



PERCEPTION OF INSTITUTIONAL EVALUATION BY STUDENTS OF A BRAZILIAN NORTHEAST COLLEGE: A CASE STUDY

¹Katiana Bezerra Bastos, ²Roberta Ravena Lima Verde Oliveira, ²Geane Oliveira de Lima, ³Francisca Priscila Duarte de Figueiredo, ³Hérika Maria Filgueiras Costa, ⁴Roberta Oliveira da Costa, ⁴Gilberto Santos Cerqueira, ⁴Jonas Nogueira Ferreira Maciel Gusmão, ⁴Ariel Gustavo Scafuri, ^{*3}Ana Paula Fragoso de Freitas, ¹Inez Cristhina Palitot Clementino Remígio Leite, ⁴Gildênio Estevam Freire, ⁷Helder Pimenta Bindá, ⁶Iolanda Gonçalves de Alencar Figueiredo, ³Antonio Jorge Santos Cerqueira, ⁸Edivaldo Xavier da Silva Júnior, ³Ianna Palitot Clementino Remígio Leite and ⁹Renata Costa da Silva

¹ Postgraduate Program in Health Sciences of the Faculty of Medicine of ABCSão Paulo, Brazil

²Nurse, Hospital and Maternity Luzia Teodoro da Costa, Óros, Ceará, Brazil

³Grupo de Pesquisa em Educação, Direito e Saúde, Brazil

⁴Department of Morphology, Faculty of Medicine Federal University of Ceara, Fortaleza, Ceara, Brazil

⁵Course of Nursing – University Center Estácio do Ceará

⁷Federal University of Piauí, Piauí, Brazil

⁸Assistant Professor of Anatomy, University of Pernambuco, Petrolina, Brazil

⁹Post-graduate Program in Nursing, Federal University of Bahia, Salvador, Bahia, Brazil

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ABSTRACT

This work aims to investigate with the student body of an institution of higher education the contribution of the Institutional Educational Evaluation for the improvement of a higher education institution (HEI) of the Brazilian Northeast in the view of the students. A descriptive exploratory study with a quantitative approach was carried out with 102 students from four higher courses of an HEI. It was verified that in relation to the genus, it was observed that the major parts of the students were females with a mean age of 25.30 ± 6.33 years. She observed that there is a statistically significant difference between satisfactions with the management of course coordination and relation to sex, with higher satisfaction among students. It was also verified that there is a great dissatisfaction 57, 83% on the part of the student body on the politics of research and extension. It was found that there is a need for investment in teaching qualifications, and in research, monitoring and extension policies as well as a need to restructure institutional evaluation.

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INTRODUCTION

In Brazil, the evaluation of institutions of higher education, in the modalities of self-evaluation is coordinated by a commission of each institution, and the external evaluation carried out by commissions indicated by the Ministry of

Education, is part of the National System of Evaluation of Higher Education (Brasil, 2012). The National System for the Evaluation of Higher Education expresses agreements signed in a strongly disputed field, since they have repercussions on the public policies of education and evaluation through the affirmation of a certain vision of quality (De Sordi, 2011). The implementation of educational reforms in a federative country, whose educational systems are characterized by extreme political and institutional decentralization such as Brazil,

*Corresponding author: Ana Paula Fragoso de Freitas, Grupo de Pesquisa em Educação, Direito e Saúde, Brazil.

necessarily requires the implementation of mechanisms for monitoring and follow-up actions and policies in progress for different reasons (Castro; Guimarães, 2000). The Institutional Evaluation is an instrument that contains the process of continuous monitoring of the activities and implementations of changes necessary for the resumption of the mission proposed by the Institution. The purpose of the whole evaluation is to ensure the continuity of the Institution's activities, verifying what is not correct, the successes and the positive results and, from this information, take positions that provide changes, establish alternatives, elaborate improvements and extensions (Spei, 2012). The Brazilian legislation provides for the creation of own evaluation commissions (CPAs) with the purpose of self-assessment in higher education institutions (Brasil, 2004). The evaluation committee itself should be composed of all segments of the academic community and representatives of civil society (representing the community in which the IES is inserted). In addition, these commissions must be autonomous in relation to the Directorate and Administration of the HEI to ensure the smoothness of the evaluation process (its quality, its non-punitive nature and its secrecy).

