Abstract: At the beginning of the millennium, the higher education passes through a process of adaptation to the current needs of society, a process marked by globalization and unprecedented development of the information technologies. Given by increasing the number of the students and the offer of specializations, the competitive inter-university system development and intensification of the international academic cooperation, it appears logical to implement a type of educational management to increase the services offer, their effectiveness in promoting the performance in the competitive conditions. In this context, the quality is undoubtedly one of the most important requirements of any result of actions taken, and any activity for detecting the problems, to assess the influence and find solutions to solve them is, for any organization, the key of the progress. The QUALITY term and the international symbol Q can be used in many different circumstances. Thus, it can be spoken by the quality of products, services, life, education, learning, vocational training, etc.

Index Term: decision, information, information system, quality management

I. INTRODUCTION AND PURPOSE

The quality of education, which has often been identified with the educational quality and with the assessment results of the learning outcomes based on different criteria, are, today, a complexity of the active events, both in the formal education achieved by schools and in the non-formal education achieved by other cultural institutions and the media that assumes this role with competence and in the informal education which is carried out in the family and in the social and cultural relations, friendship and leisure. The quality of higher education may be defined as all the characteristics of the education (in which are involved all available resources and environmental factors) and gives the ability to satisfy the current and future needs in knowledge, skills, performance of some individuals, business, society and state. The quality of higher education means that it corresponds like the process, the system, as a result of multiple needs, objectives and rules. Ensuring the quality in higher education has become a priority both at institutional and at the governmental level. Ensuring the quality has resulted from all the processes activities, procedures, resources and organizational structures that form the quality system, involving the motivation for performance of those involved in this approach.

Figure 1. The path from the motivation to performance

The problem of quality is not just a matter for the higher school competence or other institutions; its solving requires the integrated efforts at all the levels:
- Global;
- National;
- High school;
- Educational institutions in the multitude of influencing factors on the quality.

Quality, assurance the quality, and the quality management are concepts that are central goal of the success-oriented firms, regardless of the activity field, their size and the product produced. In the context of developing the national economies and the global economy it is found the change of the quality concept and the objectives and tasks related to the quality management.

The quality management consists of the coordinated activities to direct and control an organization with regard to quality. Targeting and control include:
- Establishing the quality policy and its objectives;
- Planning, control, assurance and improvement the quality.

Developing and implementing of a Quality Management System (QMS) is a strategic decision of an organization’s management. This involves a complex set of activities to achieve and implement, but the benefits are many - it generates confidence that products / services are appropriate quality, ensures an increased competitiveness in the competitive market,
maximize profits and achieving the excellence.

**Fig 2. Components of the quality management and their roles**  
Source: Drăgulănescu, N., Assurance of the education quality in Romania - between necessity, confusion and obstacles

The purpose of this study is to present the process of ongoing evaluation of the "Spiru Haret" University students to identify the problems and to find the ways to improve the quality of the process.

**II. DESCRIPTION OF THE ORGANIZATION**

"Spiru Haret" University was established and approved by Law no. 443 of July 5, 2002, published in Romania Official Gazette no. 491 of 9 July 2002, which confirms that Spiru Haret University, accredited, is "a higher education institution, legal person of private law and public utility, part of the national education system."

The efforts undertaken by "Spiru Haret" University to ensure its integration into European and national space of the research have been directed towards designing its own research and development strategies, based on the assessment of the facts, defining the set of strategic objectives and specific of the research and development, elaborating the research and development plan and establish the necessary tools to achieve it.

University conducted various activities to promote the image, to make known the achievements, participated at the important, internal and external events, has partnered, conventions, established the relationship of collaboration in the various fields. Actions, moments, events demonstrate a strong, wide open to the world of the "Spiru Haret" University, a collaboration desire on the multiple levels in the European and international education and research. Also, it represents the prestige expression acquired by our institution, an irrefutable evidence of its mission to promote the values of education, science and Romanian culture in the universal space.

**III. PRESENTATION THE PROCESS OF THE STUDENTS ONGOING EVALUATION**

The process of the student’s ongoing evaluation is an integral part of the educational process that applies specifically to the "Spiru Haret" University and is shown in the diagram below.

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**Table no. 1 Identifying sheet of the ongoing evaluation process**

<table>
<thead>
<tr>
<th>Process Code</th>
<th>Designation process</th>
<th>Purpose process</th>
<th>Responsible for process</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP1</td>
<td>Ongoing evaluation</td>
<td>Assessment of knowledge feedback</td>
<td>The discipline holder</td>
</tr>
</tbody>
</table>

**Fig 3. Flow diagram-Process of the ongoing evaluation**
IV. PROBLEM DEFINITION, MISSION AND THE TEAM SELECTION

PROBLEM: 35% of students did not pass at least one (1) ongoing evaluation exam.
MISSION: Reducing the percentage of the students who failed the ongoing evaluation exams with 15% during the academic year 2012-2013
TEAM SELECTION:
- Dean;
- Head of department;
- Responsible for IT
- Registrar;
- Students.
From the analysis of the problem, the team for improvement the quality of ongoing evaluation process of the students identified the causes groups and detailed them until the based cause level (Fig. 5-9).
**V. IMPROVEMENT**

After the establishing the causes has been started to identify the improvement solutions that leading to reduce the number of students that not pass the ongoing evaluation (Table no. 2).

