

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
SUMY NATIONAL AGRARIAN UNIVERSITY**

**APPROVED**

Rector, Professor,  
Academician of the National  
Academy of Sciences of  
Ukraine

\_\_\_\_\_ V.I. Ladyka  
"\_\_\_" \_\_\_\_\_ 2017

## **Evaluation Report of the Educational Program**

HIGHER EDUCATIONAL LEVEL	- <b>Second (Master's) level</b>
DEGREE OF HIGHER EDUCATION	- <b>Master</b>
BRANCH OF KNOWLEDGE	- <b>05 Social Science</b>
SPECIALTY	- <b>051 Economics</b>

Sumy, 2017

## **STRUCTURE OF THE EVALUATION REPORT OF THE STUDY PROGRAMME**

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# 1. OBJECTIVES OF PROGRAMME EVALUATION REPORT

## 1.1. Report objectives

The main purpose of the report on self-examination in the specialty "Economics" is an assessment of the possibility of establishing cooperation between the Czech University of Life Science, other foreign partners and the Sumy National Agrarian University (here and after SNAU) in the field of training specialists for the above-mentioned specialty subject to compliance:

- the content of the Master's program of the development strategy of the university and the faculty, concerning;
- qualitative composition of teachers for the requirements for scientific and methodological support of the faculty's educational process;
- systems of preparation and control of students' knowledge of international standards of higher education;
- the quality of training graduates to standards of education and labor market requirements (including practical training and readiness to perform professional functions);
- the material base of the university and the faculty for the requirements of the educational process regarding the implementation of the curricula of the respective courses.

And also the openness and accessibility of any information about courses in the educational program, in particular, data on the structure of courses, logic of construction, curriculum and partners.

*This report is prepared by a working group consisting of:*

- *Strochenko Natalya Ivanivna*, Candidate of Sciences (Economics), Professor, Dean of the Faculty of Economics and Management;
- *Tereshchenko Svetlana Ivanivna* – Doctor of Economics, Associate Professor, Head of the Department of Economics;
- *Medvid Victoria Yuryivna*, Doctor of Economics, Associate professor, Professor of the Department of Economics;
- *Maslak Nataliia Grigoryivna* – Candidate of Sciences (Economics), Associate Professor of the Department of Economics;
- *Pilipenko Vyacheslav Valentinovich* – Candidate of Sciences (Economics), Associate professor, Associate professor of the Department of Economics.

This report can be used to obtain a certificate of recognition of the quality of educational process by higher educational institutions of EU countries – participants of international cooperation programs of Sumy National Agrarian University.

## 1.2. General provisions of Sumy National Agrarian University

SNAU is one of the leading agrarian educational institutions in Ukraine for training personnel for the economy of the country, whose specialty is accredited by the Ministry of Education and Science of Ukraine and the European accreditation agency Acquin. The University traditionally holds first place in the ranking of

agrarian universities of Ukraine (in 2017, according to the consolidated rating of universities of Ukraine, SNAU takes the 2nd place among agrarian universities – <http://ru.osvita.ua/vnz/rating/51741/>). The University cooperates with almost two dozen research institutes of the National Academy of Agrarian Sciences and the National Academy of Sciences of Ukraine. The University is headed by Doctor of Agricultural Sciences, Professor, Academician of the National Academy of Agrarian Sciences of Ukraine *Ladyka Volodymyr Ivanovych*.

Location of the University: 160 G. Kondratiev St., Sumy, Ukraine, 40021

Phone: +38(0542) 70-10-12, fax: +38(0542) 70-10-55, e-mail: [sau.sumy.ua@gmail.com](mailto:sau.sumy.ua@gmail.com); Web site: [www.sau.sumy.ua](http://www.sau.sumy.ua).

SNAU conducts training in 24 specialties. The University trains highly skilled specialists for the agrarian sector and other sectors of the country's economy, including 7 bachelor's and 12 master's degree programs in economics.

Educational and research processes are provided by 50 university departments, which employ 54 doctors of sciences, 44 professors, 267 candidates of sciences, 191 associate professors (up to 20.12.2017).

The strategic direction of the development of economic education at the university is the internationalization of the educational process: the teaching of disciplines is carried out in 4 languages (Ukrainian, Russian, English and German).

The material and technical equipment of the specialized training rooms and laboratories of the SNAU is up-to-date, satisfies the requirements and allows to fully ensure the implementation of educational programs in the disciplines.

The material and technical base of the university consists of 8 teaching and laboratory premises with a total area of 243185.4 m<sup>2</sup> with a modern assembly hall for 700 seats. The population of students at the University is located in 4 hostels for 2,167 places.

The principle of continuous computerization of the educational process is in place at the university: today there are more than 980 computer places in the university and the number of contact time for each student, depending on the specialty, ranges from 250 to 350 hours. The university has a local computer network. For the organization of the general computer network SNAU used 10 servers. There is modern science library in SNAU (web site: <http://library.sau.sumy.ua/>). Everyone, who studies or works at University can use different resources, such as: books, journals, electronic resources (SNAU's local library, Bookva library <http://www.bookva.org/tags>, [OpenEdition Books](#), Electronic resources of the Vernadsky National Library of Ukraine etc.).

The University's website is participating in the international Webometrics ranking and ranked 72 out of 295 possible and ranked 26th among 101 in the national ranking as a result of monitoring the openness of websites of higher educational institutions of Ukraine.

The research work is concentrated in 19 laboratories, post-graduate studies work in 11 specialties, including 2 economic ones: management, as well as finance, banking and insurance.

SNAU is the coordinator of scientific research in the region on problems of development of the country's agricultural sector, economic transformations in the

conditions of state reform. Sumy NAU annually conducts scientific research on orders of the Ministry of Education and Science of Ukraine and international grants. The university has formed and functions scientific schools in various fields of scientific research.

The Mission of the SNAU is the study and introduction of best practices of the best universities in the world, internships in them by teachers, and the practice of students. Substantial and productive relationships have developed with the educational institutions of the Czech Republic, Poland, Germany, England, Ireland, Denmark, France, and the Netherlands. There are provided direct links with the University of Agriculture of Austria, in conjunction with the Vienna School of Higher Education, successfully runs the Master's Degree course in Agrarian Management, the training of which is carried out in accordance with internationally recognized plans and programs, and provides the opportunity to receive a Master's Degree in Germany at the same time as Masteg of Business Administration (training in Ukrainian and German). Collaboration with universities in US states such as Minnesota, Ohio, Wisconsin, California allows students to undergo a half-year or annual practice in farm and other agrobusiness entities. International cooperation in joint projects allows students and teachers to improve their linguistic and professional level in a high-tech agrarian industry and to disseminate their experience in Ukraine. SNAU students are practicing in European and US farms.

International activities are carried out through contacts with international funds, the involvement of foreign specialists in the teaching of certain special courses for students and participation in short-term workshops (cycle events) for business organizations and consumer cooperatives, cooperation with higher education institutions abroad, exchange of scientific and pedagogical workers.

SNAU together with the Bila Tserkva NAU won the European Union Erasmus + CA1 project "International Credit Mobility: Cooperation Between the Czech Republic and Ukraine". Participation in the program contributes to the improvement of the quality of professional education and the level of knowledge of the English language in order to strengthen scientific and academic cooperation, modernization of educational materials, tools and methods, and intensification of scientific research.

SNAU is a member of: the International Professional Association for Agricultural Management and Rural Development, the World Scientific Poultry Production Association (WPPA), the World Veterinary Association of Agricultural Faculties, Association of Deans of the Economic Specialties of European Universities (Ukrainian-Polish-Slovak Forum), Universities Association under the V4, the Network of Life Sciences Universities of Central and Eastern Europe (CASEE).

The University publishes the scientific journal "Visnyk SNAU" (series "Economics and Management", "Agronomics and Biology", "Livestock", "Mechanization and Automation of roduction Processes", "Veterinary Medicine") with the international index of scientific citation Index Copernicus and RISC.

### **1.3. General characteristics of the Economics and Management**

The Faculty of Economics and Management provides the educational process in the following specialties:

- 051 "Economics", educational-qualifying level "Bachelor", term of studies – 4 years (after general secondary education);
- 071 "Accounting and taxation" – an educational degree "Bachelor", the term of studies – 4 years (after the completion of general secondary education);
- 071 "Finance, Banking and Insurance" – an educational degree "Bachelor", the term of studies – 4 years (after the completion of general secondary education);
- 073 "Management" – an educational degree "Bachelor", the term of studies – 4 years (after the completion of general secondary education);
- 075 "Marketing" – an educational degree "Bachelor", the term of studies – 4 years (after the completion of general secondary education);
- 076 "Entrepreneurship, trade, stock-taking activity" – an educational degree "Bachelor", the term of studies – 4 years (after the completion of general secondary education);
- 281 "Public Administration and Administration" – an educational degree "Bachelor", the term of study – 4 years (after the completion of general secondary education);
- 051 "Economics", educational qualification level "Master", term of study – 1,4 years (after the end of "Bachelor");
- 071 "Accounting and taxation" – educational degree "Master", the term of study – 1.4 years (after the completion of the Bachelor EL);
- 071 "Finance, Banking and Insurance" – educational degree "Master", the term of studies – 1,4 years (after the completion of the "Bachelor");
- 073 "Management" (educational program "Management of Foreign Economic Affairs" – educational degree "Master", the term of training – 1.4 years (after the completion of the "Bachelor" EL);
- 073 "Management" (educational program "Management of Organizations and Administration" – educational degree "Master", the term of training – 1.4 years (after the completion of the "Bachelor" EL);
- 073 "Management" (educational program "Logistics" – educational degree "Master", the term of study – 1.4 years (after the completion of "Bachelor" EL);
- 075 "Marketing" – an educational degree "Master", the term of study – 1,4 years (after the completion of the "Bachelor" EL);
- 076 "Entrepreneurship, trade, stock-taking activity" – educational degree "Master", the term of training – 1,4 years (after the completion of the "Bachelor" EL);
- 281 "Public Administration and Administration" – educational degree "Master", the term of study – 1.4 years (after the completion of the "Bachelor" EL);
- 281 "Public Administration and Administration" (educational program "Administrative Management" – educational degree "Master", term of studies – 1.4 years (after the termination of "Bachelor" EL).

- 281 "Public Administration and Administration" (educational program "Regional Management" – educational degree "Master", the term of study – 1.4 years (after the end of "Bachelor").

*Educational process at the Faculty of Economics and Management.*

The educational process at the faculty is provided by 9 departments, 8 of which are graduating students.

Highly qualified specialists with a sufficient scientific and pedagogical level work at the faculty. The total number of teachers of the faculty providing the educational process is 123, including 10.6% of doctors, professors. More than 35% of teachers can speak English.

The Faculty of Economics and Management has a separate academic building, specialized study groups, training classes, computer laboratories, equipped with the modern software.

The faculty has its own website, which contains information on educational programs, educational, scientific, educational activities, structural units, rules of admission, international cooperation, practice and employment, contacts of the faculty.

The graduation department for the specialty 051 "Economics" is the Department of Economics. The department provides professional fundamental, scientific, professional training, and also plays a coordinating role in all problems of the content of training, development of normative documents of the specialty, planning and methodological provision of the educational process, organization of practical training of students.

#### **1.4. System of education quality at the University**

The educational process at Sumy National Agrarian University is a system of scientifically grounded organizational, methodical and didactic measures aimed at the implementation of education content at a certain educational and qualification level in conformity with the standards of higher education and the principles of European higher education.

SNAU has a system for assurance the quality of educational activities and the quality of higher education (internal quality assurance system) which foresees the following procedures and measures:

1) definition of principles and procedures for quality of higher education assurance;

2) monitoring and periodic review of educational programmes with the assistance of external experts-practitioners;

3) external independent assessment of the applicants' knowledge (carried out at the national level) which foresees the assessment of knowledge of specific subjects, foreign language and logic, as well as the internal annual assessment of higher education applicants, scientific and pedagogical staff of a higher educational institution and regular publication of the results of such assessments on the official website of the higher educational institution, on information displays, etc.;

4) support in the professional development of pedagogical and scientific workers;

5) assurance of availability of the necessary resources for the organization of the education process, including the independent work of students for all programmes of study;

6) assurance of availability of information systems for the effective management of the education process;

7) assurance of publicity of information on educational programmes, degrees of higher education and qualifications;

8) assurance of the effective system of preventing and detecting the academic plagiarism in scientific papers of higher education workers and higher education graduates;

9) other procedures and measures.

At the request of a higher educational establishment its internal educational activities quality system is evaluated by the National Agency for Higher Education Quality Assurance or by the accredited independent institutions for Higher Education Quality Assurance for its compliance with the requirements of the quality assurance system of higher education and international standards.

In addition, we have a positive experience in attracting experts from business and other universities to assess the quality of curricula and programs.



## 2. COORDINATION DEPARTMENT

The Coordinating Department at SNAU is The Educational Department Subordinate to the Vice Rector for scientific- pedagogical and educational work that includes the methodical department managing the quality of educational activity and the quality of higher education. The detailed information is available on a web site: [http://www.sau.sumy.ua/images/nayka/navch-metod-rob/2017/opys\\_yakosti\\_osvity.pdf](http://www.sau.sumy.ua/images/nayka/navch-metod-rob/2017/opys_yakosti_osvity.pdf)

The training of masters in "Economics" takes place at the Faculty of Economics and Management of Sumy National Agrarian University. Responsibility for the quality of training is entrusted to the Department of Economics. The program's guarantor is the head of the department – *Tereshchenko Svetlana Ivanivna* – Doctor of Economics, Associate professor. Monitoring of the quality of training and compliance with established standards is carried out by the training department, which has a sector in the field of quality control of the educational process.

## 3. PROGRAMME QUALITY BOARD MEMBERS

The quality control of the training of students in the specialty "Economics" is carried out by:

- *Zhmaylov Valery Mykolayovych* – Candidate of Sciences (Economics), Professor, Vice-rector for scientific-pedagogical and educational work;
- *Strochenko Nataliya Ivanivna* – Candidate of Sciences (Economics), Professor, Dean of the Faculty of Economics and Management;
- *Kolodnenko Natalia Volodymyrivna* – head of the educational department;
- *Baranik Nadia Mykolayivna* – the head of the sector for quality control of the educational process;
- *Shyyan Dmitry Viktorovich* – Doctor of Economics, Professor, Head of the Department of Enterprise Economics and Management, Kharkiv National University of Economics named after Semen Kuznets;
- *Zhuravel Natalia Petrivna* is a leading economist of PJSC «Myronivsky Breadproduct», Kyiv.

## 4. DESCRIPTION OF THE STUDY PROGRAMME

### 4.1. Profile of the programme

Training for Master's Degree in the field of 05 Social Science (specialty 051 Economics) is exercised according to the Educational and Professional Programmes and the Development Strategy of the Economics and Management Faculty. The educational and professional Master of Economics training programme specifies the main part of the programme of study which ensures the formation of competences in accordance with the requirements of the second educational and professional level of higher education, includes a list of academic courses and practical training, the form of state certification of the applicants for higher education, the period of training in conformity with the curriculum.

The educational and professional training programme is used for the development of curricula and programmes of subject matters; the creation of diagnostics means for quality of higher education applicants' training at the second (educational and professional) level; the development of a variative component in the Master's programme of study taking into account the peculiarities of the field of study, the interests of the applicants for higher education.

The educational and professional program determines the preconditions for access to education, the orientation and the main focus of the program, the amount of ECTS credits necessary for obtaining an educational and professional master's degree in economics, a list of general and special (professional) competencies, normative and variational content of training, formulated in terms of learning outcomes and requirements for quality control of higher education.

#### *Features of the educational program:*

- training in the specialty takes into account the peculiarities of conducting various forms of business in Ukraine and abroad;
- within the program – disciplines that provide all the necessary tools for enterprise management;
- the program provides a thorough study of modern approaches to management of all divisions of the company: financial, marketing, IT and HR department and sales department;
- students effectively solve problems of management, formulate a long-term strategy for enterprise development and bring it to a new level;
- the form of training is designed in such a way that anyone who thinks fit, can comfortably combine work and attend classes. The consolidation of theoretical skills takes place in industrial practice, both in Ukraine and in the EU;
- active forms and training methods are used, which include business games, group projects, trainings and case studies;
- students are actively engaged in scientific activities on the chosen topic of research, presenting the results at scientific conferences and seminars.