In order to speak of Institutional Evaluation in Higher Education Institutions, it should be emphasized that this Evaluation is a self-assessment process that all institutions must experience, at least twice each year, the stages must occur at the end of each semester respectively, besides being the moment to know how the expectations of the whole educational body (students, teachers and employees) are, it also aims to fulfill a criterion imposed by the MEC, to seek to improve the quality of higher education services, in order to guarantee the permanence and satisfaction of academics, with the permanent increase of its efficiency and institutional effectiveness. During the course of this work, we verified that there was a gap in scientific works evaluating the perception of the students about the university's own evaluation commissions. The evaluation committee of the Faculty of South Center of Ceará was implemented in 2005, and at each end of the semester this committee applies an instrument of institutional self-evaluation for the student body, faculty and staff to evaluate how the institution and thus perceive the difficulties and with that to seek the improvements for institution. Based on these premises, the research aimed to investigate with the student body of a college in south central Ceará what their contribution in the institutional evaluation and for the improvement and growth of the institution.

MATERIALS AND METHODS

An exploratory descriptive study with a quantitative approach was carried out. A structured questionnaire containing objective questions elaborated according to the proposed objectives was used for the data collection, referring to the socio-demographic data. However, a previous pilot study was conducted to verify the conditions of the research instrument. The criterion of inclusion used was student is enrolled regularly in the Faculty and be over 18 years. Data collection was performed in November and the sample consisted of 102 academics from the four university courses. Data analysis was performed using the GraphPadPrism program, version 5.0 for statistical analysis, and the Microsoft Office Excel 2007 program for drawing graphs and tables. For statistical analysis, the chi-square test was used and, for statistical significance, the values of $p < 0.05$. In compliance with the ethical

recommendations, the study was authorized by the participating institution and then a document was sent requesting authorization to conduct the research. All respondents signed a free and informed consent form. In this way, the ethical recommendations for research developed with human beings have been fulfilled. This study does not have any conflict of interests according to the norms of the national health council and following a universal tendency and recommendations of forums of scientific editors, that regulates research involving human beings (Vale *et al.*, 2008).

RESULTS

Regarding the gender, it was observed that the greater part of the students were female, when compared to the total number of men. The mean age of both genders was 25.30 ± 6.33 years, being 25.43 ± 0.62 years for women and 24.92 ± 1.70 years for men, and no statistically significant difference was found between ages ($p = 0.729$), (Table 1).

Table 1. Descriptive statistics of the ages of the students interviewed

Sexo	Média \pm DP	Mediana	Max	Min	p
Feminino	25,43 \pm 0,62	24	40	17	0,729
Masculino	24,92 \pm 1,70	22	48	18	

Values represent the mean \pm standard error of the mean

Regarding the distribution among the courses, it was verified that 16.66% were from the course of administration and accounting, 20.6% were from the nursing course and 62.74% from the social service course Table 2.

Table 2. Distribution of the sample by the semesters and courses

Course	N	%
Administration and accounting	17	16,66
Nursing	20	20,60
Social Worker	64	62,74
Total		100

It was verified that the majority of the interviewed students was of the social service course 62.74%, followed by 20.6%, by students of nursing courses and 16.66% by students of administration and accounting.

Table 3. Academic changes suggested in the institutional evaluation regarding sex

Sex	Academic changes suggested in the institutional evaluation				X ²	p-value
	Yes		No			
	N	%	N	%		
Men	20	19,60	5	4,9	0,04	0,839
Woman	63	61,76	14	13,72		

* Chi-square test. Significant values when $p < 0.05$.

According to table 3, the satisfaction of the students of a HEI in Ceará can be seen that 81.36% of the interviewees ($p = 0.0202$) (Table 3) believe that their participation in the institutional evaluation occurred at each end of the semester contributed to changes in the institution. We can highlight that the participation of this group 63% of the academic, and these in turn feel that they are inserted in the contexts of institutional changes.

Table 4. Satisfaction with Course Coordination Management

Sexo	Satisfação da gestão do curso				X ²	p-valor
	Sim		Não			
	N	%	n	%		
Men	21	20,59	4	3,92	5,39	0,0202*
Woman	45	44,12	32	31,37		

* Chi-square test. Significant values when $p < 0.05$.

It was verified that there is a statistically significant difference between satisfaction with the management of the course coordination and the sex, being the greatest satisfaction among the students ($p = 0.0202$) (Table 4).

Table 5. Evaluation of university research and extension policies

Sexo	Política para Pesquisa e extensão				X ²	p-valor
	Sim		Não			
	N	%	n	%		
Masculino	12	11,76	13	12,74	0,46	0,4959
Feminino	31	30,39	46	45,09		

* Chi-square test. Significant values when $p < 0.05$.

