

SELF-ASSESSMENT AS A TOOL FOR ACHIEVING EXCELLENCE IN HIGHER EDUCATION

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Abstract

Purpose – This paper investigates the fundamentals of self-assessment as a tool of Total Quality Management and examines its potential for *achieving excellence in higher education/improving performance of higher education institutions*.

Methodology/Approach

The paper advances the methodological fundamentals of self-assessment of organizational performance. The different types of organizational measurement procedures in the field of quality management have been examined. The special attention has been paid to the self-assessment as one of the key tool of quality management. The prove has been proven to the principles of self-assessment and the main approaches to understanding the essence and mechanism of the self-assessment implementation have been distinguished. A new definition of the self-assessment has been given on the basis of TQM philosophy and with the focus on effectiveness, strategy and development. Theoretical theses have been supported with the investigation of Mordovia State University experience of self-assessment implementation for evaluating the organizational performance. The results obtained allowed to reveal its advantages and shortcomings and to substantiate the conditions of successful integration of self-assessment with the evaluation system of the University diffusing the TQM principles throughout the organization.

Findings – The paper result has been theoretical and applied findings. The paper summarizes the main approaches to understanding the essence and mechanism of the self-assessment implementation and gives the following definition: self-assessment is as a systematically carried out process of revealing the strengths and competitive advantages of organization, as well as areas of improvement on the basis of fulfilling the fundamentals of the TQM philosophy and definite models of a excellent organization with the aim of increasing effectiveness of the development strategy. The paper discusses the comparative characteristics and key principles of self-assessment as a measurement tool. The applied results of the paper allow to reveal advantages and shortcomings of self-assessment as compared with traditional types of the activity assessment applied at the University. The implementation of self-assessment in the University requires achieving a certain stage of management maturity but it cannot substitute the whole assessment system of the organization. Moreover systematic use of self-assessment requires its integration with the given system providing reciprocal addition and succession of separate types of higher educational institution performance assessment allocating between them spheres and levels to be assessed. It is also necessary to improve organization mechanism for carrying out different types of assessment: firstly, for reducing cumulative administrative load on the basic subdivisions – chairs; secondly, for forming informational basis of making decisions in the field of performance improvement on all the levels and spheres of management.

Originality/Value

1. This paper broaden the methodological basis/approach of self-assessment by integrating it with the key TQM principles.
2. This paper researches the specific features, advantages and results as an integrated part of evaluation system in organization with the main attention paid to the implementation of self-assessment in higher education institutions.

Research Limitation/Implication

To benefit from implementation of self-assessment in the field of higher education the further adaptation of contemporary criteria models is needed to broaden the scope of evaluation in higher education institutions and strengthen motivating and control functions of self-assessment.

Key words

quality management, types of assessment, self-assessment, principles and stages of self-assessment, strategic planning

Paper Type Research paper

One of the principles of quality management is continuous improvement of the organization performance. This principle means that optimization of the organization productivity and effectiveness needs its work to be carried out on the basis of management of knowledge in the conditions of the created culture of quality, innovation and improvement. Continuous improvement is impossible without periodic analysis of the available potential and the results achieved, which causes the necessity of applying such tool as “self-assessment”. The term “self-assessment” came to the management theory and practice from psychology, where it was used within the framework of personology – science dealing with the structure of man’s personality. The term “self-assessment” as “the image of himself” was first proposed by William James in 1890 in his book “Fundamentals of Psychology” devoted to the theory of personality (James, 1990). The author distinguished physical, social and spiritual personality and studied feelings and emotions of a man evoked by these elements or his self-assessment which he divided symbolically into “self-satisfaction“ and “self-dissatisfaction”.

Since the end of the 20th century category of “self-assessment” as “the image of oneself” with some amendments has been applied to the organization, its business processes and performance.(Table I).

Table I – Comparative Analysis of Personality Self-Assessments and Organization Performance

Category	Self-assessment of Personality	Self-assessment of the Organization Performance
1. Aim	Revealing one’s merits and disadvantages for self-perfecting and positioning in society	Revealing strengths and areas for improvement, searching possibilities for increasing competitiveness
2. Object	Personal traits and possibilities	Performance of the organization; its structural subdivisions and personnel
3. Subject	Person subjected to self-assessment	The organization personnel subjected to self-assessment and/or a third party
4. Result	Integrated personal assessment, elaboration social relations and the key line of behavior	Integrated assessment of performance, elaboration of strategy for improving the organization productivity and effectiveness

Some researches believe that the appearance of organization self-assessment is connected with the appearance of quality awards (Maslov, 2005). However application of the category “self-assessment” to business processes and organization performance in 1951 within the framework of E.Deming’s Prize was not an absolutely new research technique since many published analyses and reports on the results of self-assessment of organizations and assessments of their financial, production and sales processes date from the end of the 19th – beginning of the 20th century. This allows to relate self-assessment to one of the types of measuring the organization performance. In our opinion quality awards contributed to popularization and development of this tool but not to its appearance.