Students studying in the "Economics" specialization master the knowledge on fundamental economic disciplines and applied disciplines in the sphere of entrepreneurship and business, as well as statistics, econometric analysis,

information technologies in the economy, etc. Masters in Economics are proficient in learning English throughout their entire years of study.

#### 4.2. Profile of the graduate

According to the National Classification of Professions, graduates of the Economic profile can work as: company managers; managers of structural divisions; managers of small businesses without a management unit; specialists of state institutions (treasury, control and audit department, fiscal service, statistical institutions, etc.); economists, economists-analysts; teachers of universities and other higher educational institutions; project managers and programs; specialists of the corresponding profile in the bodies of state and local self-government.

The work on facilitating the employment of students and graduates is coordinated by the employment department, which is constantly working together with regional and district employment services, local authorities, and also ensures a permanent dialogue with potential employers on employment promotion issues.

The University maintains close contacts with about 200 enterprises of different industry orientation and territorial location. Cooperation gives positive results both in the field of internship placement and further placement of students, as well as in obtaining reliable information for conducting thorough scientific research in all fields of scientific interests of the SNAU.

#### 4.3. Study plan

The curriculum for masters in economics involves a total load of 90 credits of ECTS (2 700 hours). The cycle of humanitarian and socio-economic training is 28 credits, the cycle of professional and practical training – 62 credits. Practical training – 24 credits (27%). The list of academic disciplines by the semesters is given in the tabl. 1

**Table 1**

**Curriculum of training in the specialty "Economics"**

<b>Title of subject</b>	<b>ECTS</b>	<b>Form of assessment knowle</b>	<b>Lecturer</b>
<b>1 semester</b>			
Innovative development of the enterprise	3	exam	Kovaleva O.M., Associate Professor
Macroeconomic policy	4	exam	Pilipenko V.V., Associate Professor
Pedagogy and teaching methods in high school*	2	credit	Dubovik S.G., Associate Professor
Methodology and organization of scientific research*	3	credit	Medvid' V.Yu., Professor
Accounting and reporting according to international standards*	3	exam	Gordienko M.I., Professor
Competitiveness of business activity*	3	exam	Piznyak T.I., Associate Professor
<b>2 semester</b>			

Public administration	3	exam	Stovolos N.B., Associate Professor
Change management	4	exam	Turchina S.G., Associate Professor
Microeconomic analysis	5	exam	Pilipenko N.M., Associate Professor
Econometrics and modelling of economic dynamics	3	exam	Bashlay S.V., Associate Professor
Agrarian Policy*	6	exam	Slavkova O.P., Professor
Territorial economic management*	4	credit	Yarova I.E., Associate Professor
<b>3 semester</b>			
Intellectual Property	3	exam	Mikhailova L.I., Professor
Strategic management of the enterprise	3	exam	Strochenko N.I., Professor
Labor protection in the industry and civil protection	3	exam	Hvorost T.V., Associate Professor
Global Economy	4	exam	Mogilnaya L.M., Associate Professor
Conflictology and management psychology*	3	credit	Kirichok O.V., Associate Professor
Social Responsibility*	3	exam	Dubovik S.G., Associate Professor
Motivation management*	4	exam	Ksenofontova M.M., Associate Professor

\* *selective teaching disciplines*

#### **4.4. Learning outcomes of the programme**

The result of studying in the field of Economics is the formation of masters of competencies that are necessary to ensure their competitiveness in the modern labor market. The Department of Economics has developed a list of functional, intellectual and social competencies, in particular:

- functional competence – in application of tools of effective management of business processes in the areas of strategic, operational and tactical activity, formation of communications and resource management;

- intellectual competence – ability on the basis of critical thinking to analytical and forecasting activity, development and justification of choice of the most effective decisions, assessment of the risks of economic activity of the firm;

- social competence – availability of communicative skills, ability to work in a "team", readiness for cooperation and conflict resolution.

During the training students receive modern knowledge in the field of research and / or professional activities and within the boundaries of subject areas; in the management of innovative projects of various spheres of entrepreneurship and economic activity at the level of the latest achievements, which are the basis for original thinking, in particular in the context of research work.

*After graduation, graduates acquire the following skills and abilities:*

- carrying out of scientific-methodological researches of activity of the enterprise, analysis and estimation of its potential use in achievement of goals;
- development of methodology of technical and economic calculations of resource requirements, level of their use and results of activity;
- carrying out an assessment of the value of the enterprise and justifying measures for its increase in the stock market;
- acceptance of managerial decisions concerning formation of innovation-investment portfolio of the enterprise;
- carrying out of complex economic analysis of the enterprise activity in conditions of risk and uncertainty;
- development of the strategy and plans of the enterprise as a whole and its separate units;
- possession of the forecasting methodology, strategy development and development of own business in the spheres of production and service provision;
- elaboration and substantiation of economic decisions concerning increase of competitiveness and efficiency of operation of the enterprise;
- control over the effectiveness of the use of resources and achievements of tasks;
- development of business plans of investment projects and justification of investment attractiveness of events;
- mastering leadership skills;
- conducting collective meetings and negotiations, harmonizing the interests of all participants with the goals and objectives for managing enterprise development;
- ensuring the establishment of effective contacts with business partners;
- independent search and analysis of various sources of information for carrying out scientific researches;
- the ability to self-development and self-improvement throughout life.

#### **4.5. State examination courses**

The state certification of the students of the program (masters, graduates) is carried out through the preparation and defense of the master's thesis. At the beginning of the training each student is assigned a scientific supervisor (doctor / candidate of sciences), the topic of the master's study is determined, the schedule and schedule of the work is drawn up and approved (the approximate themes of master's theses are given in chapter 5.14). Upon completion of the training, the graduation work is undergoing compulsory checking for the absence of academic plagiarism, in accordance with the Regulations on Prevention and Detection of Academic Plagiarism in Sumy NAU.

The results of the verification are transmitted to the quality part of the training part. Students who have not performed their work can not be positively evaluated or generally not allowed to be protected.

After the positive result of such an examination at the graduation department, the preliminary protection of the research results takes place. After

this the thesis is submitted for external review. Subject to a positive assessment of the scientific supervisor and the external reviewer, the thesis after the elimination of defects and comments received during the previous protection is submitted to the protection of the State Examination Commission.

The final evaluation of the students according to the results of the public defense of the master's degree work takes into account the acquired knowledge, practical skills and general competence.

Public defense of the results of the master's study takes place at an open meeting of the State Examination Commission, which involves invited invited business representatives (employers) who carry out a monetary assessment of the work and graduates (The Questionnaire "Monetary evaluation of graduate students" is in Appendix 1).

The results of the student's response are evaluated in accordance with the four-point scale ("excellent", "good", "satisfactory", "unsatisfactory") and according to the ECTS system.

#### **National and ECTS Grading scales**

Total points for all the educational activities	Mark ECTS	Ukrainian mark	
		For the exam, course project (work) practices	For the test
90 – 100	<b>A</b>	Excellent	Passed
82-89	<b>B</b>	Good	
75-81	<b>C</b>		
69-74	<b>D</b>	Satisfactory	
60-68	<b>E</b>		
35-59	<b>FX</b>	Bad	Not passed with the possibility of re-passing
0-34	<b>F</b>	Unsatisfactorily	Not enrolled with compulsory re-learning study of discipline

#### **4.6. External chairman of the State Exam and Theses**

The Examining Commission is created annually in the composition of the Chairman and members of the commission and operates during the calendar year.

The chairman of the commission is appointed by the rector of the university not later than two months before the beginning of the work of leading specialists of the industry, as a rule, representatives of state and non-state enterprises, institutions, highly skilled workers of the institutes of the National Academy of Sciences of Ukraine or other state academies (with their agreement), others Higher educational institutions, which train specialists in the same direction and specialties. One and the same person may be the chairman of the commission for no more than three years in a row.

The Deputy Chairman of the commission (if necessary) may be appointed a Vice-rector for scientific and pedagogical work, the Dean of the faculty, the Head of the graduate Department or one of the members of the State Commission.

The personal composition of the State Commission with the indication of its duties is approved by the order of the rector of the university not later than a month before commencement of work of the commission.

The leaders of the examination commission in recent years were appointed by leading economists, namely:

- *Oliylyk Tamila Ivanivna* – Doctor of Economics, Professor, Head of the Department of Applied Economics and International Economic Relations of Kharkiv National Agrarian University named after V.V. Dokuchaev;

- *Tkachuk Vasyl Ivanovych* – Doctor of Economics, Professor, Head of the department of accounting of Zhytomyr National Agroecological University.

External reviewers are highly skilled teachers from other universities, as well as major specialists from real manufacture who have the appropriate education and qualifications, in particular:

- *Makarenko P.M.* – Doctor of Economics, Professor, Head of the Department of the Poltava State Agrarian Academy;

- *Mahmudov Kh.Z.* – Doctor of Economics, Professor, Head of the Department of the Poltava State Agrarian Academy;

- *Pavlenko O.O.* – Candidate of sciences (Economics), Associate professor of Sumy State University;

- *Kasyanenko T.V.* – Candidate of sciences (Economics), Associate professor of Sumy State University;

- *Dutchenko O.M.* – Candidate of sciences (Economics), Associate professor of Sumy State University;

- *Olexich D.V.* – Candidate of sciences (Economics), Associate professor of Sumy State University;

- *Butenko V.M.* – Candidate of sciences (Economics), Associate professor of Sumy branch of Kharkiv National University of Internal Affairs;

- *Yaroshenko I.A.* – Chief Accountant of Ltd "Zenit-Brook";

- *Makarova M.M.* – Chief Economist of Mega Land Ltd;

- *Ivanitskaya O.A.* – director of "Market" Ltd

- *Kibikova T.I.* – Chief Economist of Ltd "Factor of Harvest";

- *Legotkin L.V.* – Leading economist of Ltd "SPOZH";

- *Gorokh O.V.* – Director of "Birdprod-2007" Ltd;

- *Filipenko S.V.* – Chief Economist of "DIES" Ltd.;

- *Varakuta A.A.* – Chief Economist of SBC "Sumibudstroy" Ltd.;

- *Garbuz O.Yu.* – Chief Economist, Sumy Center of Health Ltd.;

- *Zhilenko A.A.* – Head of the Department of Finance, Accounting and Reporting of the State Tax Inspectorate in Sumy;

- *Rudyk Ya.P.* – Chief Accountant of PE "Grainprodukt MHP".

## 5. EVALUATION OF THE STUDY PROGRAMME

### 5.1. Basic statistics

In accordance with a statement of the right to perform educational activities volume of license for providing educational services by Sumy NAU program 051 “Economics (Business Economics)” is 100 persons.

Number of students attending Master’s program 051 “Economics” at Sumy NAU is provided in a Chart below

**Table 2**

**Trends in the number of students of the Master’s program 051 “Economics” as at 1 November**

Indicator	Year					
	2015-2016 ac. year		2016-2017 ac. year		2017-2018 ac. year	
	1m	2m	1m	2m	1m	2m
Totally full time students at the course	20	9	21	17	21	15
incl. foreign students	2	1	3	2	1	1
Students at the distance learning	24	20	24	24	32	25
Totally students expelled :	3	3	5	1	2	-

Taking into consideration specific features of the fields of specialization faculty of Economics and Management has more female than male Ukrainian students. Situation with foreign students is opposite.

**Table 3**

**Gender parity index of students in 2017-2018 academic year**

Sex	Full time		Distance learning	
	1 year	2 year	1 year	2 year
<b>Ukrainian students</b>				
Female	53,4	20,0	57,3	65,7
Male	46,6	80,0	42,7	34,3
<b>Foreign students</b>				
Female	-	-	-	-
Male	100,0	100,0	-	-

Assessing gender equality among teachers who teach disciplines at Master’s course we may say that women make up 84% of the total number of teachers.

Teachers from other faculties participating in the program make up 5%, which corresponds to the specifics of the curriculum.

The share of teachers with a scientific degree is 100%, including 26% with a doctorate degrees and (or) a professor's academic rank.

Each teacher of the producing chair annually supervises 3-4 masters’ thesis.



## 5.2. Nationalities of students

Total number of foreign students on the Economics and Management Faculty tends to increase (Table 4).

**Table 4**

**Number of foreign students of the Economics and Management Faculty by years**

Academic year	Number of foreign students, pers.
2011-2012 ac. year	13
2012-2013 ac. year	41
2013-2014 ac. year	77
2014-2015 ac. year	78
2015-2016 ac. year	80
2016-2017 ac. year	121
2017-2018 ac. year	124

Every year English-speaking students show growing interest in masters programs. In 2016 there were 10 students, in 2017 – 14 from following countries: Nigeria, Zimbabwe, Zambia, India, Ghana, Iran, Syera- Leone.

Master's program in Economics is interesting to foreign students as well. In 2016 - 2 students from Uzbekistan were studying Economics, in 2017 – 2 students from Turkmenistan.

In 2017 - 6 foreign students graduated from the faculty of Economics and Management, 4 of them entered postgraduate programs.

## 5.3. Success rate of current finalist

Students of the Economics and Management Faculty, studying at the Program Economics, demonstrate success in scientific, educational, organizational activities. Criteria for assessing students' knowledge, skills and abilities for all academic disciplines were developed taking into account the specific characteristics of the training process: types of face-to-face training, individual work.

Criteria for the assessing students' knowledge are based on Provision on the organization of the educational process in higher educational institutions, approved by the order of the Ministry of Education and Science of Ukraine of 02.06.1993. №161 (section control measures), «Methodical recommendations for implementation of 3-4 levels of accreditation of certain normative and educational materials on the credit-module system of educational process organization in agrarian higher education institutions of Ukraine» and scientific and methodological materials «Principles and ways of integration of higher educational institutions of the Ministry of Agrarian Policy of Ukraine into the European Higher Education Area " SMC of agrarian education of the Ministry of agrarian policy of Ukraine, Regulations on the organization of the educational process at the Sumy National Agrarian University (reviewed and approved at the meeting of the Academic Council of the University of 28.08.2008, protocol number 1) and

Regulations on state attestation of students of SNAU (reviewed and approved at the meeting of the Academic Council of the University of 25.11.2008, protocol number 4).

The Methodical Council of Sumy NAU has developed criteria for assessing students' knowledge, skills and abilities for all academic disciplines in accordance with the credit - module system of knowledge assessment. Each teacher applies a (100-point) knowledge assessment system, obligatory informs students about it at the beginning of the course, and according to the results of the points scored during the study and the final knowledge control, the student receives grade on the national scale and the ECTS scale.

Control measures include ongoing and final semester control and measures of state examination and are regulated by the Regulation of SNAU "On current and final control of knowledge of students" and "On the procedure for the establishment, organization and work of the State Examination Commission at SNAU".

The ongoing monitoring is carried out during the training sessions and is aimed at verifying the level of mastering the educational material by students. The form of ongoing monitoring during the training session and system of testing is determined by the relevant department.

Semester control is carried out in a form of semester examination, credit or differentiated credit in the particular subject in the amount determined by the curriculum of the academic discipline, in terms as defined in current training plan or individual training plan of the student.

According to the Regulations on the credit-module system all academic subjects are divided into few semantic modules with according score. Final grade will depend on the points collected by the students. Distribution of points is presented in the Table 5:

**Table 5**

**Evaluation criteria by the forms of assessment of students**

<b>Indicator</b>	<b>Ongoing semester control</b>	<b>Mid-term control (attestation)</b>	<b>Individual task</b>	<b>Final control</b>	<b>Total</b>
Form of final control -exam	Up to 40 points	Up to 15 points	Up to 15 points	Up to 30 points	100
Form of final control - credit	Up to 70 points	Up to 15 points	Up to 15 points	-	100

Final control for each academic subject is performed with video and audio surveillance (according to principles of transparency) or with the commission with the participation of student government. After completion of the examination results are passed to the Department for monitoring the quality of training in Sumy NAU.

