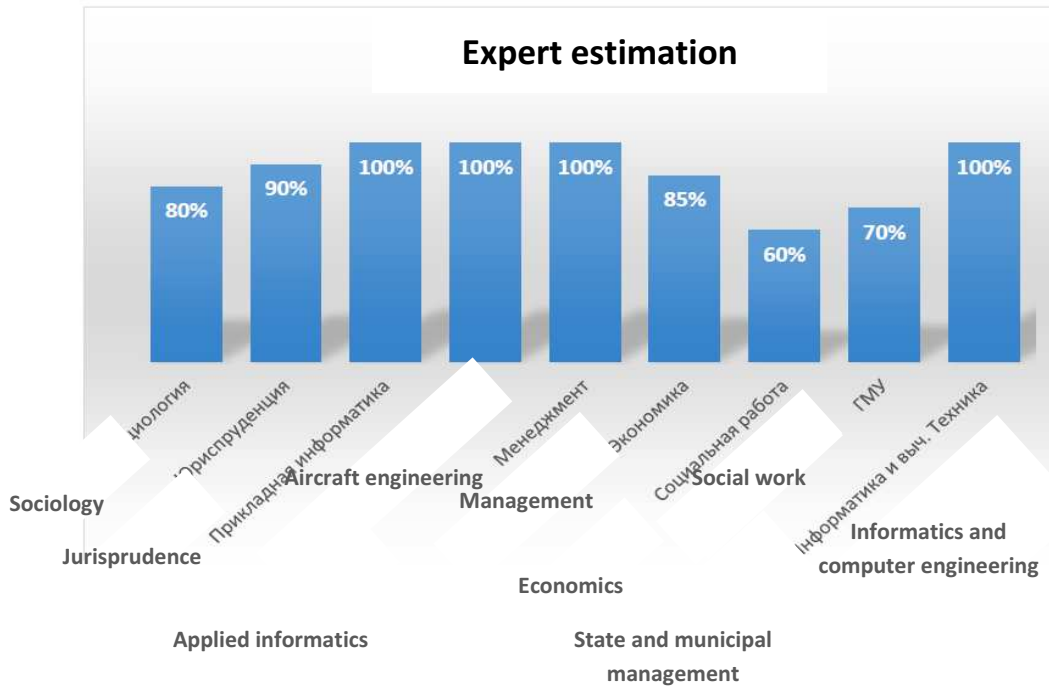
### The distribution of graduates of the program (the labour market)



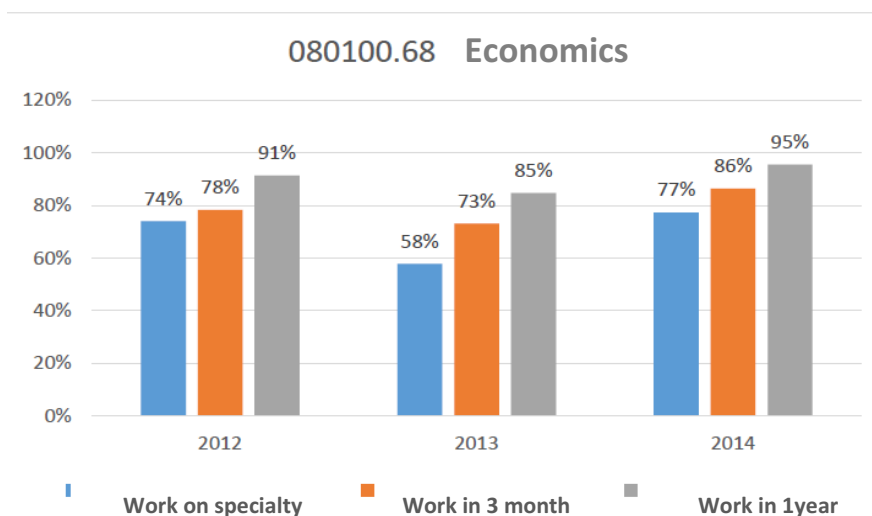
The results of the analysis of needs of regional and municipal labour markets for graduates of present directions (by results of the analysis of statistical data, data of research agencies, hr-agencies, regional authorities и etc.) are presented in the table and diagram.

| Directions           | Assessment of experts | Labour market (vacancies in media) | Need of the cluster "Dubna" (number of persons) |
|----------------------|-----------------------|------------------------------------|---|
| Sociology            | 80%                   | 1-50                               | 0   |
| Jurisprudence        | 90%                   | 50-100                             | 0   |
| Applied informatics  | 100%                  | 100-500                            | 20  |
| Aircraft engineering | 100%                  | 50-100                             | 110   |
| Management           | 100%                  | >1000                              | 6   |

|                                      |      |                  |    |
|--------------------------------------|------|------------------|----|
| Economics                            | 85%  | 500-1000         | 5  |
| Social work                          | 60%  | 1-50             | 0  |
| State and municipal management       | 70%  | There is no data | 0  |
| Informatics and computer engineering | 100% | 100-500          | 70 |



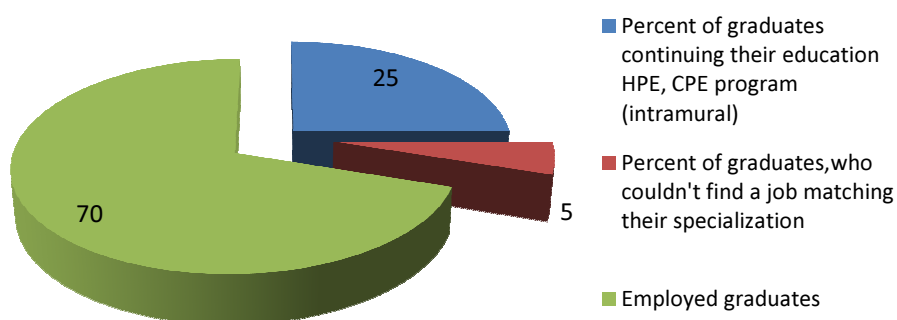
The statistical data (in the first three years) showing within which period of time the graduates of the program could to find a job in their specialty (in the context of the share of the employment in the region and outside the region) are presented in the diagram.



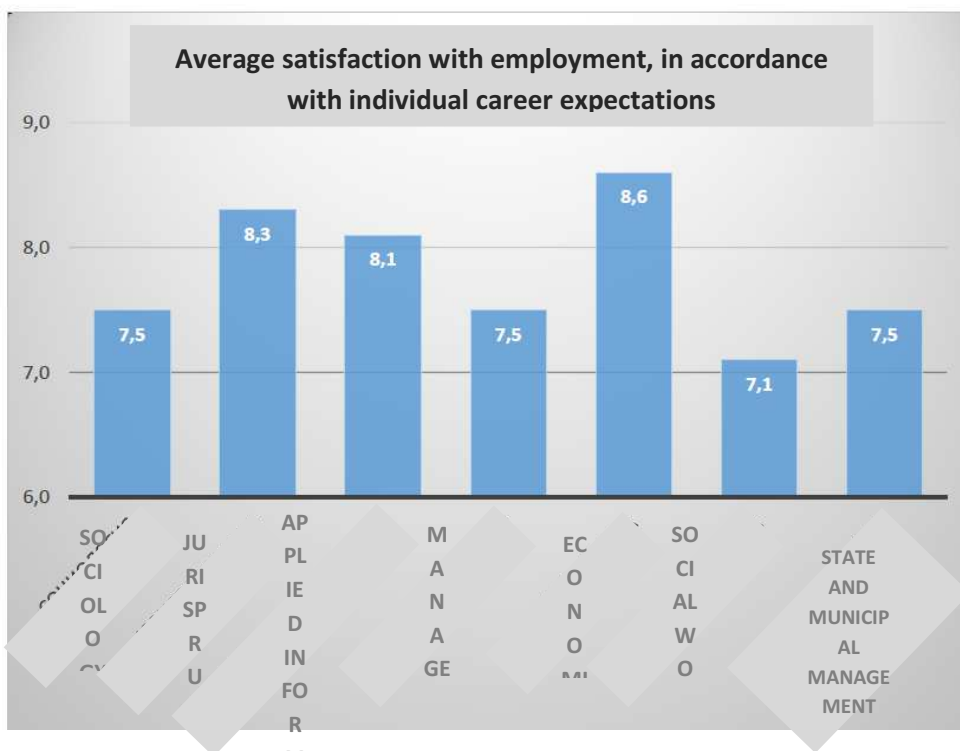
Job placement by the specialty 080100.68 Economics in the regional context is presented in the table.

| Year of graduation | Moscow region | Other regions |
|--------------------|---------------|---------------|
| 2012               | 53%           | 47%           |
| 2013               | 47%           | 53%           |
| 2014               | 65%           | 35%           |

### Distribution of unemployed graduates of the program



The results of the analysis of employment of the graduates of the program in accordance with the individual career expectations are presented in the diagram (the results are shown on the basis of the 10-point rating scale).



The main employers of the graduates of the program are state corporations of Dubna, large companies and existing enterprises or enterprises being established on the territory of the special economic zone (SEZ). The speed of the development of the industrial complex and developing the SEZ production sites, extension of international cooperation of the companies of the town, development of middle and small business of Dubna allow to conclude that there is demand for economists in the regional labor market. Most of graduates of the bachelor course are residents of the nearest small cities where economists are demanded as well.

## **2. RESUME ON THE PROGRAM**

### **2.1. Expert's key findings and recommendations on the analyzed program**

As strengths can be especially noted the development of cooperation in terms of research, qualification of masters, lectures by leading scientists CEMI RAS (prof. Afanasiev M.Y., prof. Kleiner G.B., prof. Kachalov R.B.), Institute of Systems Analysis RAS (prof. Orlova E.R.), JINR (Senior research associate, associate professor Shitov Y.A.), the Institute of Economic Forecasting (prof. Volkonskiy V.I.), MIPT (prof. Golts G.A.), ISA RAS (prof. Zavel'skiy M.Y.). The Department prepared a sufficient number of young scientists. Head of Chair, Dr. of Engineering, prof. Panov S.A. is the laureate of the Lenin Komsomol Prize in Science and Technology (1967) for the development and implementation of methods to optimize transport flows in Moscow. Prepared for the last 5 years in the direction 08.00.05 "Economics and management of national economy (the spheres of activity including the theory of economic systems management, macroeconomics, economics organization and management of enterprises" - 5 doctoral and 16 master's theses, 11 monographs, 114 scientific publications in the direction 08.00.13 "Mathematical and tool methods of economy", 4 master's theses, 5 monographs, 40 scientific publications.

The program is well focused in accordance with the strategic goals of the university – to be the university which provides high quality educational services for Dubna and the region.

The academic skills and competence levels (for both of bachelor course and MA course levels) are absolutely adequate and completely agree with the Bologna standards. There is accurate separation of the content of the programs at the bachelor course and MA course levels.

The educational program is the basis of preparation of the bachelor course graduates of all directions of the university "Dubna" and other educational organizations.