Besides self-assessment there are a whole range of organization performance examination tools implemented in quality management: (Kurakov, Danilov, 2002).

- assessment – correlation of the object with the accepted criterion, model or norm; determination and analysis of qualitative and quantitative characteristics of the object and the process of management of organization performance;
- inspection – single control activity or examination of the state of affairs in a certain sphere of organization activity; confirmation by means of expertise and objective proofs that the established requirements have been met;
- control – activity including making measurements, expertise, tests and assessments of one of the object characteristics and comparison of the results with the established requirements to determine the correlation between them;
- audit – control of the mechanism and structure of the organization management on the basis of the accepted standards, norms, laws and principles; there is audit of the first party (carried out by the manufacturer or in his name), audit of the second party (carried out by a customer of production or in his name) and audit of the third party (carried out by independent organization);
- self-diagnostics – measurement of indices characterizing the basic components of the company activity in order to reveal probable areas for improvement at the present moment;
- organizational diagnostics – audit of the organizational system, inspection carried out in order to reveal problems of organizations and interconnections between them.

Using the Ph. Crosby approach it is possible to define the extent to which different types of measurement are being applied in Russian companies depending on their maturity stage (Table II).

Table II – The Application of Different Types of Measurements in Russian companies

Type of Measurement	Maturity Stage				
	Uncertainty	Perception	Enlightenment	Wisdom	Certainty
Assessment	–	–	–	–	X
Inspection	–	–	–	–	X
Control	–	–	–	–	X
Audit of the First Party	–	–	–	X	0
Audit of the Second Party	–	–	X	0	0
Audit of the Third Party	–	–	–	X	0
Self-assessment	–	–	X	0	0
Self-diagnostics	X	0	0	0	0
Organizational diagnostics	X	0	0	0	0

Signs: dash - the stage passed; X – application of the given type of measurement corresponds to a definite maturity stage; O – the stage not achieved.

Therefore at the present time along with such traditional types of measuring as assessment, inspection and control, audit of the first and second party as well as certification of quality management systems are widely applied. Gradually self-assessment is becoming popular. At the same time assessment oriented on studying satisfaction of customers and audit of TQM remains at the stage of perception. The stage of uncertainty reflects the extent of using self-diagnostics and organizational diagnostics. It means that in the most organizations there are the lack of understanding of the necessity and possibility of their application.

Self-assessment as a measuring procedure of the organization performance in the sphere of quality management is closely connected with the concept of auditing which consists of a set of rules, making it possible to achieve definite aims and receive confirmation that these rules are applied correctively.

Originated from the quality audit, self-assessment of the organization performance has its own distinctive features today (Table III).

Table III - Comparative Analysis of Quality Management System (QMS) Audit and Self-assessment of the Organization Performance

Comparative Characteristics	QMS Organization Audit	Self-assessment of the Organization Performance
1. Spheres of measurements	Separate well adjusted spheres of the organization activity (QMS process and elements)	The total organization performance in the sphere of quality management. Integrated tool for assessing TQM-model and QMS organization
2. Aim of measurements	Assessment of correlation of the organization performance to the previously established rules and standards	Assessing the state of the organization and revealing its correlation to its destination. Assessing the productivity and effectiveness of the organization and the maturity level of its QMS
3. Objects of measurements	Measurement of characteristics which can be assessed with a only a certain degree of objectivity	Measurement of “intangible” characteristics difficult for assessment
4. Measuring technique	Well elaborated and adjusted technique	Well elaborated typical measuring technique which requires additional adaptation for each particular organization and personnel training
5. Degree of involving the personnel in the measurement process	Low. Assessment is carried out by a limited number of experts and auditors	High. Assessment presupposes involving all workers of the organization increasing the responsibility and functions of the leaders and personnel.
6. Actions undertaken on the results of measurement	Making conclusions on all the audited items on the basis of statistical assessments and selections. Selection from the list of standardized corrective actions for improving the organization activity	Individual determination of the potential for improving the organization performance

