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**THE ROLE OF EDUCATIONAL PROCESS EVALUATION IN QUALITY  
MANAGEMENT SYSTEM OF HIGHER EDUCATION**

*The article has analyzed basic evaluation principles of educational processes and described its basic models. There has been substantiated the role and importance of evaluation in quality management system of higher education. It has been concluded that the competency approach, results evaluation in implementing practice-oriented educational programs, close cooperation of the teaching staff with business ideas will provide implementation of student-oriented training.*

**Keywords:** *education evaluation, quality management of educational activities, competence approach, student-oriented training.*

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**РОЛЬ ЕВАЛЮАЦІЇ ОСВІТНІХ ПРОЦЕСІВ В ОРГАНІЗАЦІЇ СИСТЕМИ  
МЕНЕДЖМЕНТУ ЯКОСТІ ВНЗ**

*У статті проаналізовано основні засади евалюації освітніх процесів, охарактеризовано основні її моделі. Обґрунтовано роль та значення евалюації в організації системи менеджменту якості вищого навчального закладу. Зроблено висновок про те, що компетентнісний підхід, евалюація результатів впровадження практико-орієнтованих освітніх програм, тісна співпраця професорсько-викладацького корпусу з представниками бізнесу забезпечуватиме реалізацію ідеї студентоцентрованого навчання.*

**Ключові слова:** *евалюація освіти, менеджмент якості освітньої діяльності, компетентнісний підхід, студентоцентризм.*

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**РОЛЬ ЭВАЛЮАЦИИ ОБРАЗОВАТЕЛЬНЫХ ПРОЦЕССОВ В  
ОРГАНИЗАЦИИ СИСТЕМЫ МЕНЕДЖМЕНТА КАЧЕСТВА ВУЗа**

*В статье проанализированы основные принципы эвалюации образовательных процессов, охарактеризованы основные ее модели. Обоснована роль и значение эвалюации в организации системы менеджмента качества высшего учебного заведения. Сделан вывод о том, что компетентностный подход, эвалюации результатов внедрения практико-ориентированных образовательных программ, тесное сотрудничество профессорско-преподавательского корпуса с представителями бизнеса и обеспечивать реализацию идеи студентоцентризма в обучении.*

*Ключевые слова:* *евалюації образования, менеджмент качества образовательной деятельности, компетентностный подход, студентоцентризм.*

**Problem statement and its connection with important scientific and practical tasks.** Significant transformations in the political, economic and social spheres distinctive for the current life stage of Ukrainian society development have greatly actualized issues related to improving the higher education quality and its competitive level in terms of integration into the world education space. The concept "quality education" has become the research subject in various fields of knowledge, social, economic and political debate. Nowadays higher education in Ukraine is under the most intense period of its modernization, due to the introduction of competency approach in educational standards and the introduction of multi training. Usual training models of higher education applicants, their structure, priorities and legal activities are subjected to significant changes. Their conditions for implementation and their consequences require careful monitoring, analysis and forecasting as part of evaluation work.

Evaluation formation and development in education is related to global changes taking place at the present stage of human development. These changes are often turbulent and unpredictable. Therefore, functions, methods, procedures and management technologies are now widely implemented in various activities, including education. Throughout the world the paradigm of management theory is approved in education, which includes a systematic approach, strategic management priority of the socio-economic system development, monitoring and benchmarking. All these allow planning innovation effects, managing quality education, assessing the risks of management decisions, allocating human resources effectively and introducing new information technologies. Educational process evaluation plays a significant role in education decision-making, assessment and prediction of effects. This evaluation has been currently introduced in many countries with highly developed education systems. In the US and Canada there have been organized the Association of Appraisers – American Evaluation Association (AEA) [10] and Canadian Evaluation Society (CES) [12], bringing together teachers, administrators and other social workers from various countries. There are also conducted annual conferences, published scientific books, encyclopedias and magazines concerning the evaluation problems in education. Overall evaluation is a necessary component of modern educational systems, many modern problems of education cannot be solved without it.

In modern research, the leading foreign and domestic scientists understand by the term educational activity evaluation not only the process of evaluation. The content of education evaluation concept today includes the entire set of processes and results of evaluation, analysis and forecasting in the context of a systematic study of the educational activity effectiveness as the basis to make informed management

decisions to improve the education quality. The area of decision-making in this interpretation also applies to the evaluation area, so quality management education is not only the scope of evaluation results, but its performance target, ensuring indissoluble context of both processes.