Preserved classical school of economic and mathematical modeling that many universities may be considered as a lost factor. There is a strong emphasis in the training on mathematical and econometric methods and their application in practice with regard to the use of standard software tools that deserves evaluation.

The program is provided with highly qualified staff which has the research work experience and leading scientists from leading universities and research centers. The education at this area is realized by the professors of the Lomonosov Moscow State University, the Bauman Moscow State Technical University, Moscow Institute of Physics and Technology, the Central Economic Mathematical Institute of RAS, the Institute of System Analysis of RAS, the Moscow Road Institute, the Moscow Engineering Physics Institute, International University of Dubna, heads and leading specialists of the state and successful businesses. In teaching the discipline areas of training involved: "Company Economics" 24 teachers, of whom 20 (83%) with academic degrees and titles, 3 people – practitioners. Master's programs are implemented by 10 doctors, professors - 12, 11 associate professors, candidates of sciences – 12, one Honored worker of science and technology of the Russian Federation, one laureate of Lenin Komsomol prize; one Honored worker of education of the Moscow Region; one winner of the Nemchinov award; three winners of the Potanin award; two honored professors of the University "Dubna"; five academicians and Corresponding Members of the Russian Academy of Natural Sciences and other academies; one Corresponding Member of the Russian Academy of Sciences (RAS).

The educational program is relevant, popular in Dubna, as well as in other regions, practice-oriented and focuses on the real needs of the labor market.

The master classes and lectures are held by representatives of highly intelligent Dubna enterprises, among them are representatives of the Central Economic Mathematical Institute of RAS in the current year were organized during the scientific seminar "Problems of modeling and development of production systems through the organization of personal meetings and online conferences": the Corresponding Member of the RAS G.B. Kleiner, the academician V.M. Polterovich.

The university has strategic partners and main employers of the graduates of the program such as: the United Institute for Nuclear Research, Scientific institute "Atoll", State Unitary Enterprise "A.Y. Bereznyak Machine-building design bureau "Raduga"", JSC "Special economic zone of technical innovation type "Dubna", State research centre "Institute of High Energy Physics", State Unitary Enterprise "Research Institute of Applied Acoustics", JSC "N.P. Fedorov Dubna Machine-building factory", "Progresstech-Dubna company", Close stock company "United design bureau "Aerospace systems".

The places for the practical work are: the Central Economic Mathematical Institute of RAS, the United Institute for Nuclear Research in Dubna, the Institute of System Analysis of RAS, P.P. Shirshov Institute of Oceanology of RAS, JSC "Instrument factory "Tensor" in Dubna; JSC "N.P. Fedorov Dubna Machine-building factory"; JSC KB "Orient Express Bank", Moscow branch; JSC "Scientific and production complex Dedal", in Dubna; "Laboratory of network technologies" ltd. in Dubna; JSC "SEZ TVT Dubna" in Dubna; Interdistrict inspection of the Federal Tax Service of Russia for the Moscow Region; "Firm "IMA-PRESS-PRINT" ltd. in Dubna; JSC "RATA" in Dubna; JSC "Sberbank of Russia", in Dubna.

There is a clear differentiation between the levels of bachelor's and master's degrees in relation to academic needs, as well as methods of teaching and learning.

Strong emphasis in training on mathematical and econometric methods and their application in practice with the use of standard software tools deserves a decent evaluation.

The program is provided with a good material base. Classes are conducted with the use of the modern information technologies.

Involvement in teaching and research activities masters contributes to their involvement in the process of developing and improving the educational program.

The major part of masters' research works are conducted as a part of a large research projects of leading scientific centers. As analysis tools modern methods were selected.

There are strict requirements that contribute to increased publication activity of masters - the must-attend annual conferences and publications in magazines All-Russian certification commission.

### ***Recommendations:***

1. It should be mentioned that 41% of the teaching staff is older than 56 years old. Majority of them are Doctors of Science. In order to save the scientific school of the chair and its high potential it is necessary to take measures of attracting the teaching staff and young scientists with high potential to the development in scientific and educational activities, their focus on the increasing of qualification, preparation and defence of candidate and doctor theses and the most important – elaboration of measures of their fastening in the university.

2. To strengthen the presentation of master's course program it is possible to recommend to register and confirm officially (for instance by the decision of the academic council) the formal scientific school, as all necessary formal characteristics exist.

3. To record and upload into the university website or popular social networks (including YouTube) video from popular master classes and special courses which are conducted by invited lectors or make electronic author's educational courses for the purposes of education, attracting wide range of people, increase of popularity of the university not only in the nearest regions.

4. The employers of the program are mostly scientific highly intelligent companies of Dubna which now are actively extending the international cooperation and pointing out the changes of business management as the main problems. In this connection it is necessary to include the disciplines allowing to teach masters of the basis of tender customs, extend the preparation on the intercultural

competencies formation (not only from the point of view of mastering foreign languages but from the point of view of business – international marketing, international law, international financial accounting, international economics) in the curriculum of the MA course.

5. To organize international probations for masters and professors of the program to extend their competencies in research activity and international collaboration. The university doesn't organize programs of international probations for the program of the "Economics" direction. It doesn't provide an important condition of academic mobility of bachelors. Thus the employers marked that the level of skills of graduates is not enough from the point of view of their further participation in the development of the international cooperation of companies of Dubna.

6. To extend publishing activity of masters in the context of participation in Russian and international conferences, seminars.

7. To develop distant forms of education more. It is important in conditions of relative remoteness from the centre of Dubna.

8. To publish joint a collection of scientific works of the scientists of "CEMI-MSU" - university "Dubna" concerning the problems of economic mathematical methods and models in economics (for instance once in two years).

9. To examine an opportunity for the university to buy, install and teach of basic business analytics software, such as Oracle Hyperion, Sap BO, IBM Cognos, SAS; project management Oracle PRIMAVERA; corporate management systems demanded by main employers of graduates such as SAP, ORACLE E Business Suite, 1C Enterprise etc. This software prides strengthen of skills which students got from the program.

10. To create schemes of research work financing by state corporations of the town. To examine an opportunity of participation of masters in research activity of the companies of the town, the research work financing by partner companies of the university. Joint research work with local companies should be a priority direction for the teaching staff in the nearest future. It will be useful not only for the research activity of the teaching staff, but also for further corresponding of competencies and skills of students with changing needs of the companies of the town and the region.

11. In order to increase the quality of a master's thesis to include the access to professional databases of analysis of cash flows with the statistics of Western and Eastern Europe (SPARK, RUSLANA, AMADEUS, ORBIS) in the electronic resources of the university.

12. To attract the employers to formation of the data of the tests of intermediate control, business cases to increase the quality of education and approximate to the employers requirements.

13. To extend the practice of attraction of employers to the participation in the educational process including in the context of organization of master classes, informal meetings for better orientation of students in profession and choice of job.

14. To create more conditions for getting education by disabled students (ramps, elevators, in all buildings, special place for a signer, sound signals for hards of hearing etc).

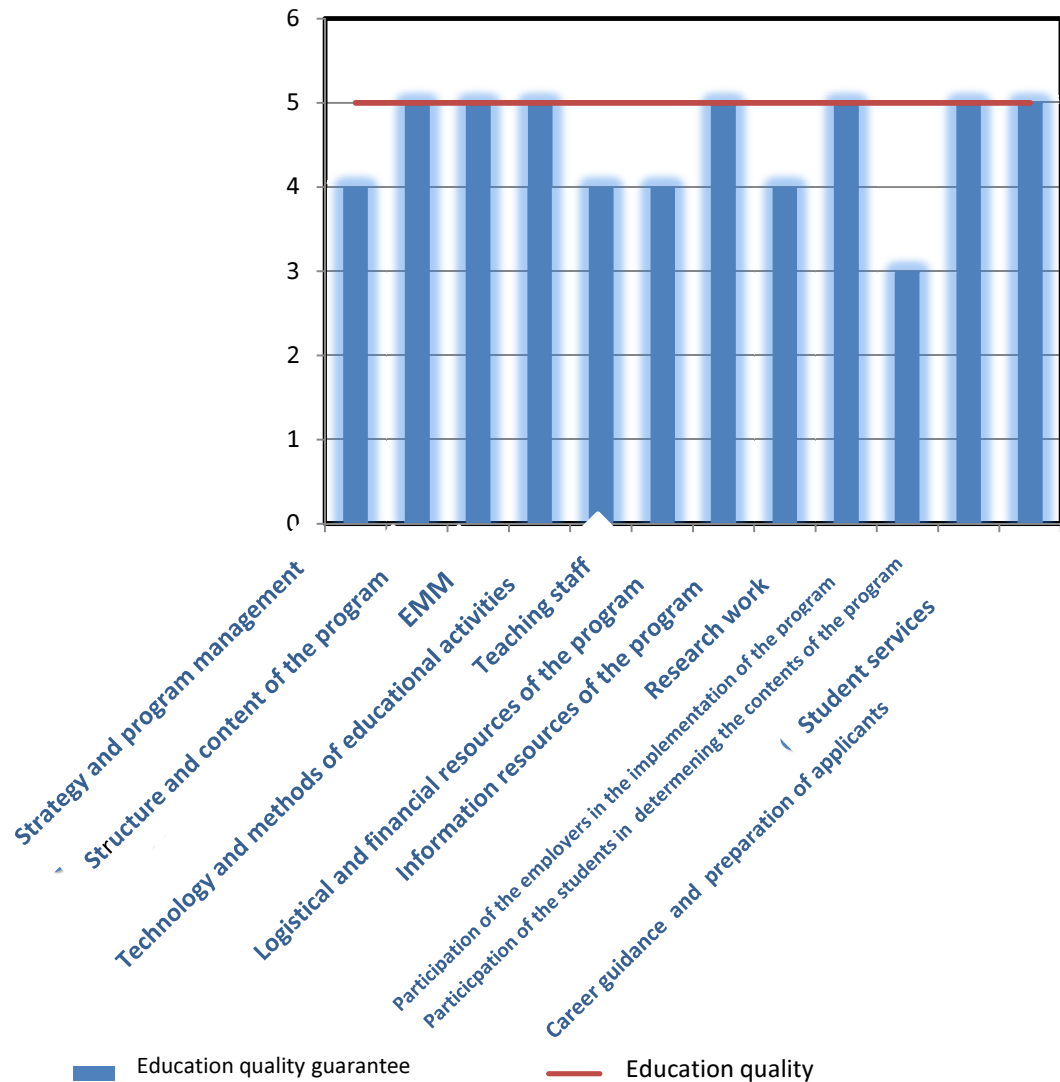
15. To extend the practice of estimation by students the contents, organization and quality of the educational process in general and concrete disciplines, modules and practices and also professors to increase the quality of education.

