



Internal evaluation of the operating room department of zahedan University of Medical Sciences in the academic year of 2022

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Abstract

Background: According to the importance of internal evaluation in recognizing the strengths and weaknesses and eliminating the deficiencies in the improvement of educational quality, the present study was conducted with the aim of internal evaluation of the operating room department of the Faculty of Nursing and Midwifery of zahedan University of Medical Sciences in the academic year of 2022.

Materials and Method: The present study based on cross-sectional-descriptive study, was conducted in the operating room educational department of the Faculty of Nursing and Midwifery of zahedan University of Medical Sciences in the academic year of 2022. The statistical population included the students, faculty members of the operating room department, graduates, the heads of the college's computer site, the director of public affairs, the head of the library, the heads and educational and research assistants of the faculty. The Census method was used for sampling. The data were analyzed using SPSS version 26 software and descriptive statistics.

Results: The evaluation of eight factors showed that the factors of mission, goals, and organizational position had the highest score and the factor of graduates had the lowest score. The operating room department received in general a score of 57.17 which indicates a relatively favorable situation of the department.

Conclusion: According to the obtained scores, the status of operating room department was placed on a relatively favorable situation and it needs more attention especially in the areas of study opportunities and graduates. Therefore, it seems take necessary measures to eliminate the weaknesses, especially in the two mentioned areas, and to improve the quality and situation of the department.

Keywords: Internal evaluation - Operating room department- Educational quality.

Background

universities play an important role in producing knowledge, training specialized human resources.(1). In recent decades, according to the increasing development of universities in order to respond to social demand, attention to the quality of universities has become more than before increasingly necessary, which due to the limited resources, it fulfils in achieving goals and maximum efficiency and effectiveness (2). Therefore, it is necessary to adopt efficient and effective strategies for the development of universities along with quantitative development (3). However, universities should improve the quality of research and service systems by applying various strategies. In this regard, the intragroup evaluation process at the level of educational departments can play a key role in determining the quality of universities and colleges (4). Since the educational department is considered the main core of the activities of any university and the improvement of the quality of the university depends on the improvement of its educational department, performing the continuous evaluation process at the level of the educational department is an effective step in the qualitative growth of the university and as a result of improving the quality of the higher education system (5). The implementation of the intra-group evaluation process improves the sense of self-awareness in all lecturers, motivates faculty members and students to provide opinions and express appropriate solutions, encourages officials to solve educational and research problems (6). Based on the results of accurate and scientific evaluations, it can become more aware of the strengths and weaknesses, therefore, internal evaluation consists of collecting appropriate, relevant and up-to-date information from lecturers, students and graduates about the constituent factors of the higher education unit and in order to judge about the quality and planning in its improvement direction (7). In fact, in the internal evaluation, group members collect data about the evaluated factors, and then compare the existing situation with the standards to judge the level of its quality (8). But if there is no standard, in this case, based on the goals of the educational system or the expectations of the relevant, beneficial and interested people, it can be provided with a framework for comparison, and by comparing the current situation with the favourable situation, can take action to the degree of desirability of the situation or the degree of achievement of goals (9). In order to make the comparison between the current and the desired situation and finally to judge the quality of the educational system and the level of achievement of goals is to be easier, more accurate and far from personal judgments, the indicators should be used. The indicator may be a number, a percentage ratio, or a qualitative description (10). Therefore, it can be said that in the internal evaluation, the responsibility and guidance are in charge of the evaluation group itself. Since this type of evaluation is based on the goal, the educational department should identify the effective factors in achieving the goals and missions of the group and then define the desired situation for it (11). This definition should monitor the group's goals and the desired situation for the criteria of each factor should be determined according to the goals. In this way, by comparing the current situation with the desired situation which is determined based on the goals of the group, it is possible to show the degree of achieving the goals or the distance from it (12). Performing an internal evaluation by the department makes the members to compare their current situation with the desired situation become aware of their strengths and weaknesses and believe in the results obtained of it. Therefore, because they have reached these results and self-belief, as a result, they show a positive reaction to it and take action to eliminate it (13). Briefly, in the internal evaluation, in addition to examine the current situation of the system, a basis for future activities planning should be provided (14). Hamed Heydari and colleagues in their study entitled "Higher Education in the Government of the Islamic Republic of Iran" reached the conclusion that to overcome the quality problem at the level of universities, an internal evaluation is suggested to help the faculty members which in achieving the goals and appropriate strengthening the educational department be more effective and achieve the quality improvement in higher