The topicality of evaluation in the field of higher education is being enhanced by modern paradigm of management theory in the development of socio-economic systems based on strategic priorities, information and communication resources and monitoring. Nowadays the fact can be stated that the practice of national higher education consists of problematic situation, influenced by the scientific basis for quality management and it is necessary to introduce theoretical, methodological and methodical evaluation bases. They would be guided by the creation and use of cause-conditioned logical models and information flows and innovative evaluation technologies in providing educational programs and projects to reform higher education.

World experience shows that in terms of reforming higher education it is necessary to increase the efficiency of management actions being considered as a catalyst for implementing educational innovations. Understanding the importance of the educational innovation management is reflected in the scientific substantiation of quality management education based on strategic evaluation development. Evaluation requires scientific, organizational, logistical and financial investments and therefore is useless for the analysis of established processes in education, as its results and effects are completely predictable, so they do not require any additional effort on the research results and consequences. Evaluation is usually referred to when it comes to the modernization of education to improve the results quality that is based on the introduction of new educational programs and projects. It means cases when it is necessary to gather information on the results of innovation and take effective management decisions as to the correctness choice of methods and ways of their implementation in order to obtain optimal results. Thus, with respect to the three components of decision making in the education quality management (gathering information, searching options and choosing the best way) evaluation performs support functions at all stages of the process.

**Analysis of recent publications on the issue.** The analysis results of the development history of evaluation theory and methodology allow distinguishing several stages:

- I stage (1960–1970s) – the central place is given to the paradigms of positivism and postpositivism, and evaluation processes are dominated by measure on a quantitative level (Campbell, Cook, Doren, Reichardt, Rallis et al. [11]);
- II stage (1980s) – constructivism and its quality measurements are dominated (Guba, Heshusius, Lincoln, Smith et al. [13, 14, 16]);
- III stage (1990s) – biparadigm evaluation methodology is developing based on pragmatism and philosophical roots of pragmatism and neopragmatism (Mertens,

Patton, Tashakkori, Teddlie et al. [15, 19]) and broad dissemination of transformism ideas (Eichler, Harding etc.);

➤ IV Stage (2000–2010) – the management theory and the decision-making theory became evaluation methodological basis and biparadigm measurement methodology was also developed in education (Stufflebeam, Patton, Sanders, V. Zvonnikov, M.V. Huskova et al. [4, 15, 18]).

During the evaluation development in the middle of the first decade of the XXI century Stake and his followers joined some elements of evaluation different models, based on different paradigms, and made models in so-called evaluation review. It is focused on identifying discrepancies between the results of the projects or programs, and certain requirements for standards necessary to ensure the quality and validity of evaluation results as well as administrative decisions taken by its results [17]. The standards, in their opinion, should be developed according to expectations and criteria of various professionals and public representatives belonging to the group of stakeholders in the effective implementation of the project or program and observational values should represent results obtained actually after the completion. Evaluator's work consists of identifying, evaluating and justifying the extent to observational values obtained in the project or program, with standards-based methodology combining quantitative and qualitative methods in evaluation.

In general, with this approach can be agreed with, because it takes into account not only the results matching education and standards, but the standards themselves are not considered to be constant. They are the result of continuous monitoring of stakeholder requests, which can be changed according to economic, social and political changes of the environment. Thus, this approach to the model and design of evaluation in innovative educational programs and projects, in our opinion, is the most objective and appropriate to the realities of modern enhancing turbulence and unpredictability of all global processes. However, a number of issues to determine the role and place of methodological and practical aspects of evaluation implementation into the organization of the quality management system of higher education is still insufficiently studied and requires further research and methodological development and justification.

**The purpose of the study, presentation of the main results and their justification.** The article aims to study the scientific and practical value of educational innovation evaluation, to determine its functional role in the context of the organization of the quality management system of higher education.

Active processes of reform, a number of innovations to modernize higher education in Ukraine give rise to the actual need to improving the quality management system of educational activities, developing its methodological and scientific analytical tools, drafting all necessary components for effective management reform and modernization of higher education.

Evaluation in education covers a wide range of theoretical, methodological and practical work on the systematic study of the values and qualities of positive

education candidates, analyzed on the basis of a common methodology combining quantitative and qualitative methods to track the nature and dynamics of change. So evaluation in higher education has the following areas of analytical and assessment activities:

- defining objectives and methodological approaches;
- developing logical or mathematical models;
- choosing methods for getting and analyzing information;
- designing the research;
- identifying methods for processing and interpretation of data during their analysis for decision-making to improve the education quality.