## 2.2. Profile of the assessments of the education results and assurances of the quality of education

| №  | Criterion                                  | Mark  |   |
|----|--|---|---|
| I  | <i>Quality of education outcomes</i>       | 5   |   |
| II | <i>Assurance of the education quality:</i> |   |   |
|    | 1.   | Strategy, goals and management of the program | 4 |
|    | 2.   | Structure and contents of the program         | 5 |

|     |  |   |
|-----|--|---|
| 3.  | Teaching materials   | 4 |
| 4.  | Technology and methods of educational activities                         | 4 |
| 5.  | Teaching staff   | 5 |
| 6.  | Logistical and financial resources of the program                        | 4 |
| 7.  | Information resources of the program                                     | 5 |
| 8.  | Research work  | 4 |
| 9.  | Participation of the employers in the implementation of the program      | 5 |
| 10. | Participation of the students in determining the contents of the program | 4 |
| 11. | Student services   | 5 |
| 12. | Career guidance and preparation of applicants                            | 5 |

### Profile assessments of learning outcomes and quality assurance of education



## QUALITY OF EDUCATION OUTCOMES

### 3.1. Direct evaluation of competencies by the experts

During the visit of experts the assessment of graduates' competencies was carried out.

The evaluation was attended by students of the 5th course groups 5031-5032 in amount of 27 from 30 people from the students of these groups, representing 90% of the total number.

During the procedure of direct assessment the results of students' oral questioning and conducting and check examination on "The payback period. The profitability index", "Estimation of expected efficiency of the project" were used.

For the analysis of formation of competencies the following competencies were chosen:

- GP-7 – own research skills;
- GP-9 – own the skills of analysis and synthesis;
- PC-6 – ability to evaluate projects with uncertainty;
- PC-8 – ability to prepare analytical materials for evaluation activities in the field of economic policy and strategic decision-making at the micro and macro levels;

– PC-15 – ability to algorithmic analysis of economic situations: formulation of the problem on a qualitative level, the selection tool and its use for quantitative analysis, interpretation of the results in terms of subject area;

In implementing the procedures of direct assessment, the following questions are used:

- Enable the modification of the definition of the payback period.
- Features evaluate the effectiveness of the project in terms of "payback period". Trace synthetic connection with the assessment of project performance criterion NPV.
- To analyze the criterion of "payback discounting" as a synthesis of the concepts of "discounting" and "payback without discounting."
- To give a definition and classification of profitability index. To compare the concept of "profitability index" and "efficiency" for the similarities and differences.
- Features of use the application package Excel to calculate profitability index in assessing the commercial effectiveness of the project.
- To give a classification of methods for assessing the expected effectiveness of the project, describe the features of each of them.
- To delineate the concept of "uncertainty" and risk". Features of differentiation on the basis of information and assessment approaches.

According to the results of the direct assessment of competence revealed that the vast majority of students showed a high level of knowledge in the studied issues.

| Name  | Sufficient level (more than 80% of exercises were done) | Acceptable level (from 50% to 79% of exercises were done) | Low level (from 0% to 49% of exercises were done) |
|-------|---|---|---|
| 66,7% | 18  |   |   |
| 29,6% |   | 8   |   |
| 3,7%  |   |   | 1   |

#### *Practical studies*

Fill in the table. How many ways to calculate possible you can offer?

|                |    |    |    |     |
|----------------|----|----|----|-----|
| Step number, m |    |    |    | 3   |
| rub.           | 00 | 20 | 30 | 150 |



|         |  |  |  |  |
|---------|--|--|--|--|
| i(m), % |  |  |  |  |
|---------|--|--|--|--|

Fill in the table.

|                |    |    |    |     |
|----------------|----|----|----|-----|
| Step number, m |    |    |    | 3   |
| rub.           | 00 | 20 | 30 | 150 |
| J(m)           |    |    |    |     |

Fill in the table.

|                |    |    |    |     |
|----------------|----|----|----|-----|
| Step number, m |    |    |    | 3   |
| rub.           | 00 | 20 | 30 | 150 |
| GJ(m)          |    |    |    |     |

There are three alternative projects. The income of the first - \$3000, the first half is paid now and the second a year later. The income of the second is \$3,500., of which \$500 come now, \$1500 - in a year and the rest \$1500 - in two years. The third draft income is \$4000, and this entire amount will be received in three years. You need to determine: which of the projects is preferable at a discount rate of 10%.

The Board of Directors of the investment company for a portfolio of investments agreed to consider projects, internal rate of which is in the range of 10-15%. Can I use any project requiring an investment of \$80 thousand, for up to 5 years and brings within that period an annual income of \$ 20 thousand?

Find NPV in rubles at a rate of discount of 10%.

|  |      |     |      |    |
|--|------|-----|------|----|
| Step number (m)                          | 0    | 1   | 2    | 3  |
| cash flow in forecast prices (m)         | -100 | 50  | 60   | 70 |
| the rate of general ruble inflation (iG) | 0,3  | 0,2 | 0,15 |    |

Find NPV in the currency if the exchange rate is equal to the initial 5 rub./\$, and the discount rate is 10%.

|                                      |      |      |      |    |
|--------------------------------------|------|------|------|----|
| Step number (m)                      | 0    | 1    | 2    | 3  |
| cash flow in forecast prices (m)     | -100 | 50   | 60   | 70 |
| the growth of the exchange rate (iχ) | 0    | 0,15 | 0,12 |    |

The project is estimated at three possible conditions of implementation. The corresponding values of NPV +200, +50 and -100. The probabilities of these conditions are, respectively 0.3, 0.3 and 0.4. Rate the expected effect. Would you advise to take such a project, reject or modify?

Based on the definition of the rate of change indicator and considering a fixed initial time, to show that the rate of change of the price of a product is equal to the rate of change of its price index.

Find the index of domestic inflation of foreign currency, if the rate of inflation of foreign currency is 0.03.

|                 |   |   |   |   |
|-----------------|---|---|---|---|
| Step number (m) | 0 | 1 | 2 | 3 |
|-----------------|---|---|---|---|

|   |     |      |      |      |
|---|-----|------|------|------|
| the rate of general ruble inflation (iG)    | 0,3 | 0,2  | 0,10 | 0,15 |
| the growth of the exchange rate (i $\chi$ ) | 0   | 0,15 | 0,12 | 0,10 |

In assessing the quality of education experts familiar with the 5 GQW, which amounted to 25% of the final works of the last year in this area. It is concluded that the considered GQW comply with all the requirements stated below.

#### GRADUATION THESES

| №  | Objects of valuation  | Experts' comments   |
|----|---|---|
| 1. | The themes of graduation theses correspond to the direction of preparation and modern level of science development, technics and (or) technologies in the sphere of the program                                       | Correspond totally  |
| 2. | Tasks and contents of the graduation theses serves as the confirmation of the formation of a graduate's competencies  | 100% correspond   |
| 3. | The degree of use of the materials collected or obtained during the pre-diploma practice and preparing course projects during the elaboration of independent research parts of the graduation thesis.                 | Practice materials are used, held within the framework of research projects centers of the Central Economics and mathematics Institute of RAS, Institute of system analysis of RAS.   |
| 4. | The themes of the graduation theses are determined by demands of organizations and companies, oriented to the graduates of the program.   | Research topics are selected on the basis of personal scientific interests or in the framework of the research centers CEMI and Institute for systems analysis RAS. There are also a number of works devoted to the solution of problems of enterprises: Kudryavtsev A.A., "Evaluating the efficiency of the distribution of assets of the company on the example of OJSC "Energostalkonstruktsia"; Krasnaya S.V. "Development of a balanced scorecard for the company on the example of LLC "Rosinox"; Gurkovska A.V. "Payment as a motivation of staff (on the example of OJSC "Tverenergosbyt")" |
| 5. | The share of graduation theses (master's theses) the results of which are practically used by companies and organizations / from them – graduation theses which are practically used by the middle and small business | Comply<br><br>Yakushevsky G.N. "Development and evaluation of bids during contract bidding (evidence from the road sector)"; Lukyanov A.A. "The   |

|    |  |  |
|----|--|--|
|    |  | effectiveness of transport and logistics systems (evidence from LLC "ProSport "); Volkova (Zelyak) A.A. "Behavioral economics: the nature, evolution of scientific thought and perspectives of small and medium business"  |
| 6. | The degree of use of results of the research work of a chair, faculty and exterior research organizations during the independent research parts of the graduation thesis | High<br>Rybachuk M.A. "The problems of quantitative measurements in the new theory of economic systems"; Tikhonov E.S. "Construction of the integral indicator of the quality of education at the university with the use of economic-mathematical methods (evidence from the University "Dubna ")"; Drozdov S.O. "Economic-mathematical modeling assessment of the impact of reforms in education on the development of the region" |

## 3.2. Conclusions and recommendations of experts

### 3.2.1. *Mark: excellent.*

### 3.2.2. *Strong points*

1. After passing the practice most of the graduates are employed in the enterprises of the city.
2. All students' works are practice-oriented and are reviewed at the heads of various government agencies.
3. Involvement as leaders of master's work leading scientists of CEMI, Institute for Systems Analysis RAS, MSU.
4. Master's works have continued in the master's thesis topics, which confirms the relevance of the chosen topic and interest in the master's study. Examples: Volkova (Zelyak) A.A. "Behavioral economics: the nature, evolution of scientific thought and perspectives of small and medium business"; Rybachuk M.A. "The problems of quantitative measurements in the new theory of economic systems."
5. Percentage of GQW, the practical application in enterprises and organizations - 18.2%.

### 3.2.3. *Areas for improvement*

1. For raising the prestige of the profession and preparation to make a stand "Outstanding graduates".
2. To organize international training of masters to expand their competencies in research activities.

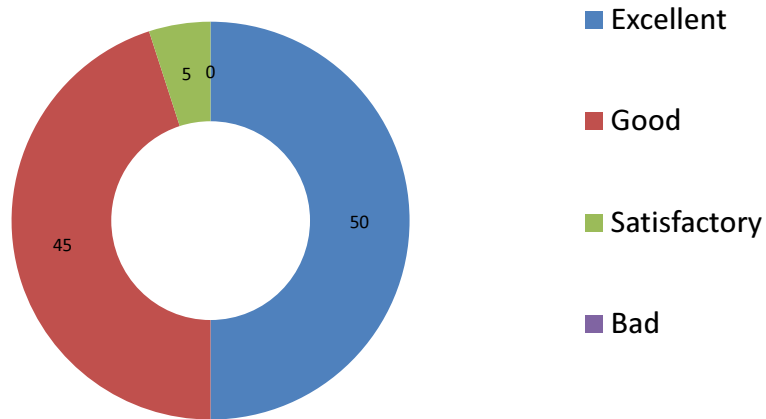
Following the results of the survey of the students of the program the educational institution provided data which has been checked by experts during the visit.

The data provided by the educational institution has been confirmed by experts during the visit during the random polling.

It allows experts to make a conclusion about a high level of masters' preparation.

Following the results of the questionnaire of the program graduates, the quality of educational services provided by the university 60% rated as appropriate (on a scale of 1 to 4 - 3 points), 30% - by 4 points. Leading to the conclusion that there are still positions in the program for improvement.