All students of the Master's course "Economics" in 2016-2017 academic year (100%) successfully passed final control on training courses.

**Table 6a**

**Results of the final control of students of Master program 051  
“Economics”, full-time study in semester 1, academic year 2016-2017**

Year of study	Totally at the beginning of the exam session, students	incl. on study leave	Qualified for examination	Passed					did not pass				Passed, %	Passed with high grades, %
				All subjects of training plan	Only grade A	Only A, B and C	Different grades	Only D and E	totally	One subject	Two subjects	Three subjects		
1	17	2	15	15	2	5	7	1	-	-	-	-	100%	50%
2	22	1	18	18	3	3	8	4	-	-	-	-	100%	33%
<b>total</b>	<b>39</b>	<b>3</b>	<b>33</b>	<b>33</b>	<b>5</b>	<b>8</b>	<b>15</b>	<b>5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>100%</b>	<b>37%</b>

**Table 6b**

**Results of the final control of students of Master program 051  
“Economics”, full-time study in semester 2, academic year 2016-2017**

Year of study	Totally at the beginning of the exam session, students	incl. on study leave	Qualified for examination	Passed					did not pass				Passed, %	Passed with high grades, %
				All subjects of training plan	Only grade A	Only A, B and C	Different grades	Only D and E	totally	One subject	Two subjects	Three subjects		
1	17	3	14	14	4	3	6	1	-	-	-	-	100%	56%
2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>total</b>	<b>17</b>	<b>3</b>	<b>14</b>	<b>14</b>	<b>4</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>100%</b>	<b>56%</b>

#### **5.4. Current entrance examination process**

Main objective of the entrance examination is to evaluate professional competence and degree of mastery of the Bachelors curriculum. Person can be admitted to the University to study at Master or Specialist course based on prior Bachelor level obtained at different specialty, by additional examination results and taking into consideration average grade in Diploma.

Admission commission is formed every year, operating under the Regulation “About the admission commission” and University admission regulations.

Following groups of students are allowed to Sumy NAU: citizens of Ukraine, foreigners and persons without citizenship, legally residing in Ukraine, having appropriate prior education level and willing to continue their education.

Admission to any education level at Sumy NAU is performed on a competitive base irrespective of funding source.

Admission based on prior obtained Bachelor level for study at Master or Specialist course is by examination results.

Admission itself may take place upon written application, submitted by the applicant to Admission commission. Following number of applications for Master’s program were submitted:

**Table 7**

**Indicators of the university enrollment for Master’s program 051  
“Economics”**

Indicator	Year	
	2016	2017
Licensed volume	50	100
Admitted for the program, totally (pers.):	45	53
Incl. State-sponsored students:	5	5
Applications for one vacancy:	1,08	1,06
Applications for state-sponsored vacancy:	9,8	11,2

Competency-based examination program is worked out on the basis of Bachelor training plan. Program includes normative professional subjects. Each test paper includes one theoretical question, 50 test tasks and one practical case. Each professional subject, included in the program, has some part of tests and cases, proportionally to the total number of the subjects in the course.

Average score for the applicants for Master program with prior basic or full higher education is calculated as the sum of the result of the competency-based entrance examination, the entrance exams in the foreign language, and the average score of the appendix to the document on basic or complete higher education (calculated up to one hundred points)

The results of the competency-based written exams are evaluated by a 100-point rating system; 60 points are the minimum for participation in the contest. The results of a written exam in a foreign language are evaluated in the same way.

Foreign applicants for the Master course are admitted by the interview in a foreign language and competency-based interviews.

Based on the previous year’s entrance examinations it is safe to say that every year applicants for the full time and remote courses demonstrate 100% absolute passing results. Students passing the examinations with high grades make 45-50% to the total number. This is a confirmation of their sufficient level of training.

### **5.5. Evaluation of courses by students**

Improvement of the educational process involves studying the opinion of the audience about the quality of teaching disciplines and lecturing skills of teachers.

Students' questionnaires are conducted onetime in semester (as a rule in the end of semester). To ensure the objectivity of the results obtained, the questionnaire is conducted anonymously (student can only mention sex, how often they visit classes, average grades). The questionnaire is subject to both normative and selective disciplines of the educational-professional program, their number is usually determined by the dean's office.

Questions may concern professional and some personal characteristics of the teacher, provision of the academic discipline (availability and quality of the tutorials, methodical guides, media content and other material).

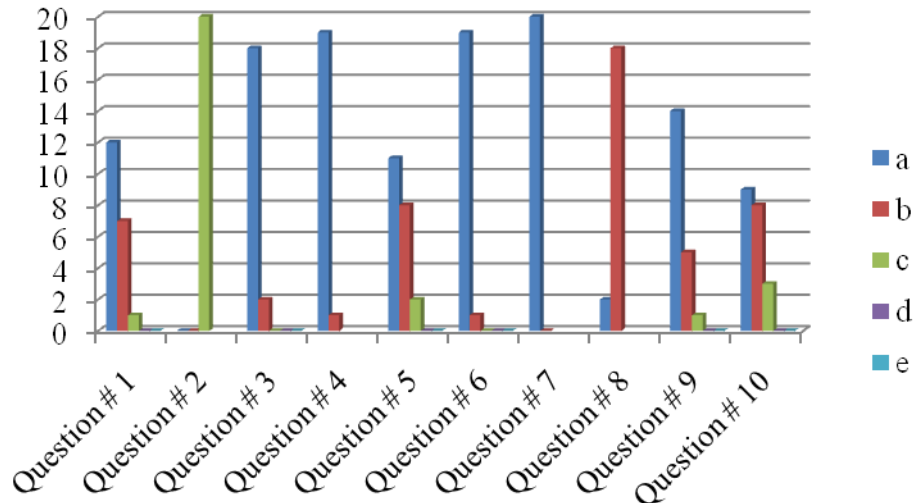
Last period we used only paper form of the questionnaire (The form of Questionnaire is in Appendix 2).

Results of the survey are presented in Table 8 and in the graphs.

### 1. Innovative development of the enterprise

(Kovaleva O.M., Associate Professor)

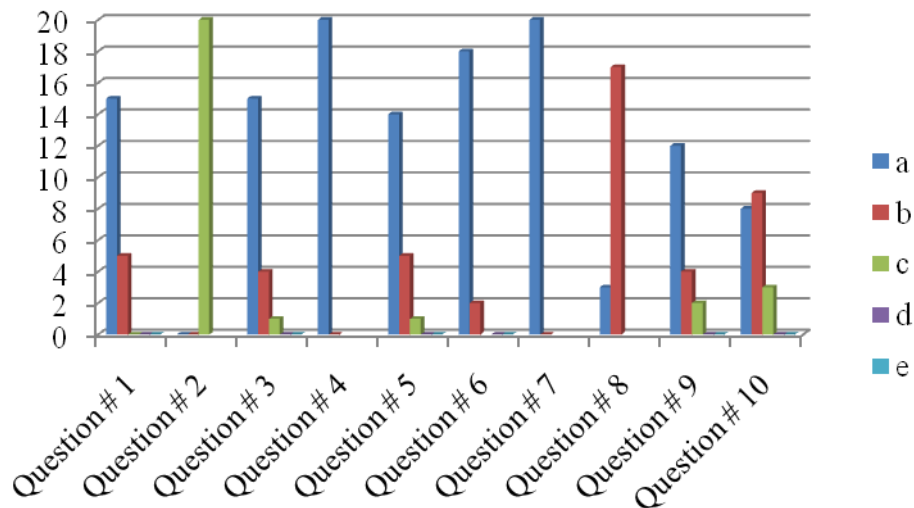
the number of questioned students 20



### 2. Macroeconomic policy

(Pilipenko V.V., Associate Professor)

the number of questioned students 20



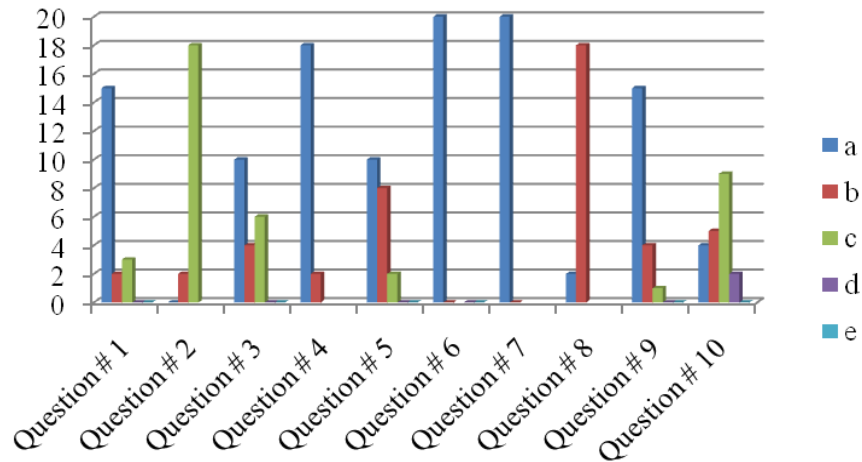
**Table 8**

**Results of the questionnaire of the Economics and Management Faculty students concerning the quality of teaching disciplines**

#	The title of the discipline	Quantity of students	Question # 1					# 2			# 3					# 4		# 5					# 6					# 7		# 8				# 9					# 10				
			a	b	c	d	e	a	b	c	a	b	c	d	e	a	b	a	b	c	d	e	a	b	c	d	e	a	b	a	b	c	d	e	a	b	c	d	e				
1	Innovative development of the enterprise	20	12	7	1	-	-	-	-	20	18	2	-	-	-	19	1	11	8	2	-	-	-	19	1	-	-	-	20	-	2	18	14	5	1	-	-	9	8	3	-	-	
2	Macroeconomic policy	20	15	5	-	-	-	-	-	20	15	4	1	-	-	20	-	14	5	1	-	-	-	18	2	-	-	-	20	-	3	17	12	4	2	-	-	8	9	3	-	-	
3	Pedagogy and teaching methods in high school	20	15	2	3	-	-	-	2	18	10	4	6	-	-	18	2	10	8	2	-	-	-	20	-	-	-	-	20	-	2	18	15	4	1	-	-	4	5	9	2	-	
4	Methodology and organization of scientific research	20	10	2	2	1	-	-	3	17	2	7	3	8	-	20	-	16	4	-	-	-	-	20	-	-	-	-	20	-	1	19	12	8	-	-	-	2	5	9	4	-	
5	Accounting and reporting according to international standards	20	19	-	1	-	-	-	-	20	12	7	1	-	-	20	-	12	7	1	-	-	-	19	1	-	-	-	20	-	1	19	10	8	2	-	-	9	10	1	-	-	
6	Competitiveness of business activity	20	9	3	2	1	-	-	1	19	6	12	2	-	-	19	1	10	7	2	1	-	-	19	1	-	-	-	20	-	3	17	12	7	1	-	-	6	12	2	-	-	
7	Intellectual Property	15	14	1	-	-	-	-	-	15	5	7	3	-	-	13	2	10	3	2	-	-	-	15	-	-	-	-	15	-	2	13	12	3	-	-	-	4	6	4	1	-	
8	Strategic management of the enterprise	15	13	2	-	-	-	-	1	14	7	6	2	-	-	15	-	9	6	-	-	-	-	15	-	-	-	-	15	-	1	14	13	2	-	-	-	10	3	2	-	-	
9	Labor protection in the industry and civil protection	15	13	2	-	-	-	-	1	14	5	3	6	1	-	14	1	8	7	-	-	-	-	13	2	-	-	-	15	-	0	15	7	6	2	-	-	5	2	7	1	-	
10	Global Economy	15	11	2	2	-	-	-	1	14	3	7	4	1	-	15	-	11	3	1	-	-	-	14	1	-	-	-	15	-	1	14	11	3	1	-	-	7	7	-	1	-	
11	Conflictology and management psychology	15	8	2	3	2	-	-	3	12	-	8	-	5	2	15	-	-	1	8	2	4	13	2	-	-	-	15	-	5	10	4	8	2	1	-	5	6	3	1	-		
12	Social Responsibility	15	14	1	-	-	-	-	1	14	4	6	5	-	-	15	-	8	6	1	-	-	-	15	-	-	-	-	15	-	4	11	6	9	-	-	-	2	12	1	-	-	
13	Motivation management	15	10	4	1	-	-	-	3	12	7	6	1	1	-	14	1	9	4	1	-	-	-	15	-	-	-	-	15	-	1	14	7	6	2	-	-	8	4	3	-	-	

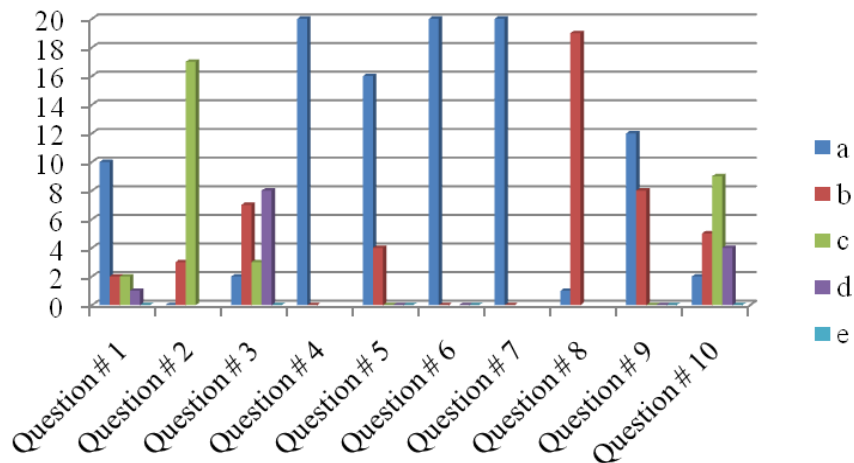
### 3. Pedagogy and teaching methods in high school

(Dubovik S.G., Associate Professor)  
the number of questioned students 20



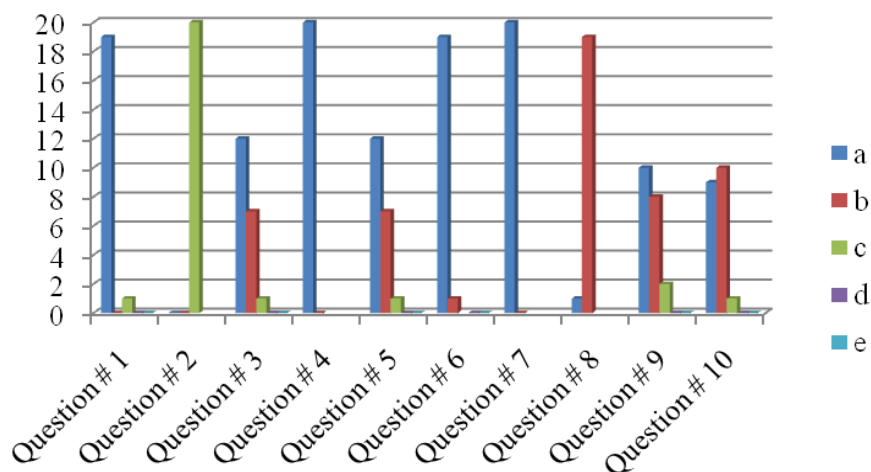
### 4. Methodology and organization of scientific research

(Medvid' V.Yu., Professor)  
the number of questioned students 20



### 5. Accounting and reporting according to international standards

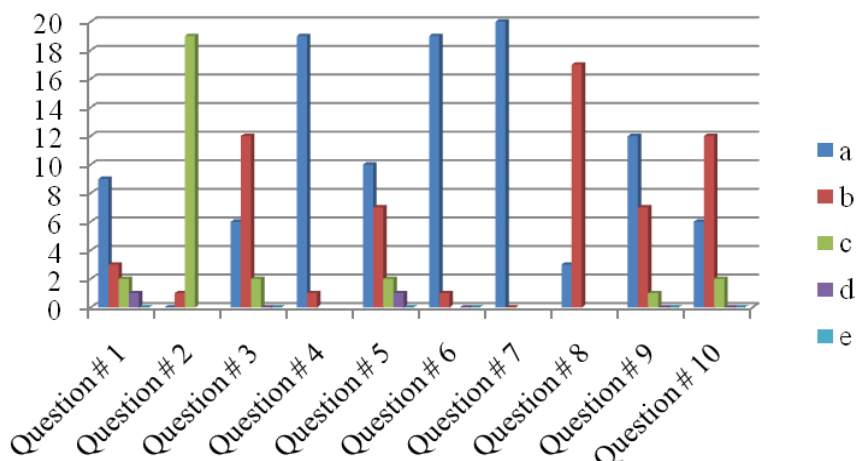
(Gordienko M.I., Professor)  
the number of questioned students 20