education (15). Bazargan et al. in their study entitled "The process of implementing an internal evaluation in academic educational departments (Practical guide)" reached the conclusion that in internal evaluation, considering that faculty members cooperate in the process of judging the quality thus the goals of the educational department (As the smallest organizational unit of higher education) are better understood. In addition, the motivation of the faculty members to implement the necessary efforts to achieve the goals also increases. In this regard, the strengths, weaknesses, opportunities and inhibiting factors of the academic educational departments are more evident and appropriate suggestions should be prepared for continuous quality improvement of the higher education organizational unit and provided in the form of an internal evaluation report (16). In the recent missions of care sciences and the operating room in different countries, have involved a very rapid growth, and accordingly, the quality of health care has also been improved; therefore, considering the importance of operating room training and the sensitivity of the role of operating room technologists in ensuring the health of the patient under surgery, the quality of operating room training has a particular importance (17) The improvement of the qualitative level of education in the field of operating rooms, which is directly related to the health of people and society, should be given more attention, and this issue is possible through a process called "Intra-group evaluation" (18). Despite the fact that intra-group evaluation has been started in the recent three decades in the country's higher education system in the department of management and educational planning and also has been placed on the agenda in Zahedan University of Medical Sciences. However, in recent years, no study has been conducted in the field of internal evaluation of the operating room department at Zahedan University of Medical Sciences. According to the importance of internal evaluation in recognizing the strengths and weaknesses and eliminating the deficiencies in the improvement of educational affairs and quality and the lack of implementation of internal evaluation in the operating room department of Zahedan University of Medical Sciences, the present study was conducted with the aim of internal evaluation of the operating room department of the Faculty of Nursing and Midwifery of Zahedan University of Medical Sciences in the academic year of 2022.

Materials and Methods

The present study based on a cross-sectional-descriptive study conducted in 2022. . The aim was to internal evaluation of the operating room department of the Faculty of Nursing and Midwifery of Zahedan University of Medical Sciences in the academic year of 2022.

The statistical population included the students, faculty members of the operating room department, graduates, the heads of the college's computer site, the director of public affairs, the heads of the library, the heads and educational and research assistants of the faculty . The inclusion criterion were willingness to participate in the study and Working and studying at zahedan University of Medical Sciences and operating room department. In case of unwillingness to participate in the study, samples were allowed to withdraw from the study at any stage.

The Census method was used for sampling In students(87) faculty members of the operating room department(7), the heads of the college's computer site(1), the director of public affairs(1), the heads of the library(1), the heads and educational and research assistants of the faculty(3).

The measurement tool for data collection included the standard and proposed questionnaire by the Ministry of Health and Medicine for the internal evaluation of educational departments. This questionnaire included 8 factors as follows:

- **Department's goals and mission factor:** It includes 8 criteria and was evaluated by the head, academic vice-chancellor and director of the department. The minimum score of this area is equal to 0 and the maximum score of this area is equal to 105. The tool used in each criterion has three items which are as follow: Unfavorable, relatively favorable, and favorable.

- **Educational courses and curricula programs factor:** It includes 3 criteria and was evaluated by students. The minimum score of this area is equal to 0 and the maximum score of this area is equal to 34.
- **Academic staff member factor:** It includes 5 criteria and was evaluated by the head, academic vice-chancellor and director of the department. The minimum score of this area is equal to 0 and the maximum score of this area is equal to 50.
- **Students' factor:** It includes 7 criteria and was evaluated by the students and the academic vice-chancellor. The minimum score of this area is equal to 0 and the maximum score of this area is equal to 90.
- **Teaching/learning strategies factor:** It includes 4 criteria and was evaluated by the head, academic vice-chancellor and director of the department. The minimum score of this area is equal to 0 and the maximum score of this area is equal to 59.
- **Educational facilities and equipment factor:** It includes 5 criteria and was evaluated by the head, vice-chancellor of academic staff members and the officials of the units. The minimum score of this area is equal to 0 and the maximum score of this area is equal to 66.
- **Theses, study opportunities and seminars factor:** It includes 3 criteria and was evaluated by the director of department and research assistant. The minimum score of this area is equal to 0 and the maximum score of this area is equal to 45.
- **Graduates' factor:** It includes 5 criteria and was evaluated by the graduates of the operating room course. The minimum score of this area is equal to 0 and the maximum score of this area is equal to 57.