Self-assessment has a wider sphere of application covering all the activity of the organization and involving all the workers. There arise additional difficulties connected not only with increasing number of the object features to be assessed, but also with the necessity of taking into account a lot of “intangible” characteristics hard for measuring and assessing. Typical examples of spheres where “intangible” factors prevail are managing processes and in particular processes of personnel management, the existing organizational culture, problems of leadership. At the same time successful organizations differs from the rest ones mainly by determination “intangible” characteristics, therefore they must be taken into account as the objects for assessment. Self-assessment differs from QMS audit by more distinguishing diagnostic character and special attention to business processes. Naturally the system range of these assessments is wider. Their regularity contributes to developing corporate culture of the organization and at the same time increases its tangibility in understanding its own processes and systems, as well as necessity of corrections for improving its activity.

It is these features that allowed the assessment to become one of the key instruments of the TQM concept paying main attention to a man, social aspects of management and developing the ideas of quality management system, the object of which is not only production but personnel processes and performance of the organization as a whole.

Evolution of the category “organization performance self-assessment” is directly connected with formation of the humanistic management based on the TQM principles and methodology of excellence. Therefore self-assessment of the organization performance principally differs from

other instruments of quality measurement, first of all because it requires involvement of all the enterprise personnel. Within the framework of self-assessment every worker is involved in the improving process and makes a certain contribution to the analysis and diagnostics of the organization performance.

The key principles of organization performance self-assessment activity are given in Table IV.

Table IV - Key Principles of Organization Performance Self-assessment

Principle	The Application of the Principle within the Framework of Organization Performance Self-assessment
1. Results orientation	Most organizations are aware of their financial results but this is not sufficient. Self-assessment allows the organization to measure and forecast needs and requirements of their clients, partners, shareholders, society as a whole, analyze their opinions, study experience of other organizations, collect and process information on the existing and future stakeholders.
2. Customer Focus	The purpose of conducting self-assessment of the organization performance is to increase competitiveness of the organization and satisfaction of customers. Most self-assessment models contain the criterion "customer results" as the most important one.
3. Leadership and Constancy of Purpose	Leaders of the organization must be initiators, organizers and active participants of conducting self-assessment as well as make well grounded decisions according to its results.
4. Management by Processes and Facts	In the course of self-assessment emphasis is made on the analysis and improvement of performance and processes in theof organizations. The results of self-assessment represent objective quantitative and qualitative characteristics reflecting organization strengths and areas of improvement. Effective management decisions are to be made and carried out on the basis of self-assessment results.
5. System approach	Self-assessment and its results play a certain role for the organization as a system as well as for its processes and system levels (in this case we speak not about hierarchical levels, but for instance, about the level of an individual, working groups, subdivisions and the whole organization).
6. People Development and Involvement	This principle is carried out by means of teaching the personnel methods of self-assessment of the organization performance; involvement of employees and groups responsible for its conducting according to various criteria. Thus involvement of the personnel in the process of improvement of the organization performance is carried out.
7. Continuous Learning, Improvements and Innovation	Continuous improvement of the performance is achieved also by systematic carrying out of self-assessment. First of all information is collected. Then analyzed, and after that priorities for carrying out further improvements are determined.
8. Partnership Development	Self-assessment allows to reveal spheres of partnership which require further development and improvement; partners may also be interested in the self-assessment results.
9. Corporate Social Responsibility	Self-assessment contributes to social responsibility of the organization in local and in global scale. Most models of self-assessment include the criterion "society results" which provides examination of various social initiatives and solution of environment protection problems.

Standard ISO 9004:2000 “QMS. Guidance for Performance Improvement” contains the following definition of self-assessment of the organization performance: self-assessment is a comprehensive assessment resulting in opinions or judgment on the organization effectiveness and the maturity level of the quality management system. Despite this definition at the present time one cannot speak about the existence of a single approach to understanding the essence and mechanism of the self-assessment implementation as well as the reaction of the organization on its results. As a whole we can distinguish the following groups of approaches formed in the modern practice of quality management:

1. Self-assessment as a comparable analysis as compared with the best organizations, some model or standard. This approach possesses some difficulties of choice of a model as well as uncertainty of application of the self-assessment results.

2. Self-assessment as a necessary instrument to apply for the Quality Award. This approach is very wide-spread, however it reduces the role of self-assessment in the process of improving the organization performance.