## 6. Competitiveness of business activity

(Piznyak T.I., Associate Professor)

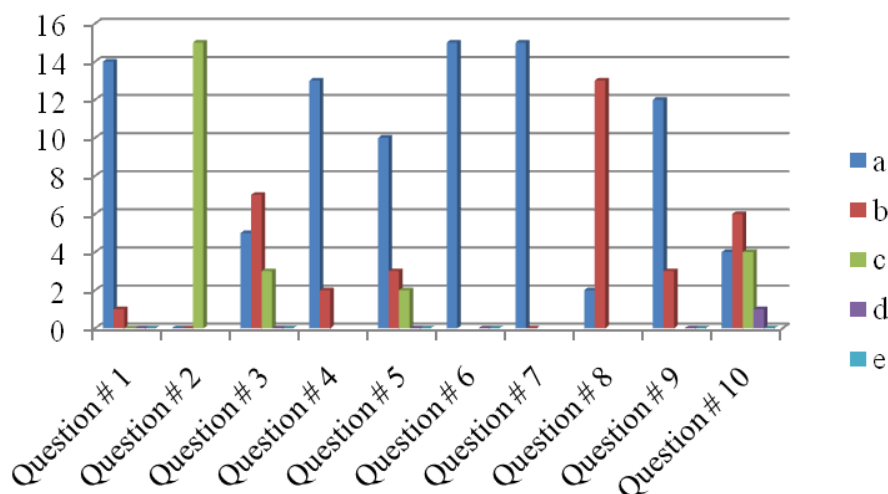
the number of questioned students 20



## 7. Intellectual Property

(Mikhailova L.I., Professor)

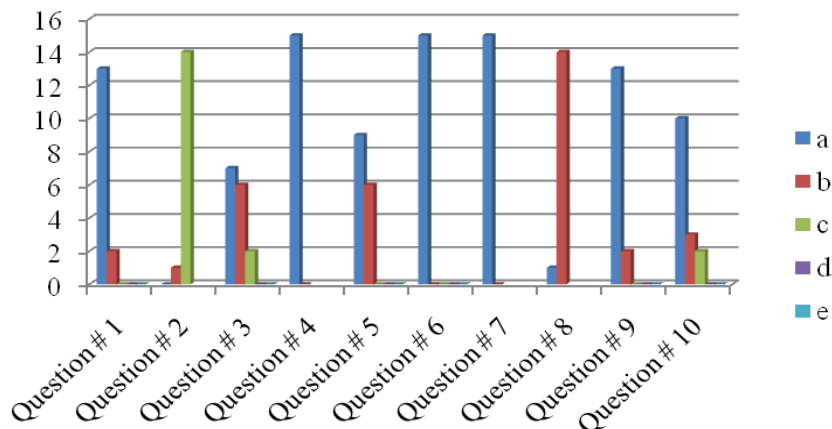
the number of questioned students 15



## 8. Strategic management of the enterprise

(Strochenko N.I., Professor)

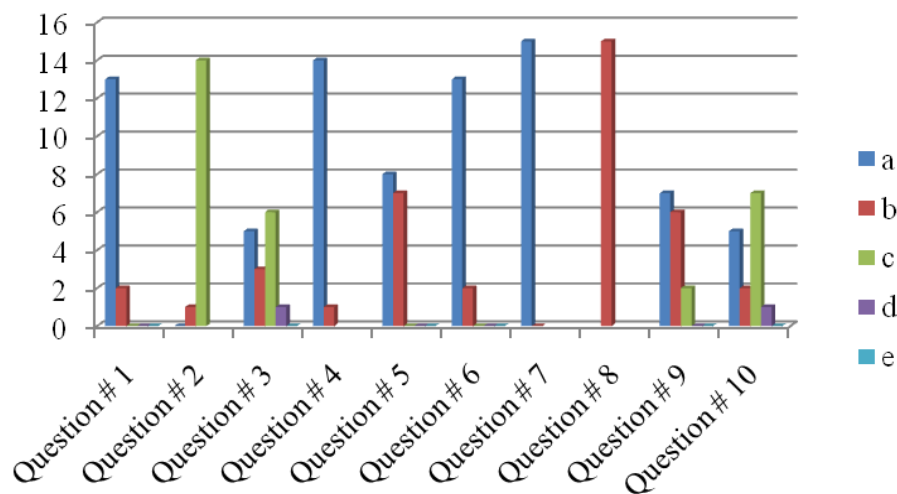
the number of questioned students 15





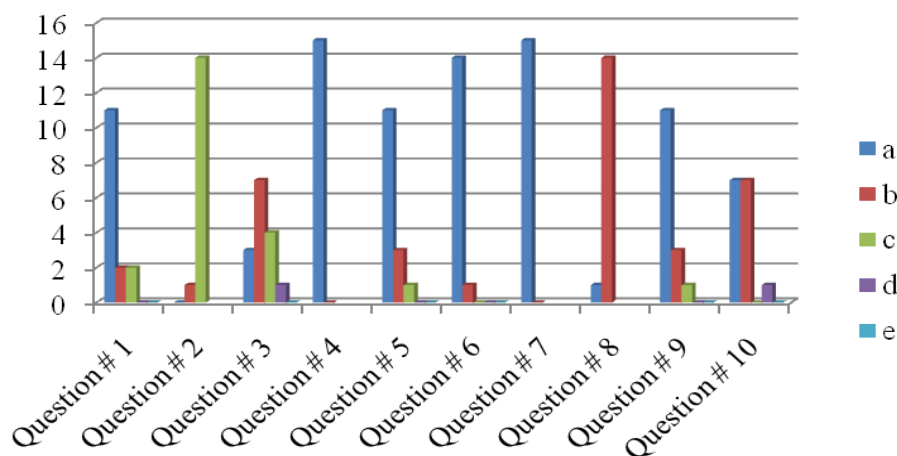
### 9. Labor protection in the industry and civil protection

(Hvorost T.V., Associate Professor)  
the number of questioned students 15



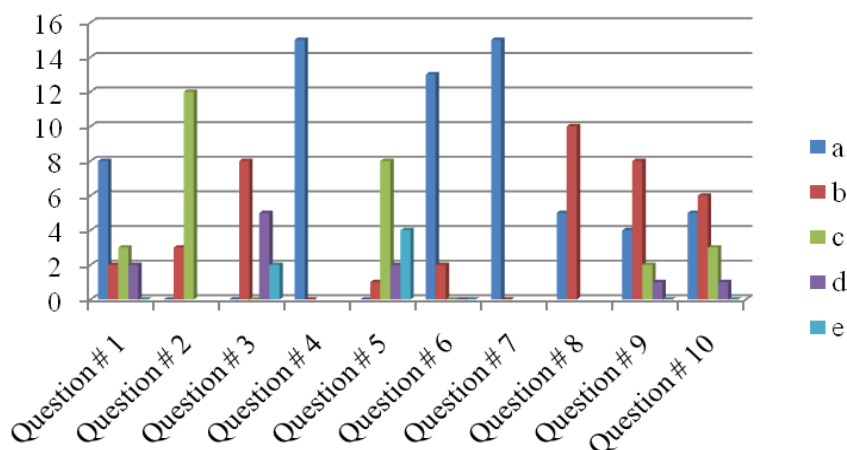
### 10. Global Economy

(Mogilnaya L.M., Associate Professor)  
the number of questioned students 15



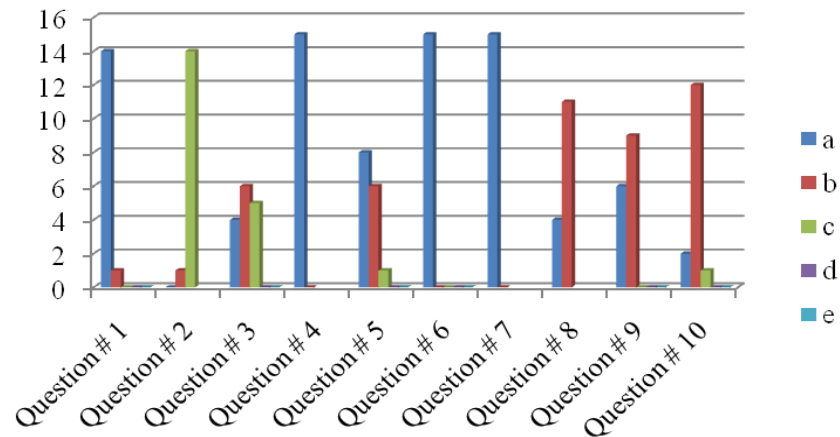
### 11. Conflictology and management psychology

(Kirichok O.V., Associate Professor)  
the number of questioned students 15



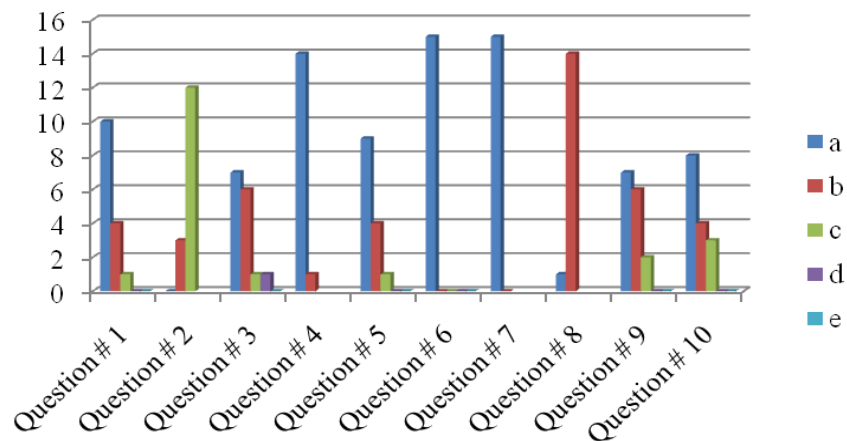
## 12. Social Responsibility

(Dubovik S.G., Associate Professor)  
the number of questioned students 15



## 13. Motivation management

(Ksenofontova M.M., Associate Professor)  
the number of questioned students 15



Analyses of the survey prove high level of the academic disciplines, which are taught in the study plan of the "Economics" program.

## 5.6. Availability of study materials

Availability of all necessary textbooks, study-guides, tutorials for the academic disciplines is presented in Table 9.

**Table 9**

### Provision of the academic disciplines of the “Economics” program with teaching materials

Discipline	Information about the availability ("+", "-")				
	Lecture notes	Guidelines for practical classes	Guidelines for individual work	Textbooks and tutorials (number of names)	Other teaching material (e-courses, cases, simulation games, etc.)
Intellectual Property	+	+	+	+ (5)	+
Public administration	+	+	+	+ (14)	+
Innovative development of the enterprise	+	+	+	+ (13)	+
Strategic management of the enterprise	+	+	+	+ (11)	+
Labor protection in the industry and civil protection	+	+	+	+ (6)	+
Global Economy	+	+	+	+ (5)	+
Change management	+	+	+	+ (8)	+
Microeconomic analysis	+	+	+	+ (7)	+
Macroeconomic policy	+	+	+	+ (10)	+
Econometrics and modeling of economic dynamics	+	+	+	+ (8)	+
Pedagogy and teaching methods in high school	+	+	+	+ (5)	+
Conflictology and management psychology	+	+	+	+ (11)	+
Agrarian policy	+	+	+	+ (7)	+
Methodology and organization of scientific research	+	+	+	+ (9)	+
Accounting and reporting according to international standards	+	+	+	+ (6)	+
Social responsibility	+	+	+	+ (5)	+
Competitiveness of business activity	+	+	+	+ (15)	+
Territorial economic management	+	+	+	+ (6)	+
Motivational management	+	+	+	+ (8)	+

University library is a powerful information center for providing all possible information resources for the users. The information and education environment of the university consists of a site, an electronic portal, a subsystem of distance learning, an electronic library and a repository, a virtual student employment office. The use of these resources allows each student and teacher to work with the teaching and methodological provision of courses, use library resources, be able to control their success, download, form electronic journals, etc.

In order to ensure regular access to WEB-resources, network technologies Intranet and Internet are used. Educational buildings, public places on the territory of SNAU and hostels have Wi-Fi coverage with free internet connection. Innovative information and communication technologies of education are widely used in the training process for the training of specialists. The use of applied software products is provided by the curriculum of training specialists and consists of various types of work.

Computer technology training is used to perform situational tasks at practicals and seminars, as well as in the organization of students' independent and individual work.

The creation of information and learning space based on the Moodle platform provides students with full methodological support for theoretical, practical courses, independent work, as well as online contact between the teacher and the student.

Academic disciplines of Masters Programme "Economics" are provided with teaching materials in full. All of them are accompanied by the e-courses in Moodle Learning Platform, which allows for permanent access to all necessary teaching material.

Moodle based information-education space allows student to get full access to methodical materials, theoretical, practical courses, individual tasks and allows online contact between teacher and student.

### **5.7. Results of group discussion with students**

Survey procedure may be considered as one of the most important tools of Higher education institution self-evaluation, as the analysis of the received data allows to reveal inconsistencies and to outline ways of improving the educational process in order to improve the quality of training specialists.

The learning outcomes are the subject of discussion in groups with the participation of the group's curator in addition to the questionnaire. The curator of the group in a unconstrained form conducts a group survey on the most important students' achievements and the issues that prompted youth development during the educational hours. Among other things, he finds out the reasons for the possible passivism of students during training. As a rule, students respond positively to the curator's questions, they are eager to talk about the "strong" and "weak" moments of the educational process. The above survey is generalized by curator and submitted to the dean's office for further generalizations. In some cases (selectively, or if necessary) work in the group is conducted by deputy of dean for

educational work. Additionally, work in groups (with all students of that studying program) is provided during the training practice of each summer semester.

After conducting a survey among students, the faculty and university management arrange discussion of the results in the focus groups with representatives of student self-government. As a result of such discussions, both positive aspects and problem issues, "bottlenecks" in the educational process are determined, which from the student's point of view require special attention of the leadership of the faculty, university and teachers. In particular:

- According to students, the factors that improve the learning process are broad computerization of the learning process, the introduction of new and correction of existing training courses and programs. Taking into account the wishes of the students, the updating of the material and technical and informational support of the educational process is constantly being carried out, implementation of the modern software at the teaching of some particular courses.

- The level of teaching during lectures and practical classes is assessed by students as meeting the current professional and personal needs of a future specialist. However, the teaching staff of the University constantly improves its professional competence on the basis of internship and advanced training both in Ukraine and abroad; every year the cooperation of teachers with business structures on the basis of concluded agreements deepens.

- Students who took part in the survey noted that their independence depends mainly on their own interest in learning, but the teacher's ability to stimulate students' motivation to study is of paramount importance. The faculty of economics and management constantly holds scientific and practical conferences, discussion clubs, round tables in different thematic areas.

- Most students consider that, while studying, the necessary condition for successful future employment is the close link between theoretical training and acquiring practical skills. Today at the Faculty of Economics and Management all students of senior courses have the opportunity to study by individual curriculum, which makes it possible to combine theoretical training with work in the specialty.

The results of the discussion in the focus groups allow staying in constant dialogue with the students and improving the content and methods of teaching both individual study courses and the educational process as a whole.

### **5.8. Scientific outcomes of course supervisors**

The training of masters in the "Economics" program is provided by highly qualified scientific and teaching staff of various chairs of the Faculty of Economics and Management with a doctorate or Ph.D. degree in economics, professor or associate professor academic rank. The share of scientific and teaching workers working on a permanent basis is 100%.

All scientific and teaching workers have the appropriate basic education, required work experience and scientific publications in the specialty, had advance training in the leading research institutions of Ukraine and the EU in recent years.