**Table no. 2 Plan for improving the quality of ongoing evaluation process**

<table>
<thead>
<tr>
<th>No.</th>
<th>Description of the problem / non-compliance</th>
<th>Analysis of the case</th>
<th>AC / AP proposed</th>
<th>Term / Manager</th>
<th>Resources</th>
<th>Method of measurement / monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unavailability of the rooms</td>
<td>Flawed programming</td>
<td>AC-analysis of proposals on the allocation of the rooms</td>
<td>3 days before the beginning of the evaluation period</td>
<td>Time</td>
<td>Contracting of the proposals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Financial under the contract</td>
<td>Contract for space</td>
</tr>
<tr>
<td>2</td>
<td>Supervision unavailability</td>
<td>Flawed programming</td>
<td>AP - analysis of proposals on the allocation of the Supervision</td>
<td>3 days before the beginning of the evaluation period</td>
<td>Time</td>
<td>Contracting of the proposals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Financial under the contract</td>
<td>Contract for space</td>
</tr>
<tr>
<td>3</td>
<td>Students unavailability</td>
<td>Flawed programming</td>
<td>AC-Consultation the students for planning the evaluation</td>
<td>3 days before the beginning of the evaluation period</td>
<td>Time</td>
<td>Increasing the number of the students participating at the evaluation</td>
</tr>
<tr>
<td>4</td>
<td>Security of the issues</td>
<td>Negligence</td>
<td>AC - Awareness responsible</td>
<td>Permanent / Department Director</td>
<td>Time</td>
<td>Minutes</td>
</tr>
<tr>
<td>5</td>
<td>Technical failure</td>
<td>Inadequate operation / lack of the IT specialist responsible</td>
<td>AC - Contract collaborator, the system engineer</td>
<td>Periodical / Department manager</td>
<td>Time</td>
<td>Financial</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ensuring the maintenance of the equipment</td>
</tr>
</tbody>
</table>

- **AC** = corrective action
- **AP** = preventive actions

**Conclusion and Proposals:** From the cycle of improvement there are identified the opportunities to improve the ongoing evaluation process, one of the issues identified being the lack of specialist to ensure the equipment maintenance, corrective action proposed is the collaboration with a specialist, the needed resources are financial, but the results are measurable. The scheme of the evaluation process after to introduce the ensuring the equipment maintenance is changed as well. (Fig. 10).
Fig.10. Flow diagram - ongoing evaluation process, after the introduction the ensuring maintenance by a specialist
It is resumed the improvement cycle and is identified the new opportunities to improve the ongoing evaluation process.

VI. CONTROL

It is established in the Quality Management Department a maintenance procedure and multiplication of the obtained results.

REFERENCES


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2014 member Review Board Pinnacle Journal Publication International Open Access Publisher
2014 member Review Board of the Asian Journal of Business and Management (AJBM)
2014 member Review Board of the Journal of Engineering Research, (NJER)
2014 member Editorial Board American Journal of Service Science and Management from Open Science Publishers
2014 Member Editorial Board, JEBI, Journal of Entrepreneurship and Business Innovation, published by Macrothink Institute, Las Vegas, Nevada, United States
2013 Member World Economics Association
2013 member (institutional) in Academic Cooperation Association
2013 Editorial Board Multidisciplinary Journals, Faisalabad, Pakistan
2013 Member Review Boards, European Journal of Management Science
2013 Member Review Boards, European Journal of Science and Engineering
2012 Selected biography in Who is Who, the 2013 edition
2012 volunteer WWF Romania
2011 Member editorial board, IJARAFMS International Journal of Academic Research in Accounting, Finance and Management Science, Pakistan.
2011, Member editorial board, IJARBI International Journal of Academic Research in Business and Social Science, Pakistan.
2011, Member editorial board, IJARPE International Journal of Academic Research in Progressiv Education & Development, Pakistan.
2009 Member Association of Historians of Romania
2009 Economists Club member Brasov
2008 AMEC member (Muscel Association for Education and Culture)
2007 AGIR member (Association of Romanian Engineers)
2003 Member ARROMAR (Romanian Association of Marketing)
Over 100 research papers and published in national journals and participation in conferences and scientific sessions, nationally and internationally, evidenced by publications with ISSN or ISBN, or international rated (ISI) and international databases (RePec, IDEAS, Edirc, Copernicus etc.) and 4 specialized books as unc author.
I participated as a member in research projects under the aegis of the Romanian Academy, or undertakings.