3. Self-assessment as a diagnostic method of the organization performance review and determination of perspectives of its further development. In this case self-assessment is necessary for revealing strengths and areas for improvement of the organization, possibilities possessed and threats which prevent from realizing these possibilities. Complying as a whole with the content of this approach it is necessary to note its certain limitation. Diagnostics is carried out in the basis of comparison with the planned indices or indices achieved for the last periods of time. The organization here verifies changes made, not comparing its position with the position of environment.

4. Self-assessment as one of the stages of improvement of the organization performance. This approach in fact does not contradict any of the above mentioned ones, includes them as integral parts and is the most integrated and generalized one.

Summarizing these approaches let us determine self-assessment of the organization performance as a systematically carried out process of revealing the strengths and competitive advantages of organization, as well as areas of improvement on the basis of fulfilling the fundamentals of the TQM philosophy and definite models of a excellent organization with the aim of increasing effectiveness of the development strategy.

Self-assessment provides such advantages as:

- receiving objective assessments based on facts, but not on personal perception of personnel,
- appearing a powerful catalyst of quality improvement allowing to reveal and analyze processes in which improvement can be made or priorities for improvement can be established,
- coordinated understanding of what the organization, its subdivisions and each employee must do under the terms of organization policy and strategy,
- training the personnel to use the TQM principles; professional development of the personnel,
- introducing different initiatives and advanced methods of quality management in every day activity of the organization,
- determining the depth of changes taken place since the moment of conducting the previous self-assessment,
- possibility of recognizing and stimulating achievements of subdivisions and employees,
- possibility of comparing with the best results achieved both in this organization and in competitive organizations.

One of the advantages of self-assessment is universality of this method, possibility of its effective application in any organization regardless of the sphere and types of activity. Higher educational institutions are not exceptions. At the present time one of the trends of providing higher education quality is to transfer accent from procedures of external quality control of the educational process and its results on the basis of national systems of certification and accreditation to internal self-assessment of higher school activities based on criteria of one of the existing models. In this

way responsibility for the quality of the activity performed is completely laid on the higher educational institution itself and it also leads to decreasing the amount of resources used for external expertise.

The Mordovian State University while being a classical University is one of the largest higher education institutions in Russia and also the regional, scientific and cultural centre. It trains students in a wide range of professional programs (79 specialties). The Mordovia State University employs 83 % of scientific and pedagogical personnel in Mordovia. There are 12 faculties, 7 institutes and 3 branches in the University. The University students account for up to 65% of the Mordovia student contingent. It proves that the present and future of higher education in the republic is connected with the development of the Mordovian State University. Quality of education has been in focus during many years of its existence.

For the years of its existing the Mordovian State University has formed a traditional system of the activity assessment that covers educational process, scientific research and non-academic activities. The assessment is carried out at all levels of university management (Table V).

Table V. - Information on the Main Types of Internal Assessment in the Mordovian State University

№	Assessment Type	Content	Responsible Subdivision	Periodicity	Aim
Collection of Information about Customer Satisfaction					
1.	Questionnaire of students tutors, employers and entrants to the University	Assessment of requirements and satisfaction with the main components of the education quality	The Quality Management Department	Annually	Revealing requirements and satisfaction of the parties concerned
2	Questionnaire "Tutors as seen by students"	Assessment of professional and personal traits of tutors	Student Council	Annually	Assessment of satisfaction of students with quality of work of particular tutors
Performance Reports					
3.	Report on fulfilling the planned tasks	Scientific research activity; Educational activity; Publishing activity	Department of Economic Planning	Annually	Control over fulfilling the plan on accreditation indices
4.	Report on publishing activity	Publishing text-books, monographs, articles, methodical instructions	Library	Quarterly	Control over fulfilling plans on publishing educational, methodical and scientific literature
5.	Report on intermediate, current and final student examination	Results of examination of students groups, courses, specialties and departments	Educational and methodical department	According to intermediate and current examination – once in a semester;	Monitoring of specialists training quality

				according to final examination – once a year	
Ratings					
6.	Rating of chair and department	Staff, educational, scientific research and publishing activity	Educational and methodical department	Quarterly	Comparison of chairs and departments on the degree of providing educational process with scientific and pedagogical resources
7.	Rating of a tutor / chair / department	Teaching work; scientific work; work with students; publishing activity; personnel training; advancing qualification	Department of scientific and innovational activity	Annually	Revealing employees having the highest results of activity; determination and rating on this basis the most successful subdivisions
8.	Rating of scientific research and innovation activity	Scientific publications. Training scientific and pedagogical staff. Membership in scientific organizations. Financing scientific work; scientific activity results; students' scientific work. Influence of scientific work on educational process. International activity	Department of scientific and innovational activity	Annually	Ranging subdivisions according to the results of scientific work
Complex Activity assessment					
9.	Self-inspection	Training system of specialists. Content, structure and quality of training of specialists. Quality of scientific and methodical work. Quality of methodical, librarian and informative	Educational and methodical department	Once every 5 years	Assessment of the degree of correlation of the activity to requirements of the national standards in the sphere of higher education and