**Table 10**

**Scientific achievements of the teachers of academic disciplines in  
“Economics” program**

Subjects	Guarantor	Experience	Number of publications	Participation in grant programs	H-index at Google Scholar
Intellectual Property	Mikhailova L.I.	26	175	+	9
Public administration	Stovolos N.B.	15	16	+	2
Innovative development of the enterprise	Kovaleva O.M.	22	30	+	2
Strategic management of the enterprise	Strochenko N.I.	20	95	+	2
Labor protection in the industry and civil protection	Hvorost T.V.	9	22	+	1
Global Economy	Mogilnaya L.M.	15	7	+	1
Change management	Turchina S.G.	17	43	+	5
Microeconomic analysis	Pilipenko N.M.	23	53	+	2
Macroeconomic policy	Pilipenko V.V.	27	71	+	1
Econometrics and modeling of economic dynamics	Bashlay S.V.	16	89	+	6
Pedagogy and teaching methods in high school	Dubovik S.G.	28	25	+	2
Conflictology and management psychology	Kirichok O.V.	+	15	+	1
Agrarian policy	Slavkova O.P.	15	83	+	4
Methodology and organization of scientific research	Medvid V.Yu.	10	64	+	4
Accounting and reporting according to international standards	Gordienko M.I.	27	15	+	3
Social responsibility	Dubovik S.G.	28	25	+	2
Competitiveness of business activity	Piznyak T.I.	16	35	+	3
Territorial economic management	Yarovaya I.E.	8	31	+	3
Motivational management	Ksenofontova M.M.	16	25	+	1

In recent years, the development and publication of the results of scientific research of teachers in journals that are part of the international citation databases including Scopus and Web of Science became more active. The total number of publications in Scopus, Web of Science, Copernicus in 2016 has reached 36 articles.

Teachers constantly participate in scientific projects and programs both in Ukraine and abroad.

## 5.9. Inter-connection and structure of teaching and examination methods of individual courses

The process of training takes place on the basis of approved curriculum, which establishes distribution of the study time between different activities and form of final control. Aggregate information across disciplines is listed in Table 11.

**Table 11**

Distribution of the study time between different activities across disciplines

Subjects	ECTS	Distribution of study time, ECTS / %			Control method
		Lectures	Practical classes	Individual work	
Intellectual Property	3	0,7/22	0,7/22	1,6/56	exam
Public administration	3	0,7/24	0,7/24	1,6/52	exam
Innovative development of the enterprise	3	1/33,3	1/33,3	1/33,3	exam
Strategic management of the enterprise	3	0,7/22	0,7/22	1,6/56	exam
Labor protection in the industry and civil protection	3	0,7/22	0,7/22	1,6/56	exam
Global Economy	4	0,7/17	0,7/17	2,6/66	exam
Change management	4	0,7/18	0,7/18	2,6/64	exam
Microeconomic analysis	5	0,7/15	0,7/15	3,6/70	exam
Macroeconomic policy	4	1/25	1/25	2/50	exam
Econometrics and modeling of economic dynamics	3	0,7/24	0,7/24	1,6/52	exam
Pedagogy and teaching methods in high school	2	0,5/25	0,5/25	1/50	credit
Conflictology and management psychology	3	0,7/22	0,3/11	2/67	credit
Agrarian policy	6	0,7/12	0,7/12	2,6/76	exam
Methodology and organization of scientific research	3	1/33,3	1/33,3	1/33,3	credit
Accounting and reporting according to international standards	3	1/33,3	1/33,3	1/33,3	exam
Social responsibility	3	0,7/22	0,7/22	1,6/56	exam
Competitiveness of business activity	3	1/33,3	1/33,3	1/33,3	exam
Territorial economic management	4	0,7/18	0,7/18	2,6/64	credit
Motivational management	4	0,7/17	0,7/17	2,6/66	exam

Teaching is provided in the form of: lectures, multimedia lectures, interactive lectures, seminars, practical classes, laboratory works, individual works

etc. Combination of lectures with practical tasks, case studies, simulation games, communication technologies, trainings provide the development of professional skills and ability to work in team. Practical skills are used in the organization of PR-events to provide firms with competitive personnel.

### 5.10. Evaluation and success rate of individual courses

Current academic performance of the students of Master program “Economics” are presented in the Table 12.

**Table 12**

Current academic performance of the 1 year students of Master program “Economics”

Subjects	Average grade			Passed with high grades, %			Passed, %		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Innovative development of the enterprise	73	70	71	42,0	36,0	38,0	95,0	95,0	95,0
Public administration	80	82	84	69,2	71,1	73,4	92,9	94,0	95,0
Change management	72	75,4	76	50,0	50,0	53,0	95,0	95,0	95,0
Econometrics and modeling of economic dynamics	78	80	80	67,7	69,2	70,1	91,0	92,9	93,5
Microeconomic analysis	68	68	70	40,4	40,0	43,0	84,0	83,3	84,0
Agrarian policy	82	86	86	80,0	82,3	84,1	93,0	92,9	93,0
The competitiveness of business activity	74	73,2	76	50	50,0	53,0	95	95,0	100,0
Pedagogy and teaching methods in high school	80	80	80	72,0	71,4	72,0	100,0	100,0	100,0
Accounting and reporting according to international standards	80	84	82	88,7	90,0	89,5	100,0	100,0	100,0

**Table 13**

Current academic performance of the 2 year students of Master program “Economics”

Subjects	Average grade			Passed with high grades, %			Passed, %		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Intellectual Property	86	88	88	84,0	85,6	86,0	88,0	87,6	90,0
Strategic management of the enterprise	80	80	82	80,0	80,0	83,4	93,0	95,0	95,0
Labor protection in the industry and civil protection	80	80	80	81,0	80,0	80,0	100,0	100,0	100,0
Global Economy	68,8	70	70	42,0	43,0	45,0	95,0	95,0	95,0
Change management	72	74	75,4	74,8	77,0	78,0	94,0	95,0	95,0
Macroeconomic policy	76	76	78	71,0	72,0	72,0	94,0	95,0	94,0
Conflictology and management psychology	80	80	82	75,0	75,0	77,0	96,0	95,0	95,0



Methodology and organization of scientific research	82	86	82	84,4	85,7	85,0	88,9	87,5	88,0
Territorial economic management	74	74	75	48,0	50,0	51,6	95,0	95,0	95,0
Motivational management	75	74,6	77,6	54,0	56,0	57,8	100,0	100,0	100,0

Teachers of the departments who carry out the training of specialists in the field use modern innovative forms and methods of teaching and diagnostics of knowledge that promotes increased learning and cognitive activity of the students, the practice of systemic scientific thinking, the skills of independent work and decision making, the reproduction of real business cases and the formation of professional skills.

For the current monitoring of students' knowledge, the faculty members improve existing computer-based systems of testing, which allow evaluating students' progress in the disciplines promptly and efficiently.

### **5.11. Evaluation of teachers**

Evaluation of the quality of the teacher's work by students is based on questionnaires.

The questionnaire concerned certain personal qualities (responsibility, objectivity, demandingness, tolerance, benevolence), including even the way to behave.

The questionnaire was conducted on conditions of anonymity, while students could indicate only standardized typed characteristics such as sex and frequency of student attendance (The form of Questionnaire is in Appendix 3).

Having analyzed the students' answers to the questionnaire, the following results were obtained:

Innovative development of the enterprise	Kovaleva O.M., Associate Professor
Macroeconomic policy	Pilipenko V.V., Associate Professor
Pedagogy and teaching methods in high school	Dubovik S.G., Associate Professor
Methodology and organization of scientific research	Medvid' V.Yu., Professor
Accounting and reporting according to international standards	Gordienko M.I., Professor
Competitiveness of business activity	Piznyak T.I., Associate Professor

## QUESTIONNAIRE

the evaluation of teacher's work

**“Innovative development of the enterprise”**

**Associate Professor Kovaleva Olga Mihaylivna,**

*The survey was attended by 20 students*

We have analyzed the student' answers to the questionnaire and received the following results:

#	Questions	Answer results (%)		
		Yes	Partially	No
1.	The teacher is fluent in the content of course	93%	7%	-
2.	Teacher explains accessibly, it is interesting to listen to, he can argue and bring an opinion	77%	23%	-
3.	The objectives of the classes held by the teacher are clear to me	53%	33%	13%
4.	The results of my knowledge and skills prove the achievement of the goals	60%	33%	7%
5.	The teacher uses time during lecture and practical classes efficiently	47%	40%	13%
6.	The content of lectures individual assignments is associated with praxis	73%	27%	-
7.	The teacher uses the technical means of studying at classes efficiently	60%	20%	20%
8.	Methods of interaction with students provide high quality assimilation of knowledge during classes	80%	20%	-
9.	Which of these types of classes (forms of work) are implemented in the teaching process by the professor:	* active lectures – 67%; * classes with usage of information technology – 33%; * business games – 20%; * research work – 20%; * outdoors classes – 20%; * analysis – 60%.		
10.	Methods of interaction with students provide quality assimilation of knowledge during classroom classes	67%	33%	-
11.	Out of these types of classes (forum of work) are implemented in the educational process by the teacher at the university most of all:	67%	20%	13%
12.	Do you understand the requirements of the teacher, the criteria for evaluating your work?	20%	60%	20%
	Does Teacher timely inform the audited results of assignments?			20%
13.	Does your grade match your teacher's grade?	53%	47%	-
14.	Does it objectively assessed the level of your knowledge and skills conducted by the teacher:			
	* interview	87%	13%	-
	* individual work checking	67%	33%	-

	* reports on creative tasks	40%	60%	-
	* modular control works	47%	53%	-
	* computerattestation	53%	47%	-
	* credits			-
	* examinations	33%	67%	-
15.	The instructor is interested in the academic achievements of students	53%	27%	20%
16.	Teacher responsive to students willing to provide advice in the classroom and <b>beyond</b>	60%	20%	20%
17.	The teacher easily establishes relations with the student audience	60%	40%	-
18.	Does the teacher take into account your interests, abilities and psychological peculiarities	53%	47%	-
19.	How does the professor organize students' research work and do you take part in it?	<i>Organization:</i> <i>*well organized – 73%;</i> <i>*not organized enough – 27%;</i>		<i>Your participation:</i> <i>*developing a specific problem – 27%;</i> <i>*participation in conferences, writing articles – 20%;</i> <i>*do not participate – 53%.</i>
20.	Does the professor carry out consultation with you and how does he control the research?	<i>Consultation:</i> <i>*according to schedule – 80%;</i> <i>*with deviation from the schedule – 20%.</i>		<i>Control:</i> <i>*permanent – 47%;</i> <i>*episodic – 53%.</i>

Please tell us about yourself:

**Sex:**

Male [67%]

Female [33%]

**I'm attending classes:**

Always (100%) – 50% visit from the group;

Very often (>75%) – 50% visit from the group

Often (50-75%) – 0% visit from the group

**QUESTIONNAIRE**  
the evaluation of teacher's work  
**“Macroeconomic policy”**  
**Associate Professor Pilipenko Vyacheslav Valentinovich**  
*The survey was attended by 20 students*

We have analyzed the student' answers to the questionnaire and received the following results:

#	Questions	Answer results (%)		
		Yes	Partially	No
1.	The teacher is fluent in the content of course	100%	-	-
2.	Teacher explains accessibly, it is interesting to listen to, he can argue and bring an opinion	93%	7%	-
3.	The objectives of the classes held by the teacher are clear to me	87%	13%	-
4.	The results of my knowledge and skills prove the achievement of the goals	100%	-	-
5.	The teacher uses time during lecture and practical classes efficiently	100%	-	-
6.	The content of lectures individual assignments is associated with praxis	87%	13%	-
7.	The teacher uses the technical means of studying at classes efficiently	83%	17%	7%
8.	Methods of interaction with students provide high quality assimilation of knowledge during classes	93%	7%	-
9.	Which of these types of classes (forms of work) are implemented in the teaching process by the professor:	<i>*active lectures– 93%;  *classes with usage of information technology – 47%;  *business games – 27%;  *production trainings – 7%  *research work – 7%;  *analysis – 40%.</i>		
10.	Methods of interaction with students provide quality assimilation of knowledge during classroom classes	100%	-	-
11.	Out of these types of classes (forum of work) are implemented in the educational process by the teacher at the university most of all:	87%	13%	-
12.	Do you understand the requirements of the teacher, the criteria for evaluating your work? Does Teacher timely inform the audited results of assignments?	40%	60%	-
13.	Does your grade match your teacher's grade?	80%	20%	-
14.	Does it objectively assessed the level of your knowledge and skills conducted by the teacher:	-	-	-
	* interview	100%	-	-

	* individual work checking	93%	7%	-
	* reports on creative tasks	87%	13%	-
	* modular control works	73%	27%	-
	* computerattestation	73%	27%	-
	* credits	80%	20%	-
	* examinations	-	-	-
15.	The instructor is interested in the academic achievements of students	93%	7%	-
16.	Teacher responsive to students willing to provide advice in the classroom and beyond	93%	7%	-
17.	The teacher easily establishes relations with the student audience	93%	-	7%
18.	Does the teacher take into account your interests, abilities and psychological peculiarities	87%	7%	6%
19.	How does the professor organize students' research work and do you take part in it?	<i>Organization:</i> <i>*well organized – 87%;</i> <i>*not organized enough – 13%;</i>		<i>Your participation:</i> <i>*developing a specific problem – 27%;</i> <i>*participation in conferences, writing articles – 20%;</i> <i>*do not participate – 53%.</i>
20.	Does the professor carry out consultation with you and how does he control the research?	<i>Consultation:</i> <i>*according to schedule – 100%</i>		<i>Control:</i> <i>*permanent – 40%;</i> <i>*episodic – 60%.</i>

Please tell us about yourself:

**Sex:**

Male [67%]

Female [33%]

**I'm attending classes:**

Always (100%) – 45% visit from the group;

Very often (>75%) – 35% visit from the group

Often (50-75%) – 20% visit from the group

## QUESTIONNAIRE

the evaluation of teacher's work  
**“Pedagogy and teaching methods in high school”**  
 Associate Professor Dubovik Svitlana Grigorivna,  
*The survey was attended by 20 students*

We have analyzed the student' answers to the questionnaire and received the following results:

#	Questions	Answer results (%)		
		Yes	Partially	No
1.	The teacher is fluent in the content of course	93%	7%	-
2.	Teacher explains accessibly, it is interesting to listen to, he can argue and bring an opinion	100%	-	-
3.	The objectives of the classes held by the teacher are clear to me	100%	-	-
4.	The results of my knowledge and skills prove the achievement of the goals	93%	7%	-
5.	The teacher uses time during lecture and practical classes efficiently	93%	7%	-
6.	The content of lectures individual assignments is associated with praxis	93%	7%	-
7.	The teacher uses the technical means of studying at classes efficiently	100%	-	-
8.	Methods of interaction with students provide high quality assimilation of knowledge during classes	100%	-	-
9.	Which of these types of classes (forms of work) are implemented in the teaching process by the professor:	* active lectures – 100%; * classes with usage of information technology – 43%; * business games – 50%; * production trainings – 7% * research work – 21%; * analysis – 43%.		
10.	Methods of interaction with students provide quality assimilation of knowledge during classroom classes	93%	-	7%
11.	Out of these types of classes (forum of work) are implemented in the educational process by the teacher at the university most of all:	93%	-	7%
12.	Do you understand the requirements of the teacher, the criteria for evaluating your work? Does Teacher timely inform the audited results of assignments?	79%	21%	-
13.	Does your grade match your teacher's grade?	100%	-	-
14.	Does it objectively assessed the level of your knowledge and skills conducted by the teacher: * interview	93%	7%	-

	* individual work checking	93%	7%	-
	* reports on creative tasks	93%	7%	-
	* modular control works	93%	7%	-
	* computerattestation	100%	-	-
	* credits			-
	* examinations	93%	7%	-
15.	The instructor is interested in the academic achievements of students	93%	7%	-
16.	Teacher responsive to students willing to provide advice in the classroom and <b>beyond</b>	86%	14%	-
17.	The teacher easily establishes relations with the student audience	93%	7%	-
18.	Does the teacher take into account your interests, abilities and psychological peculiarities	86%	-	14%
19.	How does the professor organize students' research work and do you take part in it?	<i>Organization:</i> * well organized – 86%; * not organized enough – 14%.		<i>Your participation:</i> * developing a specific problem – 43%; * participation in conferences, writing articles – 14%; * do not participate – 43%.
20.	Does the professor carry out consultation with you and how does he control the research?	<i>Consultation:</i> * according to schedule – 100%.		<i>Control:</i> *permanent – 79%; *episodic – 21%.