The obtained results in each factor were ranked in three categories which are as follows: Favorable (75-100%), relatively favorable (50-75%) and unfavorable (below 50%).1399-1401

In order to collect information, a questionnaire was given to the researched units and sent to the people who participated in the field of the operating room during the period of 2020-2022 and had graduated with the operating room bachelor's degree from the Faculty of Nursing and Midwifery of Zahedan University of Medical Sciences.

The data were analyzed using SPSS version 26 software, descriptive statistics tables, mean, standard deviation and percentage.

Ethical consideration

After the approval of the research project an ethics code was obtained from the ethics committee of the university. Explaining the goals of the study, obtaining informed consent, assuring of the confidentiality of the data, registering the data without the name, and respecting the principle of secrecy were observed.

Results

The results of the internal evaluation of the operating room department of Zahedan University of Medical Sciences are given in Table (1). Among the total of 8 factors in the educational mission and goals factor, the organizational position was placed on a favorable situation. Also, in 5 factors of training courses and curricular and non-curricular programs, faculty members, students, teaching/ learning strategies, educational facilities and equipment, the situation was evaluated relatively desirable, and two factors of theses, study opportunities and seminars, and graduates were placed on an undesirable situation. The highest score was related to the educational mission and goals factor and organizational position, and the lowest score was related to theses, study opportunities and seminars (Table 1).

Table 1: The status of internal evaluation factors of the operating room department of Zahedan University of Medical Sciences

Evaluation factors	Criteria	Obtained score	Total score of criterion	Sum of scores	Obtained score percentage
Factor 1 Mission, goals, organizational position	Clarity of the mission and goals of the department	16	16	80 of 105	76.19
	Department management	27	30		
	criteria		9		
	Development program, expansion of fields and courses	3			
	Development resource	6	10		
	development process	6	8		
	Regulations and approvals of the department	7	10		
	Participation of faculty members in educational planning		14		
	Providing financial resources of the department	7			
	Extracurricular activities of the department members	8			
Factor 2 Educational courses and curricular and non-curricular programs	Educational courses	4	10	18 of 34	52.94
	Suitability of academic fields with group resources	7	14		
	Revision of curricula programs and educational courses	7	10		
	Educational				

Factor 3 Academic staff members composition	activities Faculty members	6		26.5 of 50	53
	research activities	8.5	10		
	Faculty members	4	10		
	Executive activities	3	12		
	Characteristics of faculty members and promotion process	5	25		
Factor 4 Students	Acceptance and academic progress	8	16	61.5 of 90	68.33
	Composition and distribution of students	6	9		
	Students' participation in educational programs	7.5	10		
	Students' interaction with faculty members	8	12		
	Students' interest and awareness of the field of study and the job market	9	9		
	Students' opinion about the department	17	24		
	Research activities of students with the department	25	10		
Factor 5 Teaching - Learning strategies	Teaching patterns and methods	7	14	38.5 of 59	62.65
	Use of educational resources and	9	15		

	tools				
	Evaluation process of academic progress	13.5	15		
	Feedback on the evaluation results of faculty members	9	15		
Factor 6 Educational facilities and equipment factor	Educational and administrative space of the department	4	12	34 of 66	51.51
	Library and information system	3	12		
	Computer facilities and service	6	12		
	Workshops and laboratories	9	15		
	Audio and visual equipment	12	15		
Factor 7 Dissertations, Study Opportunities and Seminars	Seminars and Conferences	3	15	9 of 45	20
	Research contracts	6	24		
	Quality of theses	Due to the lack of graduate students, this criterion was not evaluated.			
Factor 8 Graduates	Continuing of education of graduates	3	12	19.5 of 57	34.21
	Department communication with graduates	1.5	18		

	after graduation				
	Articles and scientific works of graduates	3	9		
	Occupation fate of graduates	9	9		
	Managers' opinion about the ability of graduates	3	9		
	Total score of areas			287 of 502	57.17