As the term "evaluation" is located at the junction of pedagogy, psychology, economics, management and other sciences, its theory is interdisciplinary. The use of quantitative methods in evaluation involves the use of mathematical and statistical apparatus, meta-analysis, variance analysis, factor analysis, etc. The theory of quality management education enriches evaluation by synergistic and procedural approach when analyzing objects in evaluation. In use qualitative methods of gathering information involved experts used questionnaires and interviews. Measuring performance of higher education institutions usually involves analysis of the ratio of financial expenditure on education and their impact, as in evaluating the effectiveness of investments using different cost models and quantitative methods for the analysis of socio-economic projects. How evaluation with the management of the quality of education inevitably leads to the need for quality standards ISO 9000 and EQUIS.

The main purpose of educational process evaluation is an opportunity to get information that contributes to the continuous improvement of quality management education based on the implementation of innovative project or program both during implementation and at the stage of completion and is to assess the compliance of the results according to the obtained goals. In addition, it is equally important to get information about the unpredictable consequences of implementation of the educational program or project, both positive and negative, based on the new information, which was not expected. The unintended consequences that become obvious not during the work to modernize education, but only during the evaluation, often they are very useful for the further development of the project or program for their correction in the right direction. So evaluation not only provides base knowledge of management solutions in multicriteria tasks of optimal solutions, but also allows predicting the consequences of various innovations in the educational activity.

Exploring the phenomenon "quality of education" in the context of management problems, it is important to distinguish the process and the result, as their approaches to regulation, improvement and evaluation are often designed in different paradigms. Solving the problems of improving the quality of education outcomes in many countries traditionally for many years the target paradigm is being

based on. The requirements for the quality of the results of European higher education are presented in the documents of the Bologna process. In the construction of quality management education based on international standards ISO 9000 another paradigm is widely used, the process approach, which is the dominant methodology in monitoring the composition and quality of educational process functioning to be documented in universities.

According to the requirements in the process approach of quality management system there should be regularly monitored the structure and operation of processes which are to be documented in accordance with ever-changing customer requirements, activities of educational organizations and educational strategy. The necessary degree of compliance with the standards of real processes documented their use in education, which is based on efficiency, effectiveness, risk and competence of personnel to draw conclusions about the quality of the education process.

Since the late 1990s in a number of countries with highly developed education systems (US, Australia, Canada, Netherlands etc.). has been spread as dynamic model that does not give priority to either process or target paradigms. In the dynamic model the quality is considered as improvements in processes and results of education. Basing on the dynamic model there was developed a set of quality standards to improve the quality of education aimed at quality control problems in education, as exemplified by the European Quality Improvement System (EQUIS).

Referring to a dynamic model to establish a system of quality management in higher education, it is necessary to accumulate data on the dynamics of changes of students educational achievements, the results of new educational programs implementation, fulfilment and support for innovative projects to modernize the educational process, personnel changes in higher education, etc. If these changes demonstrate positive growth, it can be concluded about an effective quality management education at universities. The estimated speed of changes taking place in higher education on the basis of efficiency, financial cost, effectiveness and risk decision making and competence of teaching staff, will allow making more informed management decisions.

According to modern approaches towards the development of standards in higher education in a dynamic model of quality management of institutions, one of the most important items in evaluation should be a set of competencies which students acquire during training. It should be mentioned that the use of competency approach in all aspects of educational activity contributes maintenance of stable connection between education outcomes and labor market needs, which is important for improving the quality of education. In addition, a focus on learning outcomes, defined in the form of professional competences, increases the freedom of choice of educational programs for schools, teachers and students. The interdisciplinary nature of competencies breaks the existing structure of higher education, for example, switches from the usual teaching certain disciplines to introduce interdisciplinary modules. Today it can be said that the biggest advantage of the competence approach is

to eliminate the boundaries between the quality requirements set by the academic community, the labor market, society and the state. Students regard a competence as a basis for further success in the profession, teachers – milestones in their work, employers – desirable and popular life results of education, and government agencies that oversee the quality of education outcomes, perceive competences as standards in evaluating the quality of the performance of higher education institutions.