Please tell us about yourself:

**Sex:**

Male [67%]

Female [33%]

**I'm attending classes:**

Always (100%) – 45% visit from the group;

Very often (>75%) – 55% visit from the group

Often (50-75%) – 0% visit from the group

**QUESTIONNAIRE**  
the evaluation of teacher's work  
**“Methodology and organization of scientific research”**  
**Professor Medvid' Viktorya Yuriivna**  
*The survey was attended by 20 students*

We have analyzed the student' answers to the questionnaire and received the following results:

#	Questions	Answer results (%)		
		Yes	Partially	No
1.	The teacher is fluent in the content of course	90%	10%	-
2.	Teacher explains accessibly, it is interesting to listen to, he can argue and bring an opinion	90%	10%	-
3.	The objectives of the classes held by the teacher are clear to me	100%	-	-
4.	The results of my knowledge and skills prove the achievement of the goals	80%	20%	-
5.	The teacher uses time during lecture and practical classes efficiently	100%	-	-
6.	The content of lectures individual assignments is associated with praxis	90%	10%	-
7.	The teacher uses the technical means of studying at classes efficiently	60%	10%	30%
8.	Methods of interaction with students provide high quality assimilation of knowledge during classes	80%	10%	10%
9.	Which of these types of classes (forms of work) are implemented in the teaching process by the professor:	* active lectures – 80%; * classes with usage of information technology – 80%; * research work – 30%; * analysis – 20%.		
10.	Methods of interaction with students provide quality assimilation of knowledge during classroom classes	100%	-	-
11.	Out of these types of classes (forum of work) are implemented in the educational process by the teacher at the university most of all:	90%	10%	-
12.	Do you understand the requirements of the teacher, the criteria for evaluating your work?	20%	40%	40%
	Does Teacher timely inform the audited results of assignments?			20%
13.	Does your grade match your teacher's grade?	60%	40%	-
14.	Does it objectively assessed the level of your knowledge and skills conducted by the teacher:			
	* interview	100%	-	-
	* individual work checking	100%	-	-



	* reports on creative tasks	80%	20%	-
	* modular control works	80%	20%	-
	* computerattestation	90%	10%	-
	* credits	90%	10%	-
	* examinations	50%	50%	-
15.	The instructor is interested in the academic achievements of students	100%	-	-
16.	Teacher responsive to students willing to provide advice in the classroom and <b>beyond</b>	90%	10%	-
17.	The teacher easily establishes relations with the student audience	90%	10%	-
18.	Does the teacher take into account your interests, abilities and psychological peculiarities	100%	-	-
19.	How does the professor organize students' research work and do you take part in it?	<i>Organization:</i> * well organized – 100%		<i>Your participation:</i> *developing a specific problem – 30%; *participation in conferences, writing articles – 30%; *do not participate – 40%.
20.	Does the professor carry out consultation with you and how does he control the research?	<i>Consultation:</i> * according to schedule – 80%; * with deviation from the schedule –20%.		<i>Control:</i> *permanent – 70%; *episodic – 20%; * do not hold – 10%.

Please tell us about yourself:

**Sex:**

Male [67%]

Female [33%]

**I'm attending classes:**

Always (100%) – 60% visit from the group;

Very often (>75%) – 40% visit from the group

Often (50-75%) – 0% visit from the group

**QUESTIONNAIRE**  
the evaluation of teacher's work  
**“Accounting and reporting according to international standards”**  
**Professor Gordienko Mykola Ivanovich**  
*The survey was attended by 20 students*

We have analyzed the student' answers to the questionnaire and received the following results:

#	Questions	Answer results (%)		
		Yes	Partially	No
1.	The teacher is fluent in the content of course	100%	-	-
2.	Teacher explains accessibly, it is interesting to listen to, he can argue and bring an opinion	100%	-	-
3.	The objectives of the classes held by the teacher are clear to me	100%	-	-
4.	The results of my knowledge and skills prove the achievement of the goals	87,5%	12,5%	-
5.	The teacher uses time during lecture and practical classes efficiently	100%	-	-
6.	The content of lectures individual assignments is associated with praxis	100%	-	-
7.	The teacher uses the technical means of studying at classes efficiently	75%	12,5%	12,5%
8.	Methods of interaction with students provide high quality assimilation of knowledge during classes	87,5%	12,5%	12,5%
9.	Which of these types of classes (forms of work) are implemented in the teaching process by the professor:	<i>* active lectures – 100%;  * classes with usage of information technology – 62,5%;  * business games – 25%;  * production trainings – 12,5%;  * research work – 12,5%;  * analysis – 62,5%.</i>		
10.	Methods of interaction with students provide quality assimilation of knowledge during classroom classes	100%	-	-
11.	Out of these types of classes (forum of work) are implemented in the educational process by the teacher at the university most of all:	87,5%	12,5%	-
12.	Do you understand the requirements of the teacher, the criteria for evaluating your work? Does Teacher timely inform the audited results of assignments?	25%	62,5%	12,5%
13.	Does your grade match your teacher's grade?	87,5%	12,5%	-
14.	Does it objectively assessed the level of your knowledge and skills conducted by the teacher: * interview	100%	-	-

	* individual work checking	87,5%	12,5%	-
	* reports on creative tasks	12,5	87,5%	-
	* modular control works	87,5%	12,5%	-
	* computerattestation	87,5%	12,5%	-
	* credits	87,5%	12,5%	-
	* examinations	87,5%	12,5%	-
15.	The instructor is interested in the academic achievements of students	100%	-	-
16.	Teacher responsive to students willing to provide advice in the classroom and beyond	100%	-	-
17.	The teacher easily establishes relations with the student audience	87,5%	12,5%	-
18.	Does the teacher take into account your interests, abilities and psychological peculiarities	87,5%	12,5%	-
19.	How does the professor organize students' research work and do you take part in it?	<i>Organization:</i> * well organized – 87.5%; * not organized enough – 12.5%.		<i>Your participation:</i> *developing a specific problem – 37.5%; *participation in conferences, writing articles – 25%; *do not participate – 37.5%.
20.	Does the professor carry out consultation with you and how does he control the research?	<i>Consultation:</i> * according to schedule – 100%.		<i>Control:</i> *permanent – 100%.

Please tell us about yourself:

**Sex:**

Male [67%]

Female [33%]

**I'm attending classes:**

Always (100%) – 85% visit from the group;

Very often (>75%) – 10% visit from the group

Often (50-75%) – 5% visit from the group

**QUESTIONNAIRE**  
the evaluation of teacher's work  
**“Competitiveness of business activity”**  
Associate Professor Piznyak Tetyana Ivanivna,  
*The survey was attended by 20 students*

We have analyzed the student' answers to the questionnaire and received the following results:

#	Questions	Answer results (%)		
		Yes	Partially	No
1.	The teacher is fluent in the content of course	90%	10%	-
2.	Teacher explains accessibly, it is interesting to listen to, he can argue and bring an opinion	90%	10%	-
3.	The objectives of the classes held by the teacher are clear to me	100%	-	-
4.	The results of my knowledge and skills prove the achievement of the goals	80%	20%	-
5.	The teacher uses time during lecture and practical classes efficiently	100%	-	-
6.	The content of lectures individual assignments is associated with praxis	90%	10%	-
7.	The teacher uses the technical means of studying at classes efficiently	60%	10%	30%
8.	Methods of interaction with students provide high quality assimilation of knowledge during classes	80%	10%	10%
9.	Which of these types of classes (forms of work) are implemented in the teaching process by the professor:	* active lectures – 80%; * classes with usage of information technology – 80%; * research work – 30%; * analysis – 20%.		
10.	Methods of interaction with students provide quality assimilation of knowledge during classroom classes	100%	-	-
11.	Out of these types of classes (forum of work) are implemented in the educational process by the teacher at the university most of all:	90%	10%	-
12.	Do you understand the requirements of the teacher, the criteria for evaluating your work?	20%	40%	40%
	Does Teacher timely inform the audited results of assignments?			20%
13.	Does your grade match your teacher's grade?	60%	40%	-
14.	Does it objectively assessed the level of your knowledge and skills conducted by the teacher:			
	* interview	100%	-	-
	* individual work checking	100%	-	-
	* reports on creative tasks	80%	20%	-

	* modular control works	80%	20%	-
	* computerattestation	90%	10%	-
	* credits	90%	10%	-
	* examinations	50%	50%	-
15.	The instructor is interested in the academic achievements of students	100%	-	-
16.	Teacher responsive to students willing to provide advice in the classroom and beyond	90%	10%	-
17.	The teacher easily establishes relations with the student audience	90%	10%	-
18.	Does the teacher take into account your interests, abilities and psychological peculiarities	100%	-	-
19.	How does the professor organize students' research work and do you take part in it?	<i>Organization:</i> * well organized – 100%		<i>Your participation:</i> *developing a specific problem – 30%; *participation in conferences, writing articles – 30%; *do not participate – 40%.
20.	Does the professor carry out consultation with you and how does he control the research?	<i>Consultation:</i> * according to schedule – 80%; * with deviation from the schedule –20%.		<i>Control:</i> *permanent – 70%; *episodic – 20%; * do not hold – 10%.

Please tell us about yourself:

**Sex:**

Male [67%]

Female [33%]

**I'm attending classes:**

Always (100%) – 80% visit from the group;

Very often (>75%) – 15% visit from the group

Often (50-75%) – 5% visit from the group

**Table 14****Results of the survey of the students specialty "Economics"**

Question	Results of answers (%)		
	<i>Yes</i>	<i>Partly</i>	<i>No</i>
The teacher is fluent in the content of course	93%	7%	-
The teacher explains accessible, interesting, argues and proves opinion	85%	13%	2%
Methods of interaction with students provide quality assimilation of knowledge during classes	61%	23%	16%
The teacher informs on the results of the assignments in time?	59%	35%	6%
Does your evaluation of yourself match teacher's grade?	61%	29%	10%
Is the level of your knowledge assessed objectively?			
* oral questioning/ interview	81%	19%	-
* checking of individual work	92%	4%	4%
* reports on creative tasks	64%	33%	3%
* modular control works	91%	9%	-
* computer attestation	74%	18%	8%
*credits	93%	7%	-
* exams	61%	35%	4%
The instructor is interested in the academic achievements of students	75%	11%	14%
Teacher responsive to students, willing to provide advice in the classroom and beyond	94%	6%	-
The teacher easily establishes relations with the student audience	82%	15%	3%
Does the teacher take into account your interests, abilities and psychological peculiarities?	72%	24%	4%

The analysis of the students' answers to the questionnaire certifies high professionalism of teachers (93% of the respondents); accessibility of teaching material (85%); objectivity of student evaluation (61%); benevolence (94%); observance of ethical norms of communication (97%).

In general, the analysis is confirmed a rather high appreciation of teachers by students (almost 90% of them believe that teachers have high professional and personal qualities). Among the aspects that need to be addressed by the teachers are: improving methods of interaction with students that ensure the quality of learning in the classroom and interest in the academic success of students.

### **5.12. Participation of external experts and foreign teachers**

The issue of attraction of external experts in the educational process at the Faculty of Economics and Management is given constant attention. Conducting open lectures, roundtables for students by professors from Europe and the United States universities contribute to the formation of innovative business thinking among students.

So, in 2016-2017, active cooperation with the following universities was conducted:

- Czech University of Life Science (Prague): Jan Beseda - Doctor of Science, Researcher, Head of the National Center for Distance Education of the Center for the Study of Higher Education in the Czech Republic; Eva Kopchikova - Public Procurement Reviewer, Czech Development Agency; Alina Chubko - Assistant, analyst at the Political and Economic Department of the Embassy of the Czech Republic in Ukraine; David Herak - Deputy Dean for International Relations, Faculty of Engineering, Czech University of Life Science.

- The Ohio State University, USA: Professors Allan Linec (Professor, Department of Agrarian Economics, Agrarian College, Ohio State University) and Barry Ward (Leader of Ohio State University);

- University of Applied Sciences, The Netherlands (Professor Peter Roelofs);

- The German University of Applied Sciences, Weihenstephan-Triesdorf University of Applied Sciences, Germany: conducting open lectures, teaching individual modules by university professors.

- Henan Science and Technology University;

- Poltava Agrarian Academy - Doctor of Economics, Professor, Head of the Department of Enterprise Economics Makarenko Petr Nikolaevich;

- Kharkiv National University of Economics named after Semen Kuznets - Doctor of Economics, Professor, Head of the Department of Enterprise Economics and Management - Shiyan Dmitry Viktorovich; - Kharkov National Agrarian University named after VV Dokuchaev - Doctor of Economics, Professor, Head of the Department of Applied Economics and International Economic Relations - Tamil Oliynyk.

There is a constant practice of involving representatives of regional business in the educational process, namely:

- Radchenko Oleg Vladimirovich - Head of the branch of Sumy Regional Department of Oschadbank;

- Ivanitskaya Elena Nikolaevna - Director of "AGS AZU Market" LLC;

- Nikolayenko Natalia Nikolaevna - Deputy Head of Department of Agro-Industrial Development of Sumy Region;

- Zhuravel Natalia Petrivna - Leading economist of PJSC "Myronivsky Hliboproduct", Kyiv and others like that.

### **5.13. Internationalization – number of student mobilities per academic year**

The activity of an agrarian institution of higher education is impossible without active international cooperation and integration into the global educational and research space. Therefore, the development of bilateral and multilateral international relations, educational and scientific projects belongs to the priority tasks of the Sumy NAU. The Department of International Cooperation, established in 1995, coordinates the international relations complex of SNAU.

Despite the fairly young age (35 years), SNAU became a well-known center for international educational and scientific relations. Cooperation with foreign partners is realized in various content areas, using various organizational forms: from student and professors staff academic mobility, participation in international conferences, seminars, "round tables" to realization of joint educational programs and participation in various international scientific and educational organizations.

At present, more than 60 agreements on different types and forms of cooperation with foreign partners from 19 countries have been concluded. SNAU's activities in the international educational space are focused on long-term programs and projects aimed at improving the quality of educational and scientific activities to the level of world standards. In 2017, over 610 students were trained or had international internship abroad.

The number of international internships and business practices abroad at the Faculty of Economics and Management is presented in Table 15.

**Table 15**

**Training, practice and internships for students of the Faculty of Economics and Management Abroad**

	<b>2014 /2015 academic year</b>	<b>2015/2016 academic year</b>	<b>2016/2017 academic year</b>
Germany	33	39	45
Poland	34	39	41
Switzerland	6	6	5
Sweden	2	2	1
USA	4	6	6
Denmark	1	2	3
<b>Total</b>	<b>80</b>	<b>94</b>	<b>102</b>

The SNAU is a member of the network of the Life Sciences Universities of Central and Eastern Europe (CASEE), the Visegrad Association of Universities, the International Professional Association for Agricultural Management and Rural Development, the World Poultry Science Association (WPSA), the World Veterinarian Association, the European Association of Agricultural Faculties (ESAF), the associations of deans of the European economics specialties (Ukrainian-Polish-Slovak Forum).

Priority is given to joint educational programs, the implementation of which is important for the successful entry of the SNAU into the Bologna process. Here, first of all, it is necessary to mention the international master's program, which successfully operates in the framework of cooperation with the Weihenstephan-Triesdorf University of Applied Sciences. Under this agreement, mutual recognition of educational loans and the issuance of double diplomas (Ukrainian and German national standards) are carried out.

For a long time there is cooperation with Polish universities towards academic mobility of students and professors. Students spend 1-2 semesters studying in a University - partner, and received educational grades are inter-



credited. Teachers, in turn, have the opportunity to undergo a scientific internship in the direction of their research.