**Students' assessment of the education quality in  
general**  
(according to the experts' result)



## 4. ASSURANCE OF THE EDUCATION QUALITY

### 4.1. Strategy, goals and management of the program

#### 4.1.1. Valuation of criterion: good.

#### 4.1.2. Strong points

1. The program is well focused in accordance with the strategic goals of the university – to be the university which provides high quality educational services for Dubna and the region.
2. Organization of seminars on the basis of the economic chair (with participation of employers (Chambers of Commerce of Dubna, Taldom, Kimry, "Firm "IMA-PRESS-PRINT" ltd., JSC "RATA", JSC "Sberbank of Russia" etc.).

#### 4.1.3. Areas for improvement

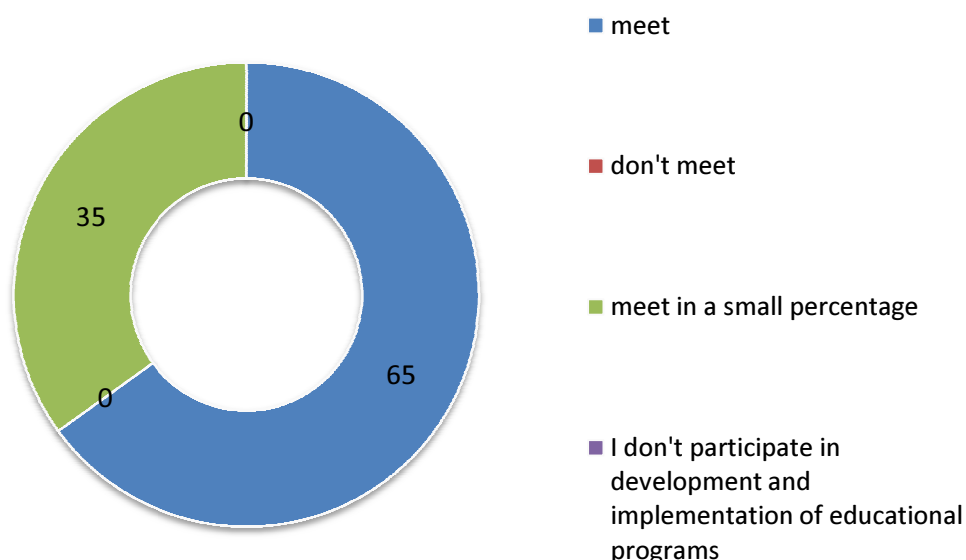
1. To consider the possibility of organization a representative of the university department at the enterprises, which are the main consumers of graduates.
2. To organize international training of masters to expand their competencies in research activities. On the programme “Economics” the university doesn’t organize international training that does not provide the important condition of bachelors’ academic mobility. The employers noted the lack of training of graduates from the point of view of their further participation in the development of international cooperation of Dubna corporations.

During the face-to-face visit employers questionnaire (interviewing) was held, the results of which were compiled the chart.

The meeting was attended by representatives of Rosbank, the pension fund, the educational training centre, OJSC "Dubna machine-building plant named after N. P. Fedorov", OJSC " Special Economic Zone of technical innovation type "Dubna", Rosatom and others.

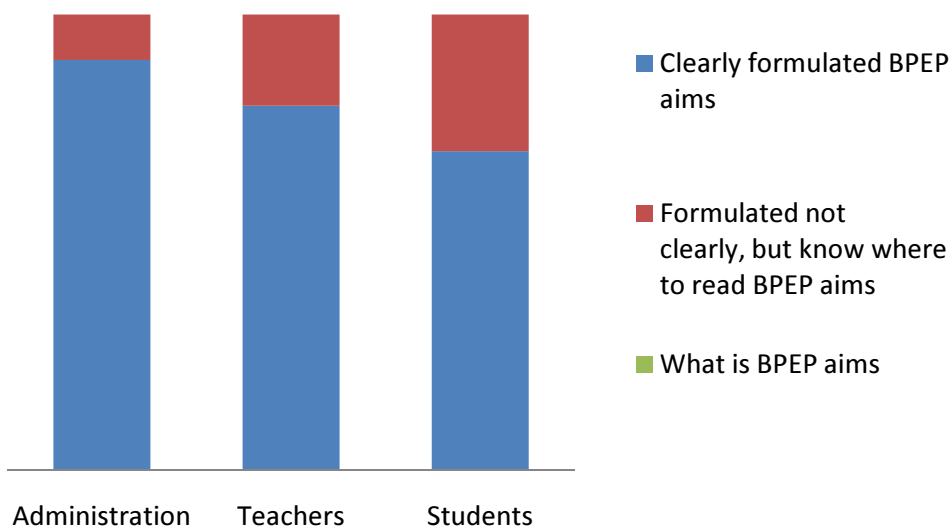
The data presented on the chart, enable experts to conclude that the goals of the BEP meet the needs of the labor market.

**Matching the BEP objectives with the needs of the labor market**



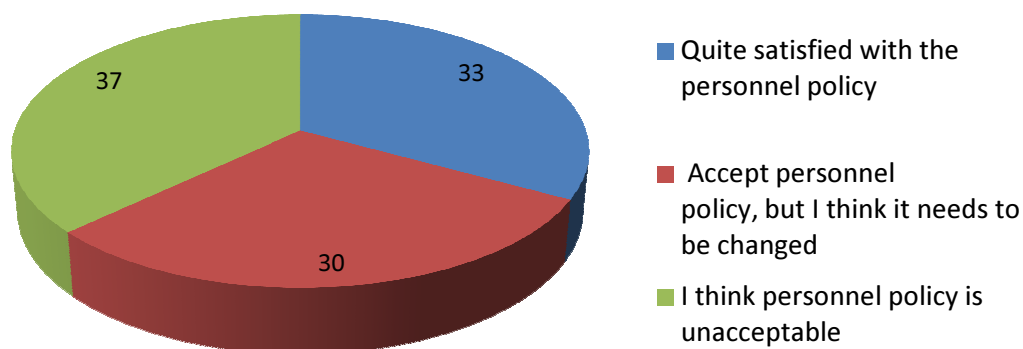
During the face-to-face meeting experts held interviews of students, teachers, staff and obtained the data, which allow to conclude that respondents have a clear idea of the objectives of the programme. As a recommendation may be noted the need for lighting purposes BPEP with the training of scientific personnel in the direction of training of highly qualified analysts, demand by region to solve modern production tasks.

### The awareness characteristic about the objectives of BPEP

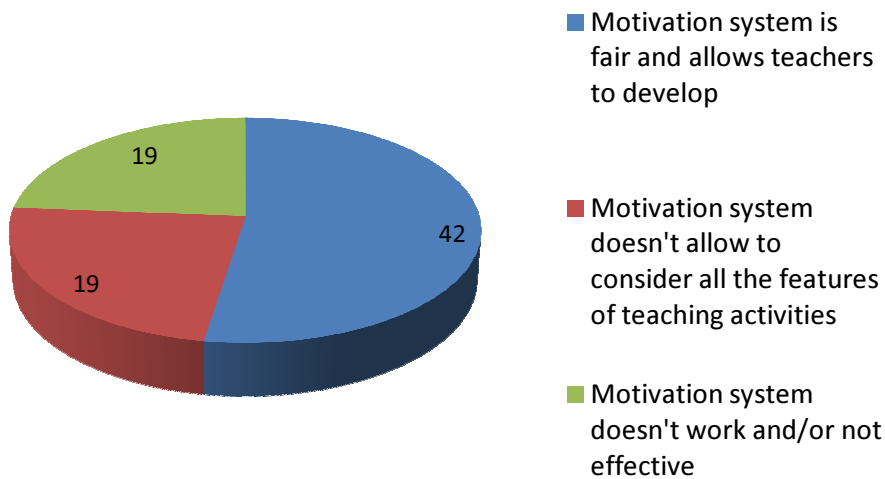


In the process of self-examination, educational institution presented data on the teachers satisfaction of personnel policy and the current incentive program.

### Personnel policy satisfaction

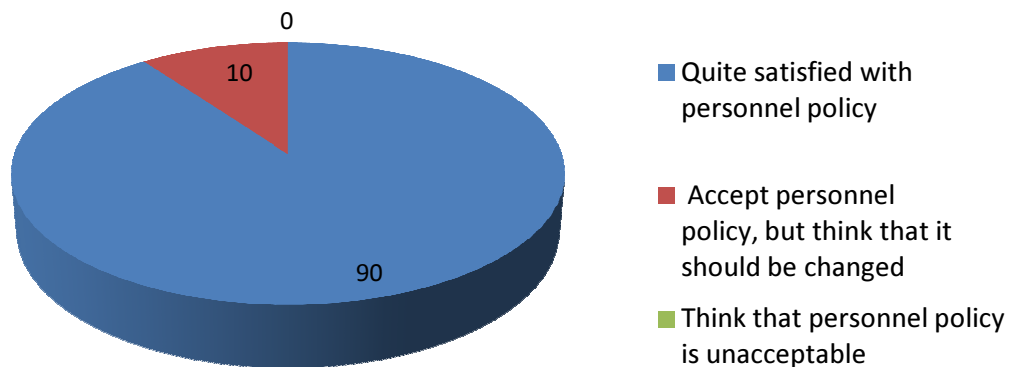


## Satisfaction with the current motivation system



During the face-to-face meeting interviewing and questionnaire of teachers, participated in program realization, were held. The results of interviewing are presented in the chart “The level of employee loyalty”.

## Satisfaction with personnel policy



According to the results of these two charts analysis, the experts conclude that the majority of teachers are satisfied with personnel policy, however, consider incentive program is not sufficient. As a recommendation should be noted the need to reward teachers' methodical work, publications in foreign magazines, conducting research activities.

## 4.2. Structure and contents of the program

### 4.2.1. Valuation of criterion: excellent.

### 4.2.2. Strong points

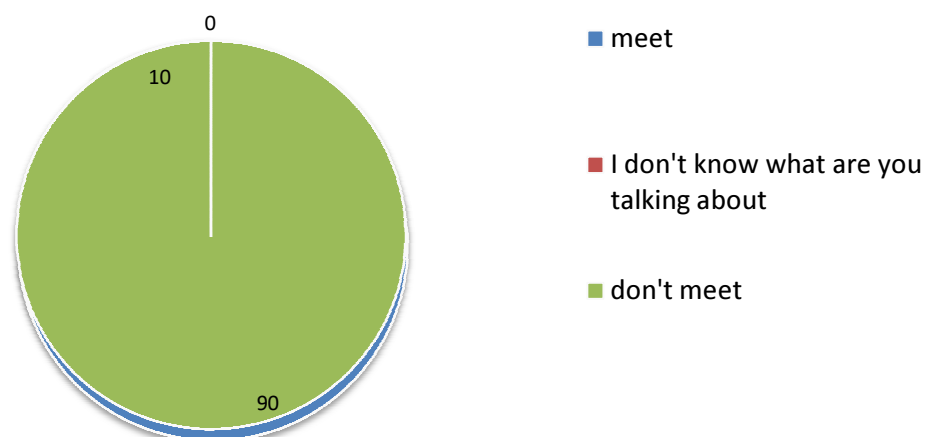
1. Permanent control over the development of the curriculum, the preparation and content of educational programs (responsible Department of the quality of education and innovation in education, educational administration, Vice-Rector for Teaching and Research);
2. Well-established contacts with scientific and academic leading centers, employers contribute to the optimal alignment of the structure and content of the program.
3. Retaining the classic school of economics and mathematical modeling that many universities can no longer be considered as lost factor.