All mentioned above requires urgent necessity to summarize the main principles of the educational process and results of implementation of competent approach. These results include the need to implement the requirements of the competency-based approach of continuous innovation in education; constant improvement of the level of scientific potential department; strengthen interdisciplinary connections and putting into practice of interdisciplinary courses of study; strengthening contacts with employers and establishing practices to communicate with alumni.

The implementation of these principles in higher education institutions is not reached easily. It requires a breakdown of the established ideas about the structure of the university, drains between departments and teachers, mass training of teachers, individualization of educational trajectories of students, and most importantly - the adoption of a competence approach as benchmarks in teachers' educational activities. As part of the requirements of a competence approach academic staff fall into the unusual situation when they have to fight for the student contingent, trying to make lectures and methods of work with students exciting, introduce interdisciplinary ideas in the course content, not revising the contents of textbooks.

All these processes take place nowadays in the leading universities of Ukraine, because they are centers of innovation reforms, implementation of educational programs of new generation projects to reform and modernize the educational activity. Kyiv National University of Technologies and Design is not an exception, which actively implemented leading principles of the system of quality management education and has received significant positive results – the university has received a certificate of conformity to the quality management system with the requirements of the standard ISO 9001: 2015.

The next necessary step in the development of the quality management system of education of the university has become a gradual introduction process of educational activities evaluation, including educational programs and innovations as a necessary factor in the assessment of student learning outcomes and acquisition of relevant skills.

Thus, the object of evaluation was the assessment of the introduction of new educational programs at the Faculty of Economics and Business of KNUTD. The purpose of this process is to rethink the format of theoretical and practical training of students and taking into account existing deficiencies to correct them. The evaluation survey was conducted through four major focus groups – students, employers, graduates and academic staff. The key issues asked were associated with the state of

the process, the problems that arise, and suggestions for improving the theoretical and practical training. As a result of the survey the following conclusions were done:

- sharing views on the prognostic nature of education that has to be taught ahead, academic staff of the Faculty of Economics and Business of KNUTD adjust curricula and programs of disciplines. They can do it including business objective processes of reform and management paradigm in Ukraine, significantly improving their substantive content and lecture introducing innovation forms of training in seminars and workshops;

- forming educational programs with new specializations is taking place on consideration of the following main factors: the unique nature of some bachelor programs as related majors so far only existed in Ukraine at the level of master's programs. And introducing undergraduate programs in these areas has become a mechanism for bridging the gap between science and education. This includes the introduction of new specializations in the Bachelor such as "IT-accounting", "Corporate accounting and taxation", "Business Marketing and Communication", "Innovation Management", "Economics of fashion industry" etc;

- introducing new, practice-oriented degree programs at Master's level such as "International business and commerce", "International accounting and audit consulting", "Management accounting and tax advising", "Business Intelligence", "Innovation management" "Financial management in business". All these provided an opportunity to continue the structural and logical scheme of training specialists of the highest qualifications for certain professions and specializations that are in high demand in today's job market both in Ukraine and abroad;

- there is a need to harmonize the content of educational programs and innovative methods of implementation with the objectives of national business owners to be constantly evaluated in modern conditions of certain unpredictability of economic processes. Today a business should facilitate the development of social capital of the country and act as a platform for students' additional theoretical baggage, first experience, practical skills and ultimately professional start. This approach is a major lever in the mechanism of implementing the idea of student-oriented training and evaluation educational integration process carried out by graduating departments of the Faculty of Economics and Business of KNUTD with the national businesses cooperation.

**Conclusions and recommendations for further study.** Research evaluation experience of the introduction of Bachelor and Master Degree programs of new generation based on competence approach, interdisciplinary mobility and collaboration of employers with graduating department of the Faculty of Economics and Business, opens the possibility of implementation of modern approaches student-oriented training into practice. The integration projects as the joint development of educational programs enriched teachers with the methods of cooperation in the "triangle" – business, education and the students. Practical implementation of joint responsibility of business and education in developing future professionals has

become possible in terms of increasing the autonomy of university education, enabling graduating department form unique educational products and programs created according to the needs of business, raise the professional level of the teaching staff, motivate students to improve themselves. This approach requires a systematic implementation, improvement and thematic expansion through constant evaluation of these processes. It offers great opportunities to ensure the release of the leading positions in the global educational and professional field and integration with the global scientific and educational society, carefully preserving national and corporate achievements, values and traditions elaborated at the departments and the university as a whole.

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