In the system of international relations the organization of production internship abroad takes an important place. During the practical training semester students and graduates of our university receive professional skills and knowledge in various fields of agrarian business, study modern production technologies and increase their language training. Each year, the number of students, postgraduates and teachers who have the opportunity to undertake specialized training at farms in Germany, Austria, Poland, the USA, etc. is increasing. Over the past year more than 300 students of SNAU have gone abroad for the purpose of passing the industrial practice of various professional directions.

Therefore, we can sum up, the international activity of the Sumy NAU is aimed at integrating the university into the world educational space, which provides the opportunity for further qualitative development of the university.

#### **5.14. List of topics for MSc Thesis**

1. Analytical substantiation of probability of bankruptcy of the enterprise.
2. Anti-crisis management and its features in the conditions of a particular enterprise.
3. Improvement of diagnostics of conditions and factors of the crisis state of the enterprise.
4. Improvement of economic efficiency of enterprises functioning on the basis of introduction the rational systems of financial management.
5. Poultry production on an industrial basis and its efficiency.
6. Production potential of the enterprise and reserves for increasing the efficiency of its use.
7. Investigation of internal reserves to increase financial sustainability of the enterprise.
8. Economic efficiency of production and industrial processing of grain (sugar beet, sunflower) and ways to increase it.
9. Economic substantiation of the expediency of replacement (renewal) of fixed assets in the enterprise.
10. Economic substantiation for reducing cost of production of crop products at the farm (grains, sugar beets, flax, potatoes, vegetables, fruits, berries and grapes).
11. Economic substantiation for reducing cost of production of livestock products at the farm (milk, beef, pork, sheep breeding products, poultry farming).
12. Economic substantiation of the labor productivity increasing in the production of grain (sugar beets, flax, potatoes, vegetables, horticultural products, viticulture).
13. Economic substantiation of the labor productivity increasing in dairy farming (pig breeding, sheep breeding, poultry farming).
14. Economic analysis and substantiation of proposals for improvement of economic activity.
15. Economic mechanism of ensuring break-even business.
16. Economic and social development of the enterprise in modern economic conditions.

17. Efficiency of the circulating assets use in the enterprise.
18. Economic efficiency of agrarian enterprises of the district and assessment of their market position.
19. Efficiency of intensification of crop (livestock) production on the farm.
20. Efficiency of industrial horticulture and ways of its increase.
21. Efficiency of transport services of economic processes in an agricultural enterprise.
22. Implementation of energy-saving technologies at the enterprise as a way to overcome the energy crisis in Ukraine.
23. Application of the cluster approach in managing the competitiveness of the enterprise.
24. Land resources and efficiency of their use in agrarian enterprises of the district.
25. Investments and their efficiency in the agricultural enterprises of the district.
26. Investment activity of the enterprise and its financial support.
27. Investment provision of innovative activity of the enterprise.
28. Investment potential of the enterprise: formation and development.
29. Complex diagnostics of the financial condition of the enterprise.
30. Competitive advantage of the enterprise and ways and methods of its achievement.
31. The mechanism of formation and effective use of human capital of the enterprise.
32. Motivation of the personnel and its influence on the efficiency of financial and economic activity of the enterprise.
33. Areas of providing profitability of economic activity of agrarian enterprises.
34. Substantiation and economic evaluation of enterprise diversification.
35. Working capital of agrarian enterprises and increasing the efficiency of its use.
36. Organizational and economic mechanism of increasing the production efficiency of oilseeds in agricultural enterprises of the district.
37. Organizational and economic mechanism of management of financial resources of the enterprise.
38. Organizational and economic principles of management of cash flows of the enterprise.
39. Organizational and economic basis of the formation of the milk and dairy market (on the materials of the dairy product subcomplex of the agrarian and industrial complex of the Sumy region).
40. Organizational and economic conditions of efficient pig production in agricultural enterprises of the district.
41. Features of the formation and regulation of the regional labor market.
42. Assessment of the investment attractiveness of the region.
43. Increasing the effectiveness of the enterprise.
44. Increase financial stability of the enterprise / institution.
45. Tax system as a mechanism for regulating the economic activity of the enterprise.
46. Resource-intensive products and their impact on the efficiency of the enterprise.

47. The market of products (grain, sugar, milk, etc.): the essence, problems of formation and effective functioning.
48. Development of crop production and ensuring its efficiency in agricultural enterprises of the district.
49. Economic substantiation for cost optimization at the enterprise.
50. Cost management system of the enterprise and substantiation of the project for its improvement.
51. Structural changes in the economy of the enterprise and their influence on the results of financial and economic activity.
52. Formation of the strategy of enterprise development (for example, enterprises of bread products).
53. Labor resources of the enterprise and ways to increase the efficiency of their use.
54. Management of effective adaptation of the enterprise to changes in the market environment.
55. Management of investment attractiveness of the region as a general property complex and its improvement.
56. Managing the Competitiveness of Ukrainian Grain Complex in the World Market
57. Product quality management at the enterprise.
58. Formation of the financial support mechanism of the enterprise.
59. Formation of organizational and economic mechanism for financial stabilization of the crisis enterprise.
60. Formation of the controlling system at the enterprise and economic substantiation of the efficiency of its functioning.
61. Formation and efficiency of using intangible assets of the enterprise.
62. Ways to improve the employment situation of the population in the region.
63. Quality of agricultural products and substantiation of directions of its increase.
64. Diagnostics and mechanism of ensuring the attractiveness of an entrepreneurial project (for example ... - specifies a project or investment program).
65. Economic efficiency of introduction of new management methods.
66. Economic substantiation of opening own business (the sphere of activity is indicated).
67. Economic substantiation of small business development programs.
68. Economic substantiation of the regional program for supporting small business.
69. Efficiency of foreign economic operations in f agrarian enterprises and directions of its increase.
70. Optimization of enterprise business model.
71. Modeling and multidimensional analysis of key indicators of business activities at business entities.
72. Substantiation of the business plan for the production of new products.
73. Substantiation of the project of farm development.
74. Substantiation and economic evaluation of enterprise diversification.
75. Substantiation and development of business plan of technical and technological re-equipment of the enterprise.

76. Substantiation and development of a business project (the essence of the project is indicated).
77. Substantiation of the economic strategy for the development of an agricultural enterprise.
78. Improvement of the mechanism of informational and consulting support in the business infrastructure in the field of agro-industrial complex.
79. Formation of the joint-stock company's strategy in the stock market
80. Price competitiveness of agricultural products and ways to increase it.

### **5.15. Overall Results of the MSc Final State Exams**

The allocation of students by departments and teachers is carried out by the Dean's Office at the first year of the Master's program. Master's thesis is conducted in accordance with the tasks of the Scientific Supervisor of diploma works. The structural logical scheme of the master's study corresponds to the topic of the theses, the purpose of the research and the specified tasks.

Theses present sufficiently high theoretical training, as evidenced by skillful discussion of the masters in the pages of their work. The state of the organization of economic, financial and analytical work is investigated on materials of specific enterprises with the indication of necessary economic calculations. The theses contain calculations of the economic substantiation of the proposals.

The defense of diploma works by students of the specialty "Economics" takes place in a specially designated audience equipped with a multimedia projector. At an open meeting, students, Lecturers and Scientific Supervisor are always present, and always act with reference to theses. The final evaluation based on the results of the defense of the thesis takes into account the relevance of the topic, the reference of the Scientific Supervisor and the evaluation of the external reviewer, the design of the work and the degree of possession of the research material, as well as the results of studying throughout the entire period of study. Positive is the recent increase in the scientific level and the average evaluation of the thesis.

The results of master's thesis defense over the past two years are presented in the table.

**Table 16**

**Results of defense of diploma works by students of the specialty "Economics" Master of Science**

Indexes	2016	2017
The number of graduates of full-time education, persons	9	15
Number of defended theses, units.	9	15
Estimate:		
«perfectly»	2 (22,5)	6 (40%)
«good»	5 (55%)	9 (60%)
«satisfactorily»	2 (22,5)	-

Average mark	4,0	4,4
Quality performance, %	77,0	100
Absolute success,%	100	100

As a result of the defense of diploma theses, part of graduates was recommended for admission to postgraduate studies (2016 – 2; 2017 - 3).

In 2017, 10 future masters defended graduate theses in the presence of business practitioners - business executives, including heads of enterprises, managing departments of banks, deputy directors of financial affairs, etc. According to the results of public defense, the level of knowledge and skills possessed by the student-graduate of the Faculty of Economics and Management is assessed and an expert monetary assessment of graduates is conducted.

According to the results of the defense, the students obtained the following score according to the determined criteria for the monetary assessment:

**Table 17**

**Results of the monetary assessment of graduates (questionnaire attached) Faculty of Economics and Management in 2017**

Student	Scores	Level
Mischenko Oksana Viktorovna	94	expert
Vyalkov Andriy Mykolayovych	83	high
Ovcharenko Iryna Yuriivna	84	high
Garkusha Anna Vasylivna	83	high
Vechirka Kateryna Oleksandrivna	90	expert
Shaparenko Oksana Volodymyrivna	84	high
Tsupko Nataliya Mykolayivna	82	high
Storozhuk Artem Hennadiyovych	83	high
Turchenyk Maksym V"yacheslavovych	94	expert
Profatylo Olena Yuriivna	94	expert

Also, it should be noted that there is a practice of rewarding the best graduates with the gratitude of the Rector of the university. In 2017, 4 graduates were awarded with the gratitude.

### **5.16. Report from alumni questionnaire**

The job offerers for the graduates of the SNAU on the specialty 051 "Economics" are state institutions and enterprises of various forms of ownership of Ukraine, private business structures, banking and financial institutions, such as AFE "Nadiya" of Chornukhino district of Poltava region, ALC "Plemiszavod" Mikhailivka "of Lebedinsky district Sumy region, PE "Vilne" of the Velikopasyarevsky district of the Sumy region, PAE "Diana" of the Sumy district of Sumy region, PAF "Kolos" of the Bilopilly district of the Sumy region, Ltd. "Dovira-2008" of Nedrigailivsky district of the Sumy region, State Enterprise "Experimental farm of the Institute of Agriculture of the North East of Ukraine" of the National Academy of Sciences of Ukraine, Sumy district of the Sumy region,

Ltd. "Dubravva" of the Seredne-Budsky district of the Sumy region, and PAF "Zhuravka" of the Sredne-Budsky district of the Sumy region.

Sumy National Agrarian University Graduates hold positions at the level of directors of enterprises, heads of departments of state institutions, enterprises and organizations of the Sumy region and other regions of Ukraine.

During the preparatory period (the first semester of the academic year), the SNAU Employment Department, the dean's office of the Faculty of Economics and Management and the graduating department conducts activities that promote further employment of graduates - bachelors and preparatory to the passage of industrial practice: meetings with managers of enterprises and organizations, staffing services on organization of employment, hold "Days of Career", participate in exhibitions, conferences, thematic meetings with university graduates who hold senior positions in the organization bodies of state power and local government, banking and financial sector of Ukraine's economy, businesses and organizations of different ownership. The SNAU constantly maintains links with graduates who have been studying in full-time and part-time education, tracks their career, uses this experience in upbringing students of high school. Traditionally, meetings with graduates were held every year in the second semester.

The questionnaire of the Economics and Management Faculty graduates of SNAU is carried out in two formats. The first – after completing the training, after the state attestation. The second – during the meeting of graduates of different years.

The scientific purpose of the study is to modify and improve existing quality assessment technologies (including Western ones) on the basis of a personality-activity approach, as well as develop and test new tools for determining the quality of educational services through their subjective assessment by graduates and their employers.

The practical purpose of the study is to identify the existing quality level of educational services provided at the Economics and Management Faculty of SNAU, which in turn would serve as the basis for defining strategic goals and individual tactics of the Faculty and University Quality of Education Center.

The main methods of research are questionnaires and surveys.

In the 2017 surveys were conducted by 25 people.

The questionnaire for graduates consisted of three blocks of questions (Appendix 4):

I block – questions about the value of the individual disciplines' content for the professional activities of young economists;

II block – questions of professional skills and abilities obtaining;

III block – open questions that revealed difficulties during the graduates' professional activities and suggestions on improving the professional training at the Economics and Management Faculty of SNAU.

According to the results of the questionnaire:

I block – questions about the value of the individual disciplines' content for the professional activities of economists positively evaluated E&M Faculty's

activity 85% of respondents

II block – questions of professional skills and abilities obtaining positively evaluated E&M Faculty's activity 76% of respondents.

III block – open questions that revealed difficulties during the graduates' professional activities and suggestions on improving the professional training at the E&M Faculty of SNAU positively evaluated Law Faculty's activity 82% of respondents.

### 5.17. Data on employability of graduates

In modern conditions of competitive production, the requirements for personnel of economic direction are increased. In connection with this, enterprises of the region apply to the Sumy National Agrarian University for purposeful training of highly skilled specialists. Education in the specialty "Economics" has a practical orientation and comprehensively develops the professional and personal competence of graduates, which is positively evaluated by potential employers. Graduates of the Master's course "Economics" work in various branches of the economy.

Examples of graduates of the educational program "Economics" are given in Table 18.

**Table 18**

#### **Examples of graduates of the educational program "Economics"**

<b>Full Name</b>	<b>Position</b>
Matsenko Oksana Valeriyivna	Sumy, Nasosenergomash, economist
Babinets' Mykola Mykolayovych	Borisovska Grain Company LLC, an economist
Bukhanets' Svitlana Ivanivna	Sumy branch of CB "Privatbank", manager - consultant
Voytenko Maksym Viktorovych	Company OTP "Credit", Kotelnya, specialist in lending
Levina Iryna Oleksandrivna	Kyiv, Agrotek LLC, an economist
Pavlyuchenko Svitlana Mykolayivna	Kharkiv, LLC "Monolith", economist
Samarina Iryna Volodymyrivna	Urozhayna Country LLC, Romny, economist
Shulekin Serhiy Viktorovych	PE "Belopoly rembudmontazh" economist
Syenko Tetyana Viktorivna	Office of Labor and Social Protection of the Priluky City Council, specialist of the address and social payments department
Kryvonos Oksana Semenivna	LLC "Bratenica", Velikopasyariv district, economist
Klets' Davyd Viktorovych	Polish Consulate, Lutsk, Consultant
Boroday Anna Volodymyrivna	Private enterprise "Bahmachriba", Chernihiv region, economist
Dorda Maryna Oleksandrivna	Department State Committee for Land Management of the city. Korop, chief specialist
Yel'kin Vyacheslav Serhiyovych	«Urozhayna krayina» Ltd., economist
Dushevs'ka Olena Serhiyivna	Sumy Joint Management of the Pension Fund of Ukraine, Sumy, Chief Specialist

### **5.18. Examples of recent programme graduates**

The best graduates of the specialty are: Zhuravel Natalia Petrovna - leading economist of PJSC Myronivsky Hliboproduct (Kiev); Shapoval Irina Dmitrievna - Chief Specialist of the Department of Prognostication of Income and Finance of the Production Area of the Glukhiv City Council; Zarva Dmitry Stanislavovich - economist of the plant "Nasosenergomash"; Marina Krutukha - Chief Specialist of the Department of Economic Analysis of the Economy Management of S.-Budsky District State Administration; Bear Olga Andreevna Head of the Department of Social Work at the Sumy City Council.



## **6. FINAL INTERNAL AND EXTERNAL REVIEW AND CONCLUDING REMARKS**

Having analyzed in accordance with the set goals (p. 1 of the Report), the educational process in the specialty "Economics", using the SWOT analysis (Appendix 5), the working group members reached the following conclusions:

1. The Master's Degree Program provides training for specialists in small and medium-sized businesses; creation of business leaders who have developed skills to make adequate managerial decisions; issue of masters who are able to continue scientific research at the doctoral level both in Ukraine and abroad.

2. All scientific and pedagogical staff has the appropriate basic education, scientific degree and academic rank, necessary work experience and scientific publications in the specialty teaching, has undergone training and internships, including abroad ones, and takes part in the research work of the department, faculty and university. The educational process is fully ensured by educational and methodological developments of the corresponding content and form of all types of classes provided for by the curriculum.

