Needs assessment of evaluation of educational institutions:

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

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Needs assessment *of*
- Training programs
- Resources for education
- Evaluation processes of educational institutions

a part of a larger → **Research project**

had → **Three sources of information** *were the* → **First phase**

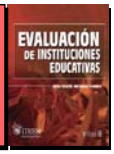
Research project
- *titled* → Proposal of an evaluation model of educational institutions for improving educational quality
- *carried out by* → María Soledad Ramírez Montoya; J. Ricardo Valenzuela González; Jorge Antonio Alfaro Rivera
- *carried out in* → Higher education institutions in the State of Guanajuato
- *carried out during* → 18 months, from August 15, 2006 to April 15, 2008
- *with support of a* → Grant from CONACYT and the State of Guanajuato
- *more info in* → Research project Web page : http://www.tecvirtual.itesm.mx/convenio/modelo/homedoc.htm

Three sources of information *which were*
- 16 interviews to key informants: school deans, goverment 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 *of the* → Theoretical support: Valenzuela González, J. R. (2004). *Evaluación de instituciones educativas*. Distrito Federal, México: Trillas.



had a → *led to the following*

Contributions
- *one was* → Training of future researchers
  - *at the* → Undergraduate level (ENSOG students)

  - *at the* → Graduate level (ITESM students of a master's program)

- *other was* → Training of deans and department heads through a Seminar on evaluation of educational institutions

Findings *some were*

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 dilemas, etc.

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