Discussion

In this study, the overall score of the operating room department of the total of 8 studied factors was equal to 57.17%, which is placed on a relatively favorable situation, it is consistent with the findings of Saravani et al., study from the Department of Social Medicine of Zabol University of Medical Sciences (19), and also the results of Tofighian and et al., study from the Department of Nursing of Sabzevar University of Medical Sciences (20) who reported the overall average of their internal evaluation as relatively favorable. However, these results are inconsistent with the results of Jalalvandi's study, which evaluated the status of the operating room department in Kermanshah University of Medical Sciences (21) and reported its situation as favorable situation. It seems that it is possible to improve the internal evaluation results to higher ranks by removing the problems. Considering that educational evaluation makes it possible to improving the quality of education, the need for planning to strengthen the strengths and eliminate the weaknesses that seem necessary. Among the internal evaluation factors, the educational mission and goals and organizational position factors were obtained the highest scores which are placed on a favorable situation and are in line with Sistani's study (22). In this area, the clarity of the educational mission and goals were obtained the highest scores and the development program, the expansion of fields and courses were obtained the lowest scores. According to this fact that the goals of a group show the destination that the educational department intends to reach it, the, educational departments should clearly define the goals of the group In this study, the overall score of the operating room department of the total of 8 studied factors was equal to 57.17%, which is placed on a relatively favorable situation, that it is consistent with the findings of Saravani et al., study from the Department of Social Medicine of Zabol University of Medical Sciences (19), and also the results of Tofighian and et al., study from the Department of Nursing of Sabzevar University of Medical Sciences (20) who reported the overall average of their internal evaluation as relatively favorable. However, these results are inconsistent with the results of Jalalvandi's study, which was evaluated the status of operating room department in Kermanshah University of Medical Sciences (21) and reported its situation as favorable situation. It seems that it is possible to improve the internal evaluation results to higher ranks by removing the problems. Considering that educational evaluation makes it possible to judge the quality and plays a very important role in improving the quality

of education, the need for planning to strengthen the strengths and eliminate the weaknesses which seems necessary. Among the internal evaluation factors, the educational mission and goals and organizational position factors obtained the highest scores which are placed on a favorable situation and is in line with Sistani's study (22). In this area, the clarity of the educational mission and goals were obtained the highest scores and the development program, the expansion of fields and courses were obtained the lowest scores. The academic staff members' factor was placed on a relatively favorable situation, which is consistent with the results of Sadeghi's study (23). In this factor, the criterion of characteristics of academic staff members and the promotion process obtained the lowest scores. It seems that the newness of the operating room department in the faculty and the type of recruitment of academic staff members, who are mostly working in the department as a human resource plan and also the lack of the presence of a specialized doctorate in the field of the operating room, seems that it is effective in the lowest score of this criterion. The student factor was placed in favorable situation, which is in line with Sadeghi's study (24). In this factor, the criterion of students' interest and awareness towards the field of study and the job market received the full score. It seems that most of the students of this department were aware of the nature of their field before being admitted to the university and their interest level in the field of study has increased after being admitted to the university. The research activities of the students with the department obtained the lowest score. To improve the current situation, encourage students to more participate in conducting research projects, introduce students to various types of research awards, encourage students to participate in research committee meetings, and organize educational workshops to familiarize them with research methods. The teaching-learning strategies factor was placed in a relatively favorable situation. In this factor, the criteria of teaching models and methods obtained the lowest score which is contrary to the results of Jalali et al.'s study (21), inform students and professors and implement it in the form of a strategic plan. The training courses and curricular and non-curricular programs factor was placed on relatively favorable situation. In this factor, the criterion of revising curricular programs and training courses obtained the highest scores. The academic staff members' factor was placed on a relatively favorable situation, which is consistent with the results of Sadeghi's study (23). In this factor, the criterion of characteristics of academic staff members and promotion process were obtained the lowest scores. It seems that the newness of the operating room department in the faculty and the type of recruitment of academic staff members, who are mostly working in the department as a human resource plan and also the lack of the presence a specialized doctorate in the field of operating room, which has caused the employment of academic staff members with the master's degree in the department, seems that it is effective in the lowest score of this criterion. The student factor was placed on favorable situation, which is in line with Sadeghi's study (24). In this factor, the criterion of students' interest and awareness towards the field of study and the job market received the full score. It seems that most of the students of this department were aware of the nature of their field before being admitted to the university and their interest level in the field of study has increased after being admitted to the university. The teaching- learning strategies factor was placed on a relatively favorable situation. In this factor, the criteria of teaching models and methods obtained the lowest score which is contrary to the results of Jalali et al.'s study (21). It seems that the failure to pass the teaching method workshops at the beginning of the recruitment and the lack of experience of the academic staff members have resulted in a low score in this criterion. Therefore, it is suggested to implement a comprehensive program for the purposeful training of professors and the educational empowerment of professors to provide the basis for the improvement of the department in the teaching-learning strategies factor. The educational facilities and equipment factor was placed on a relatively favorable situation, and the criterion of the library and information system and the administrative and educational environment of the department obtained the lowest score which is in line with Rafiei et al. study (25). Among the weaknesses of the operating room department in this field can be implied to the lack

