Letter

The Necessity of Designing a Checklist for Evaluating the Performance of Education Development Offices

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Dear Editor,

As key contributors to educational quality, educational development offices (EDOs) require a comprehensive evaluation system to effectively perform their functions and further enhance educational outcomes. Given the increasing demands for high-quality education, these offices must have robust mechanisms in place to evaluate their performance systematically. A comprehensive evaluation not only helps identify strengths and weaknesses but also facilitates continuous improvement, thereby ensuring that educational goals are effectively met (1). The evaluation of performance within EDOs is crucial for enhancing educational quality and effectively supporting both faculty and students (2). Regular assessments allow these offices to identify their strengths and weaknesses, facilitating continuous improvement in the quality of educational services offered. Moreover, by evaluating their performance, EDOs can gauge the effectiveness of educational processes, ensuring that goals and strategies are met and making necessary adjustments to any inefficient practices (3).

This process also helps in increasing user satisfaction among faculty and students by accurately identifying their needs and expectations, which ultimately leads to the enhancement of service quality. Furthermore, aligning EDO activities with national and international educational policies is supported through performance evaluations, ensuring that these offices remain compliant with broader educational objectives. Finally, regular assessments not only promote accountability but also encourage innovation and progress within the EDOs, fostering an environment of continuous improvement (4, 5). This checklist is designed to provide practical tools for managers and supervisors of EDO to evaluate their performance regularly and comprehensively, ultimately leading to the overall improvement of educational quality. This checklist can serve as a reference and guide for other EDO nationwide and assist in the enhancement of educational systems. This study was conducted based on Gagné's instructional design model, following a systematic process through nine distinct phases. Gagné's model, recognized as one of the most effective approaches in instructional design. After completing various stages of psychometric evaluation and thorough assessment of the measurement tools, a final checklist was developed. This checklist comprises 21 domains of educational and administrative focus and includes 70 items; each evaluated using a binary response scale of yes/no. The primary purpose of this checklist is to assess and validate the educational and administrative processes within healthcare and educational institutions.

The evaluation checklist serves as a structured and reliable tool for assessing the performance of EDOs in two critical areas. First, it evaluates the effectiveness of EDOs in hospitals, which are responsible for planning

and implementing specialized and clinical training for healthcare personnel. Second, it assesses the contributions of EDOs in academic faculties, where the primary focus is on the education and training of students across various medical and health-related disciplines. By addressing both clinical and academic contexts, the checklist ensures that educational activities align with established quality standards, fostering a more effective and comprehensive learning environment. To further optimize the use of this checklist, it is recommended to integrate its results with other complementary evaluation methods, such as self-assessments by EDO staff and feedback from faculty leadership. Developing a standardized framework for these evaluations can help identify specific areas for improvement, enhance organizational performance, and contribute to the broader goal of elevating the quality of healthcare education. Ultimately, this approach supports evidence-based enhancements in both the operational and strategic dimensions of medical education systems.

Footnotes

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