According to the data collected on the Research and Extension Policy of the IES Cearense, it was verified that there is no significant difference between the satisfaction and dissatisfaction of these policies, and the dissatisfaction is a greater predominance among the students in general. It is worth noting that among the students it reaches 45.09% (Table 5). The results analyzed study informs that the Research and Extension Policy needs to be strengthened, as it notes that 67.83% of the students show some dissatisfaction.

Table 6. Evaluation of policies for monitoring

Sexo	Satisfação com a monitoria				X ²	p-valor
	Sim		Não			
	N	%	n	%		
Men	15	14,70	10	9,8	0,492	0,4828
Woman	40	39,21	37	36,27		

*Chi-square test. Significant values when $p < 0.05$.

Regarding the evaluation of the monitoring policies, it was verified through the collection of data that the monitoring activities developed by the faculty of Ceará, is perceived a greater satisfaction among the academics ($p = 0.4828$) (Table 4). The results indicate that the satisfaction is of 53.91 students, but it is observed that 46.07% of the respondents show dissatisfaction, mainly in what concerns the students that 36.27% are not satisfied with the development of this activity within the institution.

DISCUSSION

The Evaluation Evaluation Committee is an important instrument to guarantee the quality of higher education institutions in Brazil. Every university must by law have this commission in accordance with Brazilian law. This committee carries out semiannual evaluations at the end of each semester, with the objective of verifying the quality through five axes, such as Institutional Planning and Evaluation, Institutional Development, Academic Policies, Management Policies and Infrastructure Ristof, 2004; Lacerda; Ferri, 2015). The evaluation committee conducts the self-evaluation process of the institution, based on the principles of the Ministry of Education, in order to identify the conditions of teaching,

research, extension and management, their potentialities and weaknesses. In higher education institutions in the interior of northeast Brazil, this evaluation committee does not function properly, because these private institutions do not receive investment in research and extension, there is only investment in education. Since the administrators of these institutions have only profitable and non-educational views. In higher education, it seems that the Evaluation Committee quickly adapted to the institutional rhythm, especially by the formal inclusion of external actors without being guaranteed the condition of involvement in the work. Thus, the idea of plural participation (and hence the power of the agora) was broken up, which made it difficult to engage in evaluation work and to increase the confidence of the actors in this process (De Sordi, 2011).

This study evaluated the students' perception of four undergraduate courses. Faced with this analysis, it is necessary that the institution of Ceará, in keeping with the expectations with the academics and its internal regulations, in which it argues that research and extension activities need to be stimulated with the teachers and students that are around them. It is necessary, however, that in addition to the encouragement and encouragement promoted by the institution, the faculty and students are also involved in this activity. It is worth mentioning that the evaluation has been evoked as an instrument that can deliver the institution results for greater growth and in its performance and functioning, allows the regulation of the system and becomes an instrument of growth and quality assurance for service improvement available. For according to art. 8º "The evaluation activities shall be carried out and shall contemplate the global and integrated analysis of the set of dimensions, structures, relationships, social commitment, activities, purposes and social responsibilities of the higher institution". A student should not be considered simply as a client, but as a true partner in the learning process. The student partner is not a "student product" to be processed as a raw material, nor a "client student" outside the service desk, but an active participant in the teaching / learning process who behaves as a partner in relation to school (Reinert, Reinert, 2005). In line with the expectations of the IES in the search for competitive advantage, after detecting the degree of satisfaction of its clients to effectively change something in their teaching quality, it is imperative that we know the criticisms presented by the student about their service delivery, as well as the suggestions provided, aiming at improving the quality of teaching (Faria *et al.*, 2012). Positive disconfirmation produces satisfaction, while negative disconfirmation produces dissatisfaction. In this way, the student shapes his expectations about the classes before their beginning and then disconfirms them based on perceived performance. It is important to emphasize that the expectations formed previously influence subsequent judgments about observed performance that will lead to satisfaction or dissatisfaction (Oliver; Burke, 1999). The results found in the present study indicate that in the perception there is a degree of dissatisfaction. In line with its objectives, the Ceará State university to achieve greater academic satisfaction would require a greater investment in teaching, research and extension not only in marketing to attract students.

Conclusion

It was found that the academic is relatively satisfied with the type of institutional evaluation carried out by the IES. It is

worth noting that some criticisms and suggestions were presented for the institution to reflect on its functioning, aiming at improving the quality of teaching learning. There is also a low satisfaction with the policy of research and extension, since there is no investment by the institution in extension research, there is only the preparation of academic papers in isolation in periods of scientific week, works that do not follow the rigor of the scientific research thanks to the low qualification of the teachers from the point of view of training *strictosensu*, demonstrating that there is a need for an investment of the institution in the training teachers of the teachers with the intention of improving them.

Conflict of interest

Conflict of interest declared none.

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