Needs assessment of evaluation of educational institutions: First phase in the development of an evaluation model of educational institutions for the improvement of education quality

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Proposal of an evaluation model of educational institutions for improving educational quality

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Higher education institutions in the State of Guanajuato

18 months, from August 15, 2006 to April 15, 2008

Grant from CONACYT and the State of Guanajuato


Three sources of information

16 interviews to key informants: school deans, government officials, employers

3 instruments administered to 120 participants in a Seminar on evaluation of educational institutions

Focus group with 7 experts on evaluation of educational institutions

First phase


Findings

1. There is an enormous heterogeneity in the way higher education institutions conduct evaluation.
2. Similarities: evaluation of learning, evaluation of instructors, etc.
3. Some needs: follow-up studies on ex-students, assessment of leadership, etc.
4. Most "evaluation" practices are related with the reporting of school statistics.
5. Concern with accreditation processes.
6. Evaluations in short periods of time, but not as a permanent practice along the year.
7. Scarce practice that may systematically link evaluation to management.
8. Many decisions are made without valuable information from evaluation studies.
9. Perceived restrictions for evaluation studies: lack of time, lack of resources, resistance from unions, lack of a "culture of evaluation", lack of personnel trained to conduct evaluations, lack of clear policies to deal with ethical dilemmas, etc.

Conclusions

Resources for education

Evaluation processes of educational institutions

Training of deans and department heads through a Seminar on evaluation of educational institutions

Training of future researchers

Undergraduate level (ENSOG students)

Graduate level (ITESM students of a master's program)