3. The system of quality assurance of the educational process of the Sumy National Agrarian University combines external national and international requirements in the system of internal quality control with the principle of "responsibility through quality development", which has an integrative task of combining all individual activities in education, research, management and maintenance of the educational process into a single whole. The quality assurance system motivates university administration, staff and students to analyze the quality of their services and processes to evolve.

4. The level of knowledge of graduates is confirmed by external experts, meets the standards of education and labor market requirements.

5. The material and technical basis of the Sumy NAU provides theoretical, practical and seminars at the appropriate level. The Audit Fund meets the requirements of the sanitary and technical requirements and material and technical provision of the educational process of training specialists in the specialty "Economics" at the Sumy National Agrarian University. Use of the global (Internet), local (Internet and auditorium) computer networks in the learning process, the development of its own electronic guides in the program content MOODLE, application of adapted computer programs can increase the information level of training of specialists and provides the opportunity to apply distance learning. In the training process for the training of specialists, innovative information and communication technologies of education are widely used, which provides openness and accessibility in relation to the courses in the educational program, in particular data on the structure of courses, the logic of the construction, the curriculum and partners, taking into account the principle of academic integrity.

At the same time, during the discussion of the Report with representatives of business and external experts, comments were made and recommendations for further improvement of the educational process were developed:

1. To consider the possibility of introducing a dual system of training specialists in order to combine theoretical knowledge and practical skills that will strengthen the competitive position of graduates in the labor market.

2. To expand the training of the teachers of the department and the applicants of the Master "OS" in transnational companies, foreign enterprises, leading enterprises of Ukraine.

3. In order to increase the teaching skills of teachers, to intensify their training in leading educational institutions of the world.

4. To involve more actively the leading specialists of other higher educational and scientific institutions (including abroad) and business representatives in the educational process.

5. Ensure the monitoring and flexibility of the curricula in accordance with the specifics of the regional labor markets in order to prepare specialists with special competencies.

6. Continue work on introducing in the educational process modern specialized software, interactive techniques and training technologies, to replenish the offices and laboratories with teaching and technological equipment in accordance with modern technologies in order to improve the training of specialists.

7. Improve the educational and methodical system of education. In particular by implementation of technologies proposed in the program It concerns the methods of remote education using the MOODLE technology.

8. With the purpose of activating the University entrance into the European educational space, deepening of international cooperation, increase the motivation of teachers to improve their foreign language proficiency.

9. Continually develop academic international mobility, including within the framework of existing cooperation agreements with European higher education institutions.

10. Constant monitoring of the quality of the educational process through a sociological survey of students at least once a semester.

11. Introduce an electronic form of questionnaires in order to more quickly identify weaknesses in the organization of the learning process and the ability to respond to them.

## Questionnaire

**"Monetary evaluation of graduate students"**

Dear expert!

We ask you to evaluate the level of knowledge, skills and qualities that are acquired by student-graduate of SNAU. For each criterion, please set from 1 to 5 points, where 1 - low level, 5 - high level.

Responses will be used to determine the monetary evaluation of student  
Full name of the student \_\_\_\_\_

**1. Please assess the level of knowledge acquired by the graduate of the SNAU:**

Criteria for evaluation	1	2	3	4	5
professional knowledge (during the defense of graduation work)					
managerial knowledge (during the interview)					
economic knowledge (during the defense of graduation work and interview)					
Total					

**2. Level of acquired skills of graduate of SNAU:**

Criteria for evaluation	1	2	3	4	5
professional knowledge (during the defense of graduation work)					
managerial knowledge (during the interview)					
economic knowledge (during the defense of graduation work and interview)					
Total					

**3. Practical skills of graduate of SNAU:**

Criteria for evaluation	1	2	3	4	5	6
Self-development skills (Scientific Supervisor's response)						
Skills in working with information technologies (CV)						
Skill of situation analysis and decision making (Scientific Supervisor's response)						
Knowledge of the professional foreign language and its level of use (CV)						
Total						

**4. The personal qualities of a graduate of SNAU:**

Criteria for evaluation	1	2	3	4
Intellectual Potential (Scientific Supervisor's Response)				
Strategic thinking (during an interview)				
Leadership qualities (through curator and interview characteristics)				
Ability to effectively represent oneself and the results of your work (during the defense of graduation work)				
Communicability (through the characteristics of the curator)				
Social activity (through the characteristics of the curator)				
Personality organization and discipline (through the characteristics of the curator)				

Focus on career growth and professional development (during interviews)				
Culture of behavior (during the defense of graduation work)				
Exterior of the student (style of clothes, shoes, hair style) (during the defense of graduation work)				
Total				

***Together scored for all criteria***

Processing the results:

Number of points scored	Level	Salary
60-74 points	sufficient	5 000 UAH
75-89 points	high	10 000 UAH
90-100 points	the expert	20 000 UAH

## Questionnaire

Dear student, we invite you to participate in the anonymous poll. Your opinion is very important for evaluating the quality of the teaching course

« \_\_\_\_\_ »

**1. Evaluate the quality of teaching materials (lectures, workbooks) that was used during the course?**

- |              |                     |
|--------------|---------------------|
| a. excellent | d. satisfactorily   |
| b. very well | e. unsatisfactorily |
| c. well      |                     |

**2. Evaluate the relevance (compliance of modernity requirements) of the lecture material.**

- |                 |                    |           |
|-----------------|--------------------|-----------|
| a. not relevant | b. partly relevant | c. actual |
|-----------------|--------------------|-----------|

**3. Evaluate the level of provision of the training course by multimedia support:**

- |              |                     |
|--------------|---------------------|
| a. excellent | d. satisfactorily   |
| b. very well | e. unsatisfactorily |
| c. well      |                     |

**4. Does the teacher uses the practical tasks (team work tasks, case-tasks, deal games) for learning the lectures materials?**

- |        |       |
|--------|-------|
| a. yes | b. no |
|--------|-------|

**5. Evaluate the quality level of the Moodle platform for studying the course?**

- |                         |                             |
|-------------------------|-----------------------------|
| a. absolutely satisfied | d. not absolutely satisfied |
| b. satisfied            | e. absolutely unsatisfied   |
| c. partly satisfied     |                             |

**6. Evaluate the level of tolerance of teacher in context of communication with the students**

- |                         |                  |
|-------------------------|------------------|
| a. high                 | d. low           |
| b. medium               | i. extremely low |
| c. partially admissible |                  |

**7. Do you understand the scale of assessment of knowledge (marking points) for each task?**

- |        |       |
|--------|-------|
| a. yes | b. no |
|--------|-------|

*\* note: we are talking about a clear chart of scoring of every tasks that a student has to perform during all course*

**8. Did you have any problems with the mastering the material for self-study?**

- |        |       |
|--------|-------|
| a. yes | b. no |
|--------|-------|

**9. How useful was this course for you in a context of your future specialization and professional activity?**

- |                          |                       |
|--------------------------|-----------------------|
| a. extremely useful      | d. hardly useful      |
| b. useful                | e. absolutely useless |
| c. useful to some degree |                       |

**10. Try to evaluate justly and independently your own level of knowledge acquisition within this course:**

- |              |                     |
|--------------|---------------------|
| a. excellent | d. satisfactorily   |
| b. very well | e. unsatisfactorily |
| c. well      |                     |

**Thank you for taking part in questionnaire!**

**QUESTIONNAIRE**  
the evaluation of teacher's work

“ \_\_\_\_\_ ”  
Professor \_\_\_\_\_

*The survey was attended by \_\_\_\_\_ students*

We have analyzed the student' answers to the questionnaire and received the following results:

#	Questions	Answer results (%)		
		Yes	Partially	No
1.	The teacher is fluent in the content of course			
2.	Teacher explains accessibly, it is interesting to listen to, he can argue and bring an opinion			
3.	The objectives of the classes held by the teacher are clear to me			
4.	The results of my knowledge and skills prove the achievement of the goals			
5.	The teacher uses time during lecture and practical classes efficiently			
6.	The content of lectures individual assignments is associated with praxis			
7.	The teacher uses the technical means of studying at classes efficiently			
8.	Methods of interaction with students provide high quality assimilation of knowledge during classes			
9.	Which of these types of classes (forms of work) are implemented in the teaching process by the professor:	* active lectures – * classes with usage of information technology – * business games – * research work – * analysis–		
10.	Methods of interaction with students provide quality assimilation of knowledge during classroom classes			
11.	Out of these types of classes (forum of work) are implemented in the educational process by the teacher at the university most of all:			
12.	Do you understand the requirements of the teacher, the criteria for evaluating your work?			
	Does Teacher timely inform the audited results of assignments?			
13.	Does your grade match your teacher's grade?			
14.	Does it objectively assessed the level of your knowledge and skills conducted by the teacher:			
	* interview			
	* individual work checking			

	* reports on creative tasks			
	* modular control works			
	* computerattestation			
	* credits			
	* examinations			
15.	The instructor is interested in the academic achievements of students			
16.	Teacher responsive to students willing to provide advice in the classroom and beyond			
17.	The teacher easily establishes relations with the student audience			
18.	Does the teacher take into account your interests, abilities and psychological peculiarities			
19.	How does the professor organize students' research work and do you take part in it?	<b>Organization:</b> * well organized – * not organized enough – * not organized –	<b>Your participation:</b> *developing a specific problem – *participation in conferences, writing articles – *do not participate –	
20.	Does the professor carry out consultation with you and how does he control the research?	<b>Consultation:</b> * according to schedule – * with deviation from the schedule – * do not hold –	<b>Control:</b> *permanent – *episodic – * do not hold –	

Please tell us about yourself:

**Sex:**

Male [-----%]

Female ----%]

**I'm attending classes:**

Always (100%) – -----% visit from the group;

Very often (>75%) – -----% visit from the group

Often (50-75%) – -----% visit from the group

**Questionnaire for a graduate of Economics and Management Faculty of  
Sumy National Agrarian University**

<b>GRADUATE'S PERSONAL DATA:</b>			
	<b>last name</b>	<b>first name</b>	<b>middle name</b>
<b>in Ukrainian in the noun case</b>			
Address: _____			
_____			
E-mail: _____ Phone number: _____			
Year of graduation: _____			

***I block – questions about the value of the individual disciplines' content for the professional activities of young economists***

1. First of all, you receive a list of courses that are included in the program for training specialists in Master Course of E&M Faculty of SNAU. Please rate how interesting they are for you personally. "5" – very interesting; "4" – interesting; "3" – from the title of the course it is difficult to determine whether it will be interesting, "2" – most likely, it will not be interesting; "1" – not at all interesting. Place mark in the cell that corresponds to your chosen rating.

#	Discipline	1	2	3	4	5
1	Intellectual Property					
2	Public administration					
3	Innovative development of the enterprise					
4	Strategic management of the enterprise					
5	Labor protection in the industry and civil protection					
6	Global Economy					
7	Change management					
8	Microeconomic analysis					
9	Macroeconomic policy					
10	Econometrics and modeling of economic dynamics					
11	Pedagogy and teaching methods in high school					
12	Conflictology and management psychology					
13	Agrarian policy					
14	Methodology and organization of scientific research					
15	Accounting and reporting according to international standards					
16	Social responsibility					
17	Competitiveness of business activity					
18	Territorial economic management					
19	Motivational management					



2. Select the 10 disciplines that you think are most needed when studying in magistracy?

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3. Please indicate the names of the courses that you would consider expedient to include in the curriculum.

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4. Indicate your level of satisfaction with studying at the E&M Faculty of SNAU on the following indicators. Give an estimate on a scale from 1 (insignificant level) to 5 (very high):

	1	2	3	4	5
1. Business reputation, image of the Faculty					
2. Competitiveness of educational services					
3. Teaching staff					
4. Material and technical base					
5. Management system of the institution					
6. Internal infrastructure					
7. Quality of educational services (master's training)					
8. Scientific activity					
9. Training of scientific personnel					
10. Cooperation with public authorities					
11. Regional and international cooperation					
12. Content of the curriculum					
13. Using the latest, interactive teaching methods					

***II block – questions of professional skills and abilities obtaining positively evaluated E&M Faculty's activity 85% of respondents***

1. Evaluate professional skills of E&M Faculty graduates with five-point scale from 1 (low) to 5 (high):

	1	2	3	4	5
Level of general theoretical skills					
Level of basic (professional) knowledge and skills					
Strategic thinking					
Focus on the final results					
Ability to work in a team					
The ability to represent oneself and the results of work effectively					
Focus on career growth and professional development					
Skills in personnel management, teamwork					
Erudition, general culture, sociability					
Usage of information and communication technologies					
Maintaining business documentation					

2. Give your comment or wishes about the knowledge, skills and abilities that are provided during the preparing of masters at the E&M Faculty of SNAU:

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***III block – open questions that revealed difficulties during the graduates’ professional activities and suggestions on improving the professional training at the E&M Faculty of SNAU.***

1. What, in your opinion, should be key point in preparing masters in law at the E&M Faculty of SNAU:

- a) convenient training schedule;
- b) the opportunity to study free of charge (by public order);
- c) professional teaching staff;
- d) content of courses;
- e) loyalty to magistrates.

2. Which of the following factors, in your opinion, has the greatest impact on the effectiveness of a professional’s career and career development. Give an assessment on a five-point scale from 1 (low level) to 5 (high level).

	1	2	3	4	5
1. Level of general theoretical skills					
2. Level of basic (professional) knowledge and skills					
3. Strategic thinking					
4. Focus on the final results					
5. Ability to work in a team					
6. The ability to represent oneself and the results of work effectively					
7. Focus on career growth and professional development					
8. Skills in personnel management, teamwork					
9. Erudition, general culture, sociability					
10. Usage of information and communication technologies					
11. Maintaining business documentation					
12. Other (please specify):					

3. What would you like to improve on studying at the E&M Faculty of SNAU?

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**SWOT analysis of masters' training from the educational program  
"Economics"**

<i>Weak sides</i>	<i>Threats</i>
<ol style="list-style-type: none"> <li>1. Insufficient level of state financing of scientific activity, qualification improvement on the basis of international internship</li> <li>2. Insufficient volume of the state order for the training of students in economic specialties.</li> <li>3. Unfavorable demographic situation, increasing the level of youth migration.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reduction of the volume of the state order for the preparation of students during the following academic years.</li> <li>2. The changing situation of popularity of various specialties of the university in the labor market</li> <li>3. Negative demographic changes</li> <li>4. Strengthening competition among universities in the region</li> <li>5. Complicating the employment of graduates who do not have practical experience.</li> </ol>
<i>Strengths</i>	<i>Development opportunities</i>
<ol style="list-style-type: none"> <li>1. Increase of the cost of the university's fixed assets and constant improvement of the material, technical and information base.</li> <li>2. 100% connection of structural subdivisions of the University to the Internet and local networks;</li> <li>3. Low cost of providing educational services</li> <li>4. High level of professionalism of scientific and pedagogical workers.</li> <li>5. A close relationship with employers who have a fairly clear idea of the competencies that are important to successful graduate work.</li> <li>6. Constant training of scientific and pedagogical workers in leading universities of the EU and other countries of the world.</li> <li>7. The possibility for students to take business practice in EU countries and other developed countries of the world is guaranteed.</li> <li>8. High level of international activity and integration of SNAU in the international educational space.</li> <li>9. Transparency of the educational process and its quality, which will promote international activity and the formation of a positive image.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increasing the number of foreign students from around the world.</li> <li>2. Opening of the English language educational program</li> <li>3. Further introduction of modern IT in the management and educational processes of the university.</li> <li>4. Increasing the efficiency of using the existing potential of the university: an electronic library, the Internet, a park of computer equipment; introduction into the educational process of educational-methodical complexes placed on open electronic resources (eLearning, OCW, "Examinarium") SNAU</li> <li>5. Implementation and application in the educational process of modern analytical software - Diamond FMS and RISE</li> <li>6. Deepening of international cooperation and raising the level of proficiency of foreign language professors.</li> <li>7. Involving leading lecturers from the EU and other developed countries in the educational process.</li> <li>8. Activation of the participation of teachers in international programs, projects, grants.</li> </ol>