INDICATORS OF THE MAIN EDUCATIONAL PROGRAMS IN THE SYSTEM OF QUALITY MANAGEMENT OF EDUCATIONAL INSTITUTIONS

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In this paper the author considers the improvement of higher professional education management through the implementation of process approach, as part of the quality management system of education. Internal performance indicators for the implementation of major educational programs are suggested.

Each process has its input and output. Both in theory and in practice, the ins and outs of all processes must be harmonized. Logon process uses resources that it converts to the output, for example: people, information, documentation, material and other resources. It is obvious that each process is associated with cost and increases the cost resources that have been at the entrance of the process. PDCA cycle can be applied to all processes that involve planning processes, implementation processes, check through the measurement and control, and continuous improvement. University leader's processes could be Rector, Vice-Rector for activities or heads of departments.

The number of processes to share the work of the organization is determined by a number of factors. First of all, the degree of detail depends on the size of the organization. If the number of employees is within two hundred people, it is wise to use the traditional approaches to management. Processes can be divided into components that represent the execution of the individual types of work within the units. However, there may be cross-cutting processes run by different structural units.

In our opinion, re-entry process approach, based on the existing management system, seems quite useful. Practice shows that the linear functional system management of the Academy is best combined with overreliance on the process approach. Process approach allows you to identify management objects that need improvement. Eventually, all activities of an educational institution must be included in certain processes. This prevents duplication of functions between different managers and structures, and allows to identify activities for which no one is responsible. Process approach management of the Academy is seen as the system of processes.

The development of process approach is unique for each educational organization. Each University has its own specificity of management. Thus, the development process approach in each institution is its know-how. Only the approaches to the management system can be similar or even identical. Replication process approach is acceptable, when you create a network of similar organizations based on common principles. If you decide to implement the process approach, the educational institution should be described and all its functions systematized; otherwise some of them may lack process control. If they are actually superfluous for higher education, this can be seen only as a positive factor.

All core processes in the Academy must be organized in the process chart, and each of the processes has to have certain requirements. The process of implementing the basic educational programs, for example, starts with the consumer, and end user. You must train all staff as part of the introduction of quality systems for the analysis of each process and identify the opportunities for improvement. Continuous improvement is one of the most important principles of quality system.

To control the processes criteria and indicators for measuring the quality of the process must be developed. The results of the activities of an educational institution have to be measured by indicators that are centrally installed. All the indicators can be divided into two groups. The first group evaluates the potential of the Academy and its capacity to provide high qual-

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ity educational process. The second group of indicators allows to evaluate feature performance of the Academy for achieving high quality education and competencies of its graduates. The evaluation is carried out with two groups of indicators: self-assessment and the results of external examination. The results of external expertise eventually determine the status of an educational institution. To confirm the correctness of the conclusions the characteristics of the Academy received by polling external users (students, graduates, employers, education authorities and others) must be applied.

Let us consider the indicators in relation to the major factors of success and business processes of the Academy. Critical success factors for the Academy, in our opinion, are: orientation, quality educational services, control of costs, and motivation of personnel. Let us consider, for example, the four factors of success on the basic process of Siberian Academy of Law, Economics and Management . Consider the process 2.4. 'Implementation of the basic education programs'. The main activities are: scheduling of the educational process; drafting training load; teaching sessions; the monitoring of the schedule; the organization of state attestation of the graduates; organization of practices. In terms of consumer-oriented approach, the important indicators are:

1. Number of claims by the students.

2. Timeliness of information on schedule (Internet, stand, telephone).

3. Preparation of documents for enabling students to the session.

4. The experience of staff in the process of information exchange.

The parameters that can be important, in our opinion, in terms of quality of services, are the following:

1. Exam schedule.

2. Percentage of transcript.

3. The time required to respond to a complaint.

4. The number of administrative errors.

5. The number of solved problems in unit time.

6. The percentage of statistically controlled processes.

7. The percentage of innovative technologies (computer, training).

8. The percentage of specialists with the suitable profile.

9. The percentage of employees who lack essential skills.

10. The percentage of staff with the necessary skills.

11. The level of quality training documentation = (number of forms - number of forms with errors/number of forms * 100%.

12. The percentage of feedback on quality.

13. The percentage of return schedules (the number of errors and deviations from the regulations).

14. The experience of employees in the process of information exchange.

In terms of control over costs the important indicators are:

1. Costs per applicant.

2. The percentage of termination of education contracts during the training process.

3. The number of students per employee.

4. The expenses on training managers.

5. Personnel training costs.

6. The percentage of sick leave.

7. Costs associated with fixing.

8. Expenses for training on quality control issues.

9. Cost of quality control.

In terms of personnel motivation the important indicators are:

1. The costs of staff training.

2. The level of salary.

3. Awards for communication with customers.

4. The percentage of employees who are skillful and efficient.

5. The percentage of employees who consider their work interesting.

6. The number of proposals per employee.

7. The number of implemented proposals.

8. The percentage of turnover.

9. Average time of service in one position.

10. The percentage of employees, whose personal aspirations coincide with the objectives of the Academy.

These indicators may become milestones to achieve improved business processes.

GOST; ISO 9001 - 2008. Quality management system. The requirements : Standartinform, 2008.