### 4.2.3. Areas for improvement

1. Program employers programs are a major part of the large high-intelligent Dubna enterprises, which has been actively expanding international cooperation, and notes as one of the main problems noted a change of economic activity. For that matter, the masters degree curriculum must be included such disciplines, allowing masters to teach the basics of procurement tenders, to expand the training to build intercultural competences (not only in terms of knowledge of foreign languages, and from a business perspective - international marketing, international law, international financial reporting , international economics).
2. To add to the educational process learning information systems, business analysis - SAS, COGNOS, SAP BO, HYPERION
3. To generate questions and tasks of the intermediate control of knowledge, by the definition of formation evaluation competencies of graduates and requirements of employers (with their involvement).

During the face-to-face visit, the experts held meetings with students of the programme being evaluated. One of the issues discussed: the structure and content matching the programme with the expectations of direct consumers of the program - students. Data collected on the results of the interviewing are presented in the chart and enable experts to conclude that 90% of masters express an opinion on conformity of the BEP structure and content of students' expectations.

## Matching the BEP structure and content with students expectations





### 4.3. Teaching materials

#### 4.3.1. Valuation of criterion: excellent.

#### 4.3.2. Strong points

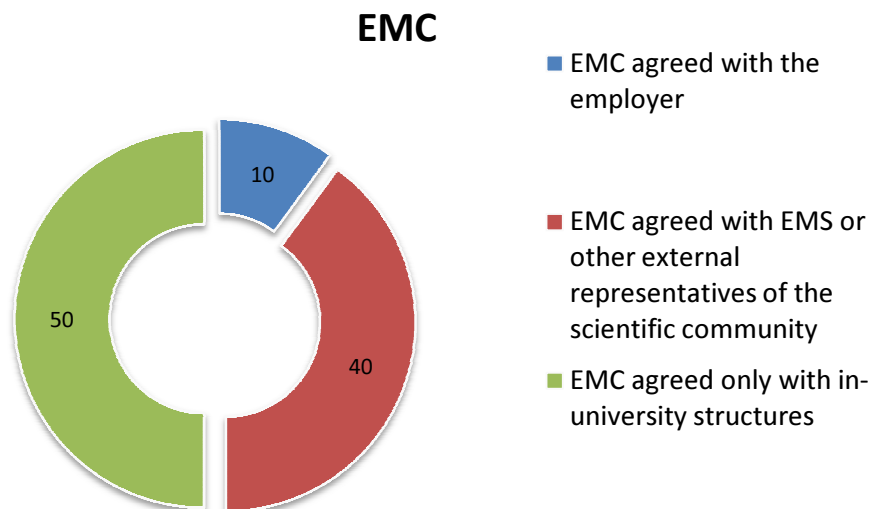
1. The department developed with leading scientists of universities and research centers textbooks, workbooks, tests, lecture notes on readable disciplines.
2. Active masters involvement in the development of teaching materials and teaching activities.

#### 4.3.3. Areas for improvement

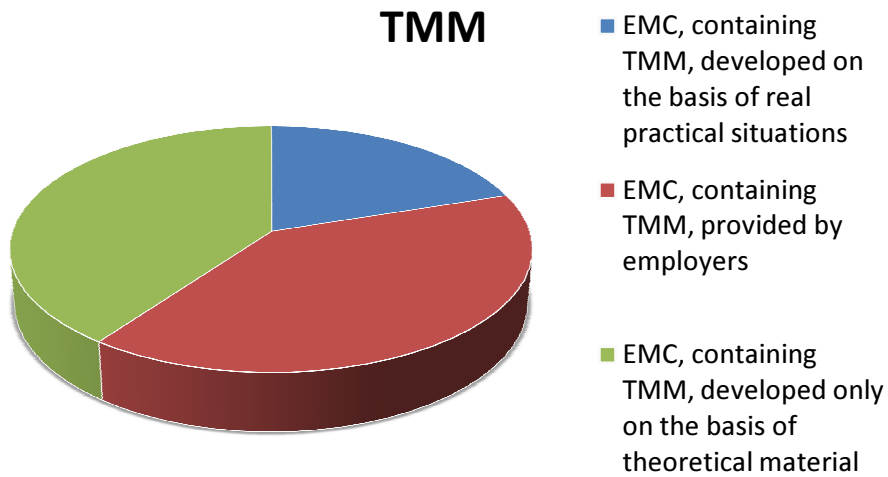
1. To record and upload into the university website or popular social networks (including YouTube) video from popular master classes and special courses which are conducted by invited lectors or make electronic author's educational courses for the purposes of education, attracting wide range of people, increase of popularity of the university not only in the nearest regions.
2. In order to increase the quality of a master's thesis to include the access to professional databases of analysis of cash flows with the statistics of Western and Eastern Europe (SPARK, RUSLANA, AMADEUS, ORBIS) in the electronic resources of the university
3. To include in the organization and conduction of the State Final Exam for bachelor's degree program conditions that take into account the features of these procedures for disabled persons and persons with disabilities.

During the face-to-face visit experts reviewed teaching materials developed in an educational institution. According to the results of 12 teaching materials research, compiled the following chart.

These data allow experts to conclude that in the process of EMM harmonization employers and representatives of external organizations participate not actively.

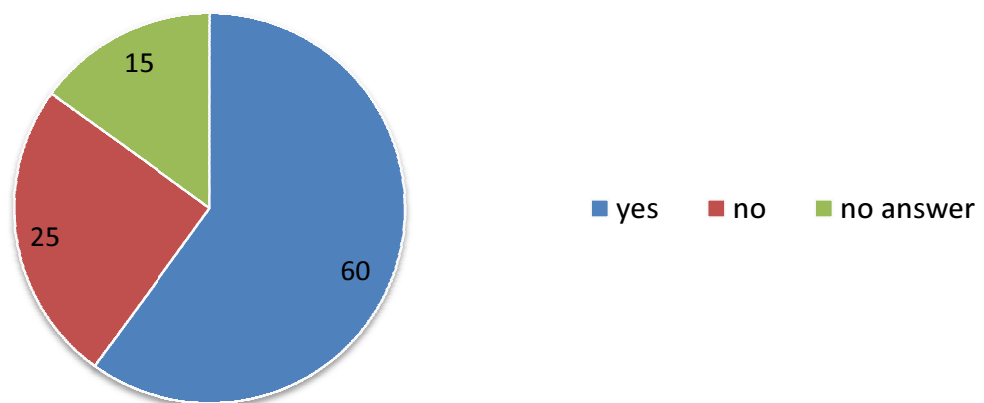


During the face-to-face visit experts analyzed control and measuring materials, which are used for ongoing monitoring of the progress. The results data of test materials analysis are presented in the following chart. This enabled to conclude low employer's involvement in the process of TMM development. It is also necessary to add in the EMC, containing TMM, business cases, tasks with the real production situations data usage.



According to the results of the questionnaire presented by the educational institution, the results of which were confirmed during the personal visit, the majority of students believe that their opinion taken into account when developing and maintaining EMM, as masters themselves directly involved in the educational process, development of teaching materials, TMM.

#### *Students' voices consideration in the EMM developing and updating*



## 4.4. Technology and methods of educational activities

### 4.4.1. Valuation of criterion: excellent.

#### 4.4.2. Strong points

1. RAS academicians and Western scientists and economists lectures courses organization.
2. Very well-delivered e-learning and the organization of self-study component of the program, practical problems solution, based on state-of-the-art technologies. The introduction of e-learning at the program level is part of the University strategy to improve the quality and availability of training. At the University distance learning courses are developed for students, correspondence courses, and courses of improvement of qualification on the basis of the distance learning Center of the University "Dubna" <http://sdo.uni-dubna.ru/>.

#### 4.4.3. Areas for improvement

1. To implement the plan of the department for organizing online conferences with representatives of employers, experts, academics, in which are formed and developed technologies and methods used to implement the educational program.
2. Further development of distance learning, which is important in terms of comparative remoteness from the center of Dubna.

During the face-to-face visit, the experts attended the lesson, analysis of which is presented below.

Teacher's full name Eliseeva Elena Aleksandrovna senior lector, Head of the Office of rationing and wages OJSC DMBP named after N.P. Fedorov, chief accountant DMBP-7

Group /specialty 5031, master's degree program "Company Economics"

1. Subject/module: Financial Accounting
2. Type of lesson: lecture
3. Theme of the lesson: Theoretical foundations of costing
4. The purpose of the lesson: familiarize students with the problems of the foundations of the cost calculation and of the role in solving the problems of enterprise effectiveness
5. Session objectives by relying on previously learned discipline (Accounting and analysis, tax and taxation, economic analysis, financial analysis, Economics of the firm), to give knowledge about the concept and the types of costs and their classification center, media; the classification depends on the purpose of management accounting; their division into direct and indirect.
6. Logistical support of the lesson – presentation MS PowerPoint, laptop, projector.
7. Point out:

| №  | Ks, which are planned to form on lesson and competences, the formation of which is impacted of these Ks (are to be announced by teacher) | Forms, tools, methods and techniques to be used on lesson for the competence formation   |
|----|--|--|
| 1. | GP-4, PC-7, PC-15  | Lectures,<br>Practises,<br>Independent work<br>Home work (tasks, tests) <ul style="list-style-type: none"> <li>• Counter control residual knowledge of subjects studied;</li> <li>• Material reduction;</li> <li>• Asking questions at the lecture and discussion;</li> <li>• Definition of the tasks of independent work and homework;</li> <li>• Presentation of textbooks and teaching aids.</li> </ul> |
| 2. | To know  | Methods and ways of calculating costs for the management of economic processes and the organization's performance;<br>Methods for measuring and monitoring the full costs (standard costing, direct costing).  |
| 3. | To be able to  | To use the knowledge system of the principles of accounting for organizing data on production costs, assessing the cost of production  |
| 4. | Skills   | Adaptation of the knowledge gained to the conditions of specific enterprises and business objectives   |