of the sufficient number of computers, the impossibility of quick access to international databases, the oldness of the references available in the library and limited access to reference books in the operating room, inadequate ventilation of the library space, limited room of academic staff members. The dissertations, study opportunities and seminars factor obtained the lowest score and was placed on an unfavorable situation, which is in line with Sereshti et al. study. It seems that the reason of being unfavorable of these criteria is the lack of presence of postgraduate students and the lack of funds and the high volume of educational units of the group members, therefore, it is suggested to provide the conditions for continuing education of the master's professors of the department and the promotion of professors and the recruitment of postgraduate students in the future, as well as the reduction of the obliged units of the professors to improve the situation of the department in this criterion.

The lack of cooperation of faculty members and operating room students to participate in the research project was one of the limitations of this study. Face-to-face counseling and explaining the benefits of participating in the study were considered for education and information with the aim of raising the level of awareness of the methods of reducing this limitation.

Conclusion

According to the obtained scores, the status of the operating room department was placed on a relatively favorable situation and it needs more attention especially in the areas of study opportunities and seminars and graduates. Therefore, it seems take necessary measures to eliminate the weaknesses, especially in the two mentioned areas, and to improve the quality.

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Conflicts of interest

There are no conflicts of interest

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Table 1: The status of internal evaluation factors of the operating room department of Zahedan University of Medical Sciences

Evaluation factors	Criteria	Obtained score	Total score of criterion	Sum of scores	Obtained score percentage
Factor 1 Mission, goals, organizational position	Clarity of the mission and goals of the department	16	16	80 of 105	76.19
	Department management criteria	27	30		
	Development program, expansion of fields and courses	3	9		
	Development resource	6	10		
	development process	6	8		
	Regulations and approvals of the department	7	8		
	Participation of faculty members in educational planning	7	10		
	Providing financial resources of the department	8	14		
	Extracurricular activities of the department members				
	Educational courses	4	10	18 of 34	52. 94

	activities of students with the department				
Factor 5 Teaching - Learning strategies	Teaching patterns and methods	7	14	38.5 of 59	62.65
	Use of educational resources and tools	9	15		
	Evaluation process of academic progress	13.5	15		
	Feedback on the evaluation results of faculty members	9	15		
Factor 6 Educational facilities and equipment factor	Educational and administrative space of the department	4	12	34 of 66	51.51
	Library and information system	3	12		
	Computer facilities and service	6	12		
	Workshops and laboratories	9	15		
	Audio and visual equipment	12	15		
Factor 7 Dissertations, Study Opportunities and Seminars	Seminars and Conferences	3	15	9 of 45	20
	Research contracts	6	24		
	Quality of theses	Due to the lack of graduate students, this			

		crit erion was not evaluated.			
Factor 8 Graduates	Continuing of education of graduates	3	12	19.5 of 57	34.21
	Department communication with graduates after graduation	1.5	18		
	Articles and scientific works of graduates	3	9		
	Occupation fate of graduates	9	9		
	Managers' opinion about the ability of graduates	3	9		
	Total score of areas			287 of 502	57.17