		support. Material and technical support. Daily life conditions. Educative work. International activity. Financial support			accreditation requirements;
10.	Self-assessment	Leadership. Policy and Strategy. People. Partnership and Resources. Customer Results. People Results. Society Results. Key performance results.	Quality Management Department	Annually	Revealing strengths and areas of improvement. Applying for the National Quality Award in the sphere of higher education.

Thus one can distinguish several directions on which assessment of the performance at the Mordovian State University is carried out:

- assessment of customers satisfaction: students, employers, graduates, parents and entrants to the University;
- control over carrying out planned indices in the field of education, scientific and research, non-academic activities;
- assessment and ranging tutors and subdivisions according to the degree of the effectiveness and productivity;
- self-assessment based on a definite model or criteria system.

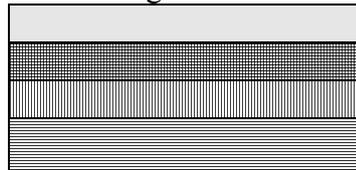
Only the first three types of assessment were carried out at the University before 2001. Traditional system of assessment allows to involve almost all professors and teaching staff by means of collecting information on their activity that is later aggregated on the level of subdivisions. The main role in the system of assessment belongs to chairs that provide information accumulation, its primary processing; bear responsibility for its completeness and reliability. Taking into account that the existing system of reporting includes about 200 various indices it overloads the base subdivisions of a higher school, diverts time, labour and material resources for carrying out the assessment. Various subdivisions of the University carry out the assessment within their competence. Therefore different types of assessment duplicate each other, not coordinated in time, their aims and tasks remain unclear for employees. Allocation of responsibility for carrying out various types of assessment at the University (Table VI).

Table VI. - Allocation of responsibility for Carrying out Various Types of Assessment at the University.

Assessment Type	Student	Tutor	Chair	Department	Responsible subdivision
Questionnaire of students tutors, employers and entrants to the University					
Questionnaire "Tutors as seen by students"					
Report on carrying out the planned activity					
Report on publishing activity					
Report on intermediate, current and final examination					

of students									
Rating of chair and department									
Rating of a tutor / chair / faculty									
Rating of scientific and research and innovation activity									
Self-inspection									
Self-assessment									

Signs used in the table:



- collecting information
- making a report
- settling a report
- carrying out the assessment procedure

Almost all types of indices that are subjected to assessment in a traditional system reflect the results of the activity. On the one hand this system fulfils a stimulating role, allows to conduct monitoring of results and progress of the organization. On the other hand this system of assessment does not allow to judge about the factors of forming the results and their influence on the parties concerned. Besides self-inspection all the traditional types of assessment applied are not integrated in the improvement planning system.

Introducing of self-assessment became a new stage of assessment system development in the University. Since 2001 its elements have been applied at the Economics Department only. Since 2004 self-assessment in the University has been carried out systematically. The main stages of carrying out self-assessment at the University are given in Table VII.

Table VII - Stages of Carrying out Self-assessment at the University

Stage	Stage contents
1. Preliminary stage (preparation for carrying out self-assessment)	<ul style="list-style-type: none"> - Taking a decision on carrying out self-assessment, appointing a person responsible for its implementation - Forming a working group for carrying out self-assessment - Selecting a model and methods of self-assessment - Appointing persons responsible for carrying out self-assessment according to different criteria - Training members of the group
2. The main stage	<ul style="list-style-type: none"> - Collection and analysis of information according to the criteria of the model chosen - Making a summary, considering and approving of it by rector
3. The final stage (making and implementation of decisions according to the results of self-assessment)	<ul style="list-style-type: none"> - Considering the results of self-assessment at the University Academic Council - Defining the most important priorities for performance improvement - Making a plan of measures for improving priority trends of work - Control over implementation the developed plan of measures

In 2004, 2005 and 2007 self-assessment was carried out on the basis of the higher educational institution excellence model, developed by the scientists of St. Petersburg State Electric Engineering University.