## TEACHER EVALUATION

| №   | Analysis criterion   | Index  | Mark<br>(0,1,2) |
|-----|--|--|-----------------|
| 1.  | Observance of classes rules  | Well-timed lesson beginning and ending, time balanced sections   | 2               |
| 2.  | Organizational moment  | A greeting. Theme threads, goals (communication goals formed with competencies)  | 2               |
| 3.  | Attendees motivation on the forthcoming activities   | An indication of the relevance, formed professional and/or social and personal competences   | 2               |
| 4.  | Psychological climate in the classroom   | The presence of positive emotional interaction between teacher and students; mutual goodwill and engagement  | 2               |
| 5.  | Exposition quality   | The material structuring; the clarity of the current problems notation; presentation consistency and availability; the presentation adaptation to specific audience; the presence of examples, relevant facts  | 2               |
| 6.  | Content matching with the course program   | To compare with WPD (EMM)  | 2               |
| 7.  | Visual materials usage   | Tutorial, workshop, handouts, tables, pictures, etc.   | 1               |
| 8.  | Declamatory skills   | Audibility, clarity, euphony, literacy, pace of speech, facial expressions, gestures, pantomimic; the emotional intensity of the speech  | 1               |
| 9.  | Sensitivity to the audience  | The ability to react on perception changes in the audience.  | 2               |
| 10. | Civility to students   |  | 2               |
| 11. | Methods of attention organization and students' behavior regulation  | The interest increasing of the audience (the original examples, humor, rhetorical devices, etc.); students' involvement in dialogue, in the process of assignments, etc. But not: an open call to the audience attention; disapproval demonstration; psychological pressure, blackmail | 1               |
| 12. | Maintaining a "feedback" with the audience during the class  | Material learning control  | 2               |
| 13. | Activities summarizing ( <i>reflection organization</i> )  | The reflection organization, in which students are actively discussing the results   | 2               |
| 14. | Reputation   | Corporate style observation, presentability, charismaticness   | 2               |
| 15. | Summative assessment   |  | 2               |
| 16. | Experts' notes and suggestions<br>Using interactive forms of learning in the educational process, problem solving based on the practical material. |  |                 |

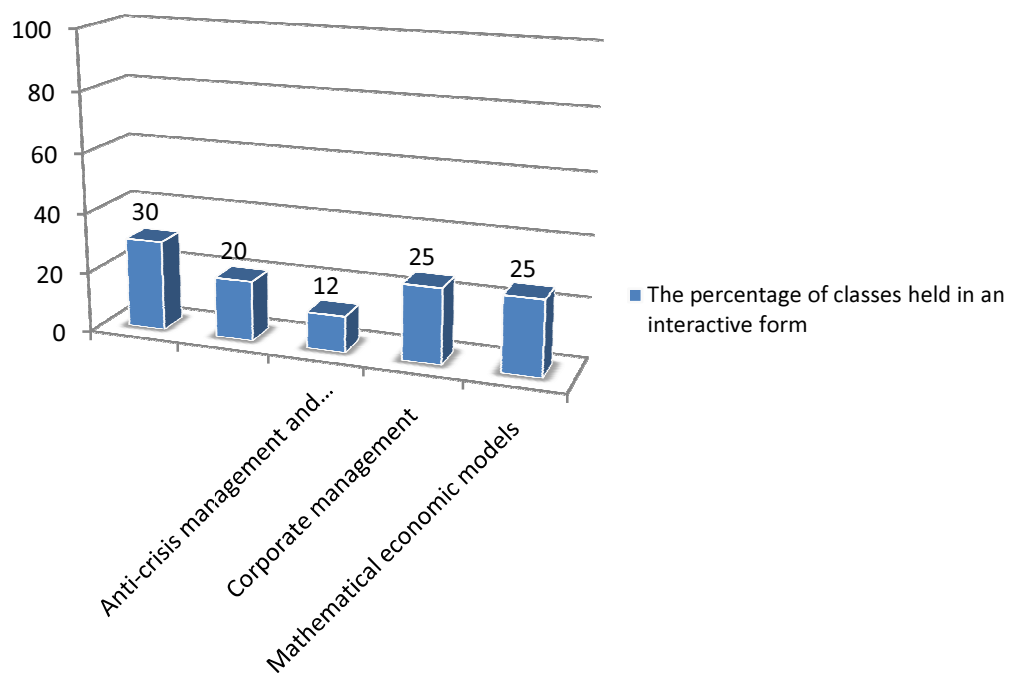
When cameral analysis of self-examination report, the analysis of the curriculum and class schedules, experts have determined that the percent of lesson realization in an interactive way for the whole program is 30%. During the personal visit EMC of five disciplines were studied. Data of lessons conducted in an interactive form in the context of the studied teaching materials are presented below.

As a part of the educational program special courses can be marked:

- Financial management (advanced level) (share of trainings — 30%);
- Econometrics (advanced level) (share of trainings – 20%)
- Crisis management and firm restructuring (share of trainings 12 %);
- Corporate management (share of trainings – 25 %);
- Economic mathematical models (share of trainings – 25 %)

On their basis, the experts conclude about the need to expand these forms in these disciplines and inclusion in other disciplines of the program.

### The percentage of classes held in an interactive form



## 4.5. Teaching staff

### 4.5.1. Valuation of criterion: good.

#### 4.5.2. Strong points

1. Organization of probationations of teaching staff and part-graduate students of the University in the departments of the JSC "Sberbank of Russia", organizationally subordinated to the JSC "Sberbank of Russia" (Central Russian Bank of the JSC "Sberbank of Russia").
2. The professors of direction of the program are: honored professors of 4 Russian state universities, 2 US universities, Shandong university (China); 2 laureates of the State Prize; one honored worker of science and technology; 7 winners of the President of the Russian Federation grant contest "Scientific school of stable development"; 2 medals of the Governor of Moscow region (nomination: education); 4 professors are awarded with the V.I. Vernadsky, P.L. Kapitza, M.V. Keldysh medals for fundamental and applied research and contribution to solving scientific problems of stable innovative development; a laureate of the golden token "Glory of Russia".
3. Most of professors have published scientific articles and monographs. A lot of employees have published course books and other educational materials. Some of them were applied in Russian universities. Most of professors participate in national and international conferences.

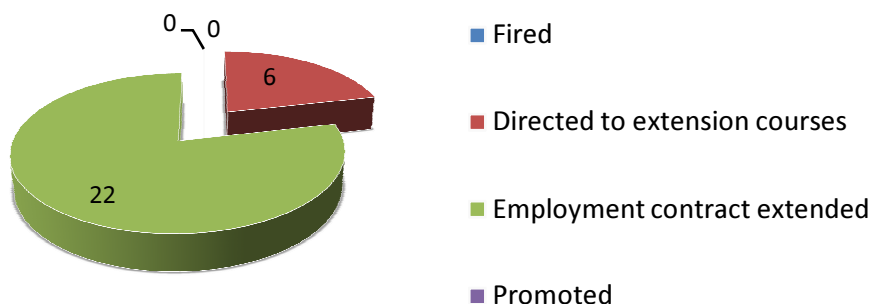
#### 4.5.3. Areas for improvement

1. To take measures to attract young scientists with high potential in scientific and educational activities to the teaching staff, their focus on qualification improvement, preparation and defence of candidate and doctor theses, and the most important – elaboration of measures on their fastening in the university.
2. To elaborate schemes of financing of research work by state corporations of Dubna. To examine an opportunity of participation of teaching staff, masters in research activity of the companies of Dubna, financing of research work by the companies-partners of the university.

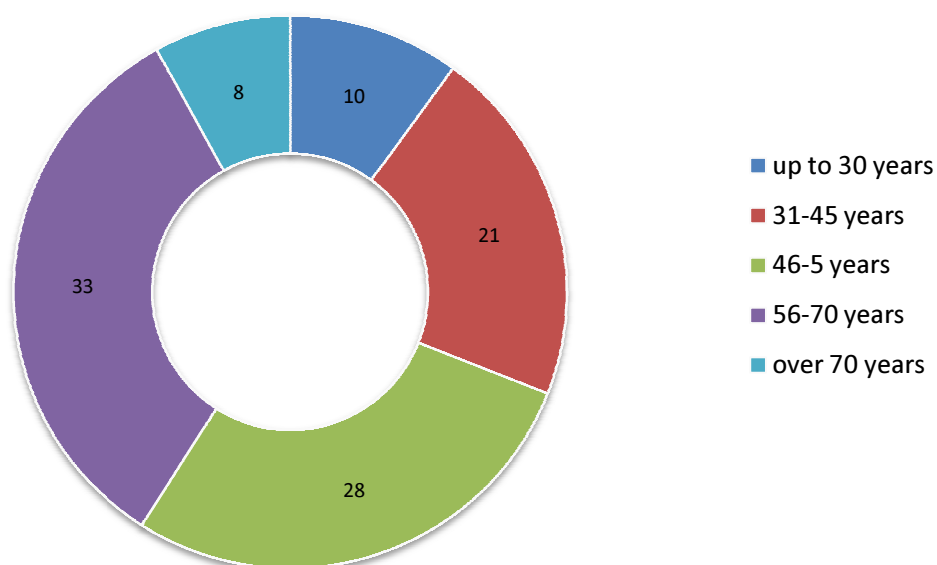
Analyzing the facts stated by the educational institution in the statement of self-examination, the experts came to the conclusion that the presented data is relevant and reliable. The results of the integrated assessment of teaching staff (the last year) and the age structure of teachers participating in the program presented in the following charts.

Upon the review of the presented data, the experts conclude about the high level of human capacity and the problem of aging and recommend to the program managers to take steps to preserve human resources programs, the training of young candidates and Doctors of Science.

### According to the results of a comprehensive assessment of teaching staff within the framework of implementation of the BEP



## Full-time teachers' age structure



### 4.6. Logistical and financial resources of the program

#### 4.6.1. Valuation of criterion: good.

#### 4.6.2. Strong points

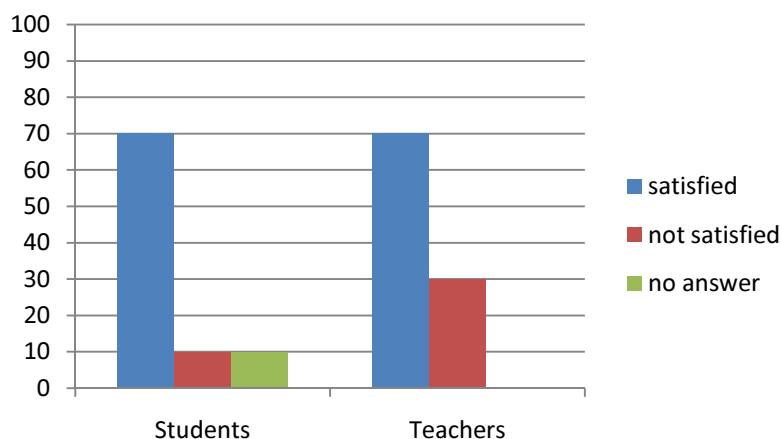
1. High technical level of material and technical basis of the program. The infrastructure including equipment, educational technical tools such as laptops and projectors are generally adequate in classes. The classrooms are capacious and designed for sufficiently great number of students. 2 laboratories (rooms), equipped with outfit and/or expendables at the expense of social partners (employers).
2. Library resources are considered to be adequate for professors and students regarding the quality and quantity of course books and electronic resources (journals, course books → including the EPSCO database).