The main advantage of the given self-assessment model is its simplicity in use, operability in receiving information from officials and employees, possibility of using it on the levels of department and other subdivisions. The generalized results of the University self-assessment are shown in Table VIII (Makarkin, 2008).

Table VIII. The Results of Self-Assessment of the Mordovia State University in 2004-2007

№	Criterion	2004	2005	2007	Trend
01	Leadership	5,9	6,2	6,9	↑
02	Policy and Strategy	6,0	6,0	6,3	↑
03	People	5,8	6,0	6,4	↑
04	Partnership and Resources	6,8	6,8	7,2	↑
05	Processes	5,3	5,6	5,6	→
06	Satisfaction of customers	6,7	6,8	6,9	↑
07	Satisfaction of Personnel	4,9	4,9	5,3	↑
08	Society Results	8,5	8,7	8,7	→
09	Key Performance Results	6,6	6,9	7,1	↑

The table shows that the most part of the criteria shows positive dynamics. Two criteria demonstrate stability: Processes (Criterion 5) and Society Results (Criterion 8). However, the given model of self-assessment does not suppose qualitative grounding of assessments assigned to criteria and categories. Therefore, reports containing detailed analysis of all criteria and categories made annually according to the results of self-assessment. It allows to reveal the areas for improvement according to which the management decisions should be made.

Besides the given model the University has experienced another assessment model with representing qualitative information on the University performance. It was connected with applying for the national quality award in the field of higher education. The University was granted a diploma in 2005 and became a winner in 2006.

The experience of carrying out self-assessment made it possible to reveal its advantages as compared with traditional types of the activity assessment applied at the University:

- self-assessment possesses diagnostic power, allows to reveal strengths and areas for improvement in the University, to find out cause and effect connections between the activity and the factors providing them;
- self-assessment is of strategic character, covers all the main University processes;
- self-assessment allows to assess the quality of management;
- self-assessment is aimed at measuring the University performance from the point of view of the parties concerned, to define the social impact of the University activities;
- carrying out self-assessment usually does not require a lot of time;
- the implementation of self-assessment contributes allows to involve the University personnel.

At the same time from the point of view of management self-assessment has a number of shortcomings:

- the given tool does not allow to assess the successes and contribution of each tutor and subdivision in achieving the University aims;
- the self-assessment model does not contain particular quantitative measurable indices that limits its stimulating influence on the employees activity;
- considerable time resources to carry out the self-assessment does not allow to apply it as a tool of operative management;
- it is difficult to use self-assessment for investigating separate processes of the University–educational, scientific and research and non-academic activities;

- as a rule, teaching staff is not familiar with the model and methods of self-assessment, misinterpret its results.

Admitting here that implementation of self-assessment in the University requires achieving a certain stage of management maturity one should understand that it cannot substitute the whole assessment system of the organization. Moreover systematic use of self-assessment requires its integration with the given system providing reciprocal addition and succession of separate types of higher educational institution performance assessment allocating between them spheres and levels to be assessed. It is also necessary to improve organization mechanism for carrying out different types of assessment: firstly, for reducing cumulative administrative load on the basic subdivisions – chairs; secondly, for forming informational basis of making decisions in the field of performance improvement on all the levels and spheres of management.

The most difficult problem is transforming self-assessment results into concrete management decisions, measures for system improvement, mechanism and process of strategic management at the University.

The experience shows that the conditions for successful applying self-assessment at the University are:

- active support by the leadership;
- training the personnel in the field self-assessment methods implementation;
- clear allocation of duties and functions;
- wide discussion of self-assessment results in the collective and on different levels of management;
- focus on integration of self-assessment results in the process of strategic planning ;
- monitoring of changes that have taken place since the last self-assessment.

On the basis of self-assessment results of the Mordovian State University performance in 2004-2005 the University strategy for 2006-2010 was added by new priority development directions dealing with the improving of the quality of education and developing the system of the University management.

Strategic priorities of the University development are: (University Strategic Plan, 2006):

- improving quality and widening the spheres of activities;
- transferring to the new type of development based on innovation;
- diversification of financing resources;
- improvement of the University management.

On the basis of self-assessment results has been also defined the strategic goals of the quality management improvement in the University.

Thus self-assessment allows to measure effectiveness and productivity of the University processes; compare it's potential and results for the customers, personnel and society; define the QMS maturity stage, use learning to create innovation and improvement opportunity on the way to the excellence.

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