#### 4.6.3. Areas for improvement

1. To include the access to professional databases of analysis of cash flows with the statistics of Western and Eastern Europe (SPARK, RUSLANA, AMADEUS, ORBIS) in the electronic resources of the university.
2. To organize the work on attraction of external sources of financing of research activity especially from companies-partners.

During the face-to-face visit, the experts conducted interviews with students and teachers participating in the program, with a view to the satisfaction of the auditorium fund. The obtained data are presented in the following chart, and allow experts to conclude that, totally teachers and students are satisfied with the quality of classrooms, reading room fund.

## Satisfaction with the quality of classrooms, laboratories, premises of departments, funds and reference room



### 4.7. Information resources of the program

#### 4.7.1. Valuation of criterion: excellent.

##### 4.7.2. Strong points

1. Good accessibility to economic-oriented software products, there are computer labs and library resources.
2. A virtual computer laboratory is widely used in the educational process of the Institute of systems analysis and management. The virtual computer laboratory is a complex of hardware-software tools based on the technologies of virtualization allowing to give and use plainly and on demand computing resources in the form of "cloudy" internet services for realization of research works, resource-intensive computing calculations and tasks connected with mastering complex corporate information and other systems, accordance of dedicated virtual servers for innovative projects, realized by students and employees of the university.
3. The project "Virtual computer laboratory" has made interuniversity progress due to successful collaboration with the faculty of business-information of the Federal State autonomous educational institution of higher education "National research university "Higher school of economics".

##### 4.7.3. Areas for improvement

In order to increase the quality of master's theses to include the access to professional databases of analysis of cash flows with the statistics of Western and Eastern Europe (SPARK, RUSLANA, AMADEUS, ORBIS) in the electronic resources of the university.

### 4.8. Research work

#### 4.8.1 Valuation of criterion: good.

##### 4.8.2 Strong points

1. Most of masters' research works are realized in the frameworks of large research projects of leading research scientific centers. Modern methods are chosen as instruments of analysis.
2. Most of professors have published scientific articles and monographs, participate in national and international conferences.

##### 4.8.3 Areas for improvement

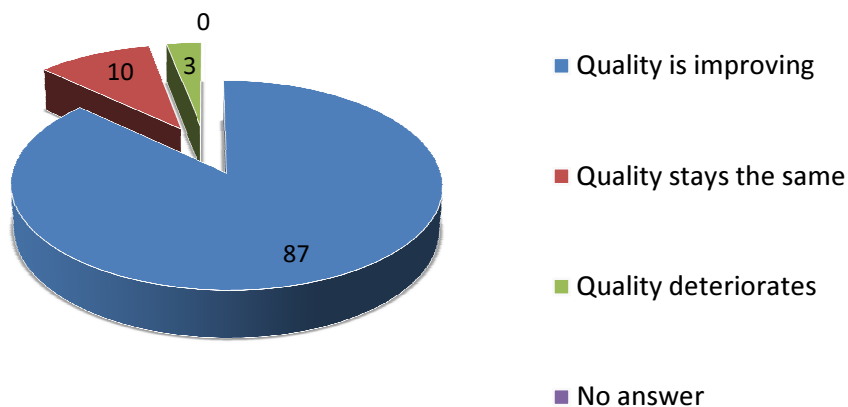
1. To add practical component to research works, add the decision of actual production tasks which are typical for large state corporations of Dubna as masters are considered by employers as their future employees.



2. To extend publishing activity of masters in the context of participation in Russian and international conferences, seminars.
3. To organize international probations of masters for extension of their competencies in research activity.
4. To publish joint collection of scientific articles by scientists of CEMI-MSU - University "Dubna" on the problems of usage of economic mathematical methods and models in economics (for instance, once in 2 years).
5. Attraction of post-graduate students for organizing scientific study groups.

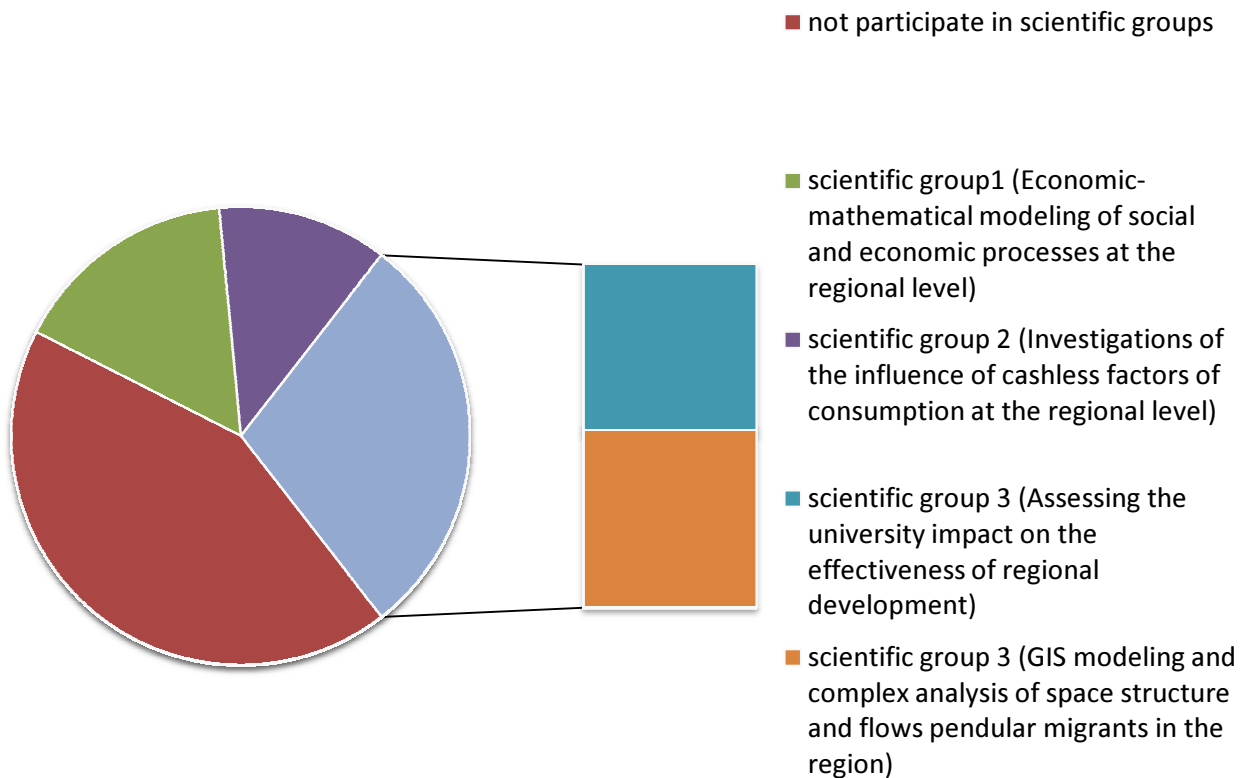
In the self-examination documents the educational institution presented the information on the results of monitoring the students' opinion "The impact of research work on the quality of education". This diagram illustrates data certified by the experts during the face-to-face visit. This enables to make a conclusions that the students actively encouraged to participate in scientific conferences, symposium, reporting the results of their work, including in the classroom for bachelors. What is more, students noted that the teachers use and discuss with students the scientific achievements and the results of their research at the lessons.

### The monitoring results of students' opinion about the impact of scientific research works and on the education quality



Students' involvement in scientific groups was analysed. For students of the evaluated programme operates 4 scientific groups under the leadership of Ph. D. In Economics, associate professor Samoshkov A.K.: "Economic-mathematical modeling of social and economic processes at the regional level"; Ph. D. In Economics, associate professor Shokin, Y.V.: "Investigations of the influence of cashless factors of consumption at the regional level"; Doctor of Economics, professor Pakhomova E.A.: "Assessing the university impact on the effectiveness of regional development"; Doctor of Economics, professor Y.Y. Shitova: "GIS modeling and complex analysis of space structure and flows pendular migrants in the region." By results of scientific circles work, students prepare publications, reports, include the results of the study in GQW.

## Students' involvement in scientific groups



### 4.9. Participation of the employers in the implementation of the program

#### 4.9.1 Valuation of criterion: excellent.

#### 4.9.2 Strong points

1. Employers are involved in the implementation of educational programs, including through reading lectures, management of the practice and graduate work. Employers are also involved in conducting master classes, to the organization of training activities.
2. Employers are involved in the renewal and development of educational resources, joint scientific and practical conferences, seminars, symposiums, retraining of specialists and targeted training for businesses and organizations of employers-partners (eg. managers and specialists of enterprises, organizations and institutions of the Moscow region in the direction "Ecology and nature management" on the programs "Management of hazardous waste of production and consumption", "Protection of the environment", "Ways of solving environmental problems at companies of the Moscow region", "Ecology, protection of nature, ecological safety" (310 students has finished study).
3. Annually the work on the analysis of needs and collection of employers' requests is realized for the participation in acceptance key figures contest. In 2013-2014 requests were got from business and state organizations: SEZ TVT "Dubnaa", Central Economic Mathematical Institute of RAS, Telekom MPK, JSC "Instrument factory "Tensor", "Ima-press-print" ltd., "RUKARD-AURA" ltd., JSC "Energy Tensor", JSC "Bank Vozrozhdenie", "Advant Invest" ltd., JSC "ROSBANK", JSC "Sberbank of Russia" and others.
4. Master's programs "Firm economics" and "Mathematical methods of economy analysis" undergo an examination by employers and are attested with a sign of answerable/attorney and stamp. General educational programs of higher professional education of the direction 080100.68 "Economics" of

master's programs "Firm economy" and "mathematical methods of economy analysis" are adjusted with Honored economists of Moscow region, the president of the Chamber of Commerce and Industry of Dubna V.N. Bobrov and general director of the "Information calculating centre "Dubna" ltd. N.D. Klimenko.

5. A consultative council with local representatives of employers exists and provides regular interaction with them.

#### 4.9.3 Areas for improvement

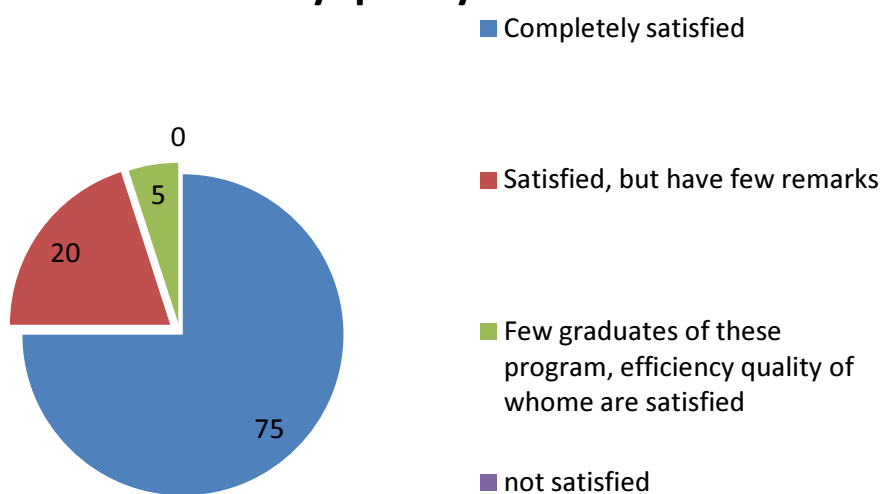
1. To provide employers' participation in formation of intermediate control tests, business cases.
2. To extend the practice of master classes of chiefs and specialists of the companies of the town including for master's thesis management, to add informal communication of specialists and masters for their better orientation in the job choice.

In the self-examination report of the educational institution the information of the results of surveys of employers on their satisfaction of the students' education quality are presented. The information confirmed by experts during interviews with employers is presented in the diagram.

Thus, employers indicated that graduates have not enough developed competence in the field of international cooperation - foreign language skills, international negotiations, international law. Also due to public corporations transition, mainly represented as graduates employers, on tender procurement, competences in the field of organization and holding of tenders are required. Also with representatives of small and medium businesses, including presented in the SEZ, the lack of the graduates' competence in the field of sales was marked.

This allows us to recommend the inclusion in the curriculum of the master educational program lectures on learning the basics of tender procurement, to expand training in the formation of intercultural competence, to include the discipline "Foreign language" in the plan of senior courses, to include the following subjects: international marketing, international law, international financial reporting, international Economics. These requirements caused by the expansion of international cooperation of large enterprises of Dubna and the change in the business activities of large enterprises. It is necessary to organize international internships for students in Economics, which is not provided the University.

### Employers satisfaction with graduates efficiency quality



## 4.10. Participation of the students in determining the contents of the program

### 4.10.1. Valuation of criterion: satisfactory.

#### 4.10.2. Strong points

1. Attraction of masters to educational and research activity facilitates their involvement in the process of development and improvement of the educational program.
2. Students have an opportunity to estimate the quality of classes. An electronic form of an inquiry form "Quality of discipline teaching is elaborated. The inquiry form is published on the website of the education and innovations in education quality department <http://otdk.uni-dubna.ru/> (section "Sociological researches") and on the website of the university in the sector "feedback".

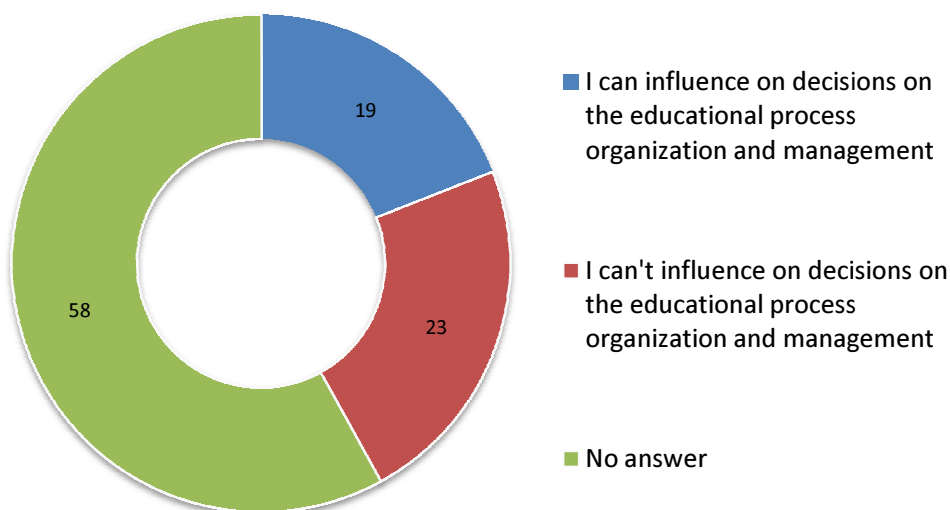
#### 2.2.1. Areas for improvement

1. To strengthen the work on involvement of students in formation and development of educational materials on the program including development of cases.
2. To provide an opportunity for students to get comments of professors on their suggestion concerning changes in the contents of the program.
3. To realize the plan of the university "Dubna" with regard to functioning of the section of the students' council on the education quality. The main goal of activity of the section should consist in analysis of processes of educational activity in the university, determination of directions of improvement of preparation of specialists and development of directions of activity of the university in modern conditions of development of higher education.

During the face-to-face visit, experts have analyzed students' participation in students' selfgovernment. The chart presents data, reflecting student employment.

Based on the analysis of the presented data, the experts conclude that the students have the opportunity to influence on such decisions.

### Students' participation



## 2.3. Student services at the program level

### 2.3.1. Valuation of criterion: excellent.

#### 2.3.2. Strong points

1. There are good quality student services, the administrative potential is enough, there is the support of employees, it makes them well prepared and responsive to students' needs; all necessary information for students is published on the university website.
2. Following the results of every academic year the information about the level of competencies formation includes in the student's portfolio by the graduating chair. The information can be presented as radar charts, diagrams, tables, scores etc. (according to the decision of a development team of the GPEP).
3. The Wi-Fi access to the Internet is realized gratis on all territory of the campus.

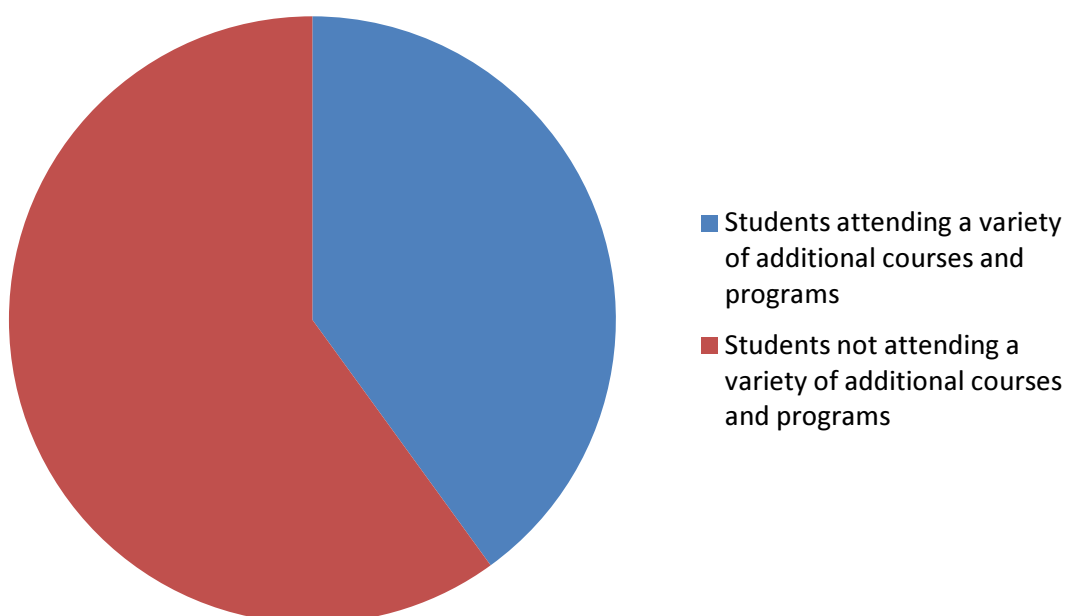
### 2.3.3. Areas for improvement

1. To improve the work for involving the students of MA course direction in mastering different additional programs and courses facilitating professional preparation, mastering cultural and professional competencies placing emphasis on the language training (foreign languages), as the university created all necessary conditions for it.
2. To give an opportunity to students to organize student contests.

During the face-to-face visit, the experts were presented with the documents confirming that students attend additional courses and programs.

Based on the presented data analysis, the experts conclude a fairly good level of this work.

## Attendency of additional courses, programs



## 2.4. Career guidance. Evaluation of preparation quality of applicants

### 2.4.1. Criterion valuation: excellent.

#### 4.12.2. Strong points

1. Most of graduates are focused to continue the education in the MA Course.
2. The program has the independent assessment, public, professional-public, an accreditation of the quality on the correspondence with affirmed sectoral professional standards – Conclusion of the Educational Methodical Association on the Economics by the Plekhanov Russian University of Economics.
3. 5% of graduates of the MA course continue their education in post-graduate course.
4. 80% of students graduate the MA course successfully.

#### ***4.12.3. Areas for improvement***

1. To record and upload into the university website or popular social networks (including YouTube) video from popular master classes and special courses which are conducted by invited lecturers or make electronic author's educational courses for the purposes of education, attracting wide range of people, increase of popularity of the university not only in the nearest regions.
2. Taking into consideration the orientation of the university on regions and relative remoteness of the university there is a need to develop the system of distant career-guidance work and attraction of applicants through organizing the video lecture course of famous scientists attracted to the educational process on the university website.

## CVs of EXPERTS

***Expert's name: Elena V. Vasilieva***

|   |   |
|---|---|
| Work place, position  | FSBEI HPE The State University of Management<br>Deputy Head of Information Systems Department<br>for scientific work<br>Head of Examination Centre Cambridge IT<br>Certification Center (SUM-Cambridge) |
| Academic degree, academic title   | Ph.D. in Economics (080013)<br>associate professor  |
| Deserved titles, degree   |   |
| Education   | Higher  |
| Professional achievements   | Certificates of appreciation for conscientious<br>attitude and professionalism  |
| Area of expertise   | Main educational programs: Economics,<br>Management   |
| Practical experience in the direction of the<br>program, subject to examination | 12 years  |

***Expert's name: Evgeny Yu. Rogozhin***

|   |  |
|---|--|
| Work place, position  | The Chairman of the Dubna branch of "OPORA<br>ROSSII"  |
| Academic degree, academic title   |  |
| Deserved titles, degree   |  |
| Education   | Higher   |
| Professional achievements   | The winner of the contest "The best entrepreneur<br>of Moscow" in the category "Trade" in 2009   |
| Area of expertise   |  |
| Practical experience in the direction of the<br>program, subject to examination | Conducting educational activities in the Moscow<br>region within the state contest "Promotion of<br>entrepreneurship among young population" |

***Expert's name: Andreas Knorr***

|   |  |
|---|--|
| Work place, position  | The University of Speier (German University of<br>administrative science, Speier)<br>Professor on the staff                              |
| Academic degree, academic title   | Professor, Ph.D. in Economics  |
| Deserved titles, degree   | Honorary Doctor  |
| Education   | Higher economic (Master)   |
| Professional achievements   | Member of the Board of scientific leaders of the<br>Federal Ministry of transport and digital<br>infrastructure                          |
| Area of expertise   | Transparent economics, international economics,<br>economic policy, competition policy, the policy<br>of building the company reputation |
| Practical experience in the direction of the<br>program, subject to examination | Advising companies, government agencies and<br>institutions  |

***Expert's name: Andrey I. Aksyonov***

|  |  |
|--|--|
| Place of work, position  | Russian Economics University n.a. Plekhanov, student (General Economics Faculty) |
| Degree, title  | n/a  |
| Rank   | n/a  |
| Education  | Not finished higher education  |
| Professional achievements  |  |
| Sphere of scientific interests   |  |
| Experience of practical work in the direction of program